Community-Based Pre-Disaster Mitigation

for Emergency Managers

Instructor Guide

FEMA

FEMA 469/MAY 2004

PLAN OF INSTRUCTION/CURRICULUM

COMMUNITY-BASED PRE-DISASTER MITIGATION

FOR EMERGENCY MANAGERS

Instructor Guide

"How to involve emergency management, community-based organizations and faith-based organizations in sustainable local disaster mitigation."

This curriculum was developed to empower communities to mitigate a range of hazards and disasters. The curriculum is designed to be implemented as a whole or to be used in pieces; each section is designed to stand alone if necessary. Sections and information are provided for emergency management personnel.

Ultimately, the information provided in this curriculum package is aimed to increase the safety of families, homes and communities through ongoing mitigation efforts.

EMERGENCY MANAGER
PLAN OF INSTRUCTION/CURRICULUM

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Acknowledgements

Resource Guide

Community-based Pre-disaster Mitigation for Emergency Managers

Instructor Guide

These materials were prepared through a contract from the Federal Emergency Management Agency (FEMA), the Emergency Preparedness and Response Directorate of the Department of Homeland Security (DHS). The materials are based on the experience and counsel of communities, faith-based organizations, and emergency managers from around the country.

notes:

Instructor's Guide

Introduction to Partnerships in Pre-Disaster Mitigation

When it comes to disaster, emergency managers and community-based and faith-based organizations (CBOs and FBOs) have long operated within certain traditional roles. Emergency managers are typically focused on emergency operations and technical solutions. They are burdened with too much to do and too few resources. In many cases, emergency managers have their hands full maintaining a decent state of preparedness and responding when disaster occurs. They generally work with volunteers in well-defined circumstances during and after disasters.

CBOs and FBOs are accustomed to deploying volunteers and services in disaster relief and recovery. Food, shelter, blankets, the organization of volunteer resources, and the provision of human warmth and comfort are their areas of expertise.

There is a growing trend around the country for emergency managers to cooperate with CBOs and FBOs in a different kind of partnership. Community-based mitigation programs concentrate on ongoing efforts that can lessen the impact disasters have on people and property. These programs capitalize on the distinct and separate strengths that emergency managers and CBOs/FBOs offer.

Emergency managers provide access to:

- Funding available through government mitigation grant programs
- Government-based expertise and technical know-how
- Deep understanding of local risks and mitigation needs
- Current status of mitigation within the community
- Access to government expertise and resources at the local, state, regional and federal level

CBOs and FBOs offer:

- Immense volunteer capacity
- Understanding of community needs and awareness of the most vulnerable populations
- Built-in credibility with the community
- Access to social and population groups that may avoid interaction with government officials
- The power of persuasion and community influence
- The ability to make decisions outside of government processes

The benefits of emergency management and CBO/FBO partnerships are enormous. They include the following:

- Emergency management and CBO/FBO partnerships support the reduction of disaster risk, even in highly resource-constrained situations.

- Mitigation activities can keep experienced volunteers active and enthusiastic even in times when their special disaster response and recovery skills are not needed.

- Opportunities exist to bring a whole new group of volunteers into play.

- Program activities maintain community interest and increase awareness regarding disaster risk reduction and preparedness.
- Community members acquire a sense of empowerment through reducing their disaster risk. They buy in at the grassroots level.
- The partnerships and relationships built through such programs further strengthen community bonds.
- When disaster does strike, response and recovery efforts are likely to proceed more smoothly because people know each other, damage and loss are reduced due to mitigation activities, and citizens are apt to be more prepared as a result of their increased disaster consciousness.

Both emergency managers and CBOs/FBOs will be challenged by cultural and organizational differences when they step beyond traditional roles to form these new partnerships. Leadership and operational styles may vary widely. The mission of each group will vary distinctly, both within the CBO and FBO community, and between emergency managers and CBOs/FBOs. For example, emergency managers generally operate within a command-and-control, fairly hierarchical decision-making and leadership framework. On the other hand, CBOs and FBOs are likely to have decision processes that are less structured and potentially more consensus-based. For any partnership to succeed, it is important for each group to understand the cultural values and viewpoints of their partners, and to honor and respect them.

A Caveat on Community-Based Mitigation Programs

If your community chooses to either establish a community-based mitigation program – or to enhance an existing partnership between emergency managers and CBOs/FBOs – it's critical that CBOs/FBOs understand the importance of ongoing coordination and consistent communication with emergency managers.

Because emergency managers are charged formally with the task of community disaster preparedness, response, and mitigation, volunteer efforts must dovetail with the official plans either in place or underway. Volunteer support should be viewed as the asset it is. Emergency managers need to stay in the loop to forestall misunderstandings or even a situation in which volunteer activities impede progress. CBO and FBO volunteers can achieve optimum results when working in partnership with emergency managers and in accordance with official Community Mitigation Plans.

Workshop Purpose

The Community-based Pre-Disaster Mitigation for Emergency Managers training materials are designed to help Emergency Management personnel reduce their mitigation workload by engaging CBOs and FBOs in pre-disaster mitigation activities and projects. The curricula are designed to help emergency managers learn ways to engage CBOs and FBOs in creating and sustaining community-based mitigation programs.

Workshop Objectives

As a result of participating in the workshop, participants should be able to:

- Describe the roles that CBOs/FBOs are capable of playing in pre-disaster mitigation activities.
- Determine mitigation projects/activities in which CBOs/FBOs can participate.

- Understand ways that emergency managers and CBOs/FBOs can work together to make their communities safer and more disaster-resistant.

Ultimately, if participants are interested in establishing a community-based pre-disaster mitigation program, they should be encouraged to develop a brief list of group objectives and a plan of action. A timeframe of about 90 days is reasonable for organizing the group and initiating planning activities. Basic issues should be determined, such as meeting dates, times, and locations, as well as the initial objectives to be accomplished.

Modular Workshop Curriculum and Delivery Methods

The curriculum is modular and is intended to be used either in whole or in part. No real changes or modifications are needed for communities of varying size. In a very large city, however, it makes sense to organize programs such as these by neighborhood or community regions of reasonable size.

Introductory Workshop

The Introductory Workshop can be used several ways:

- By itself as an introduction to community-based mitigation; presented to general audiences, emergency managers, CBOs, or FBOs. (It is suitable as a luncheon or breakfast presentation or brief presentation at a group meeting.)

- As an introduction to any single module of the curriculum

- As an introduction to the entire workshop series

Section 1

If all modules are offered in a series, Section 1 can be offered as the initial workshop instead of the Introductory Workshop. Some discussion items are duplicated between Section 1 and the Introductory Workshop.

Sections 1 – 8

Each of the modules can be offered individually, in combination with any other, or in a partial or complete series. If a group needs to target a particular topic, such as resources, that module can be offered separately.

Delivery Methods

The entire series can be accomplished in a concentrated three-day workshop. Alternatively, the modules can be spread over a period of weeks, with one or more modules delivered per week.

Each module can generally be delivered in two hours or less, depending on the number of participants and the degree of interaction involved in the exercises. Thus, if structured as a night or evening course, one workshop module can be delivered in an evening.

Three to four modules can be delivered in the course of a full day, or a 1/2-day session could incorporate one to two modules.

Individual modules can be offered within a two-hour luncheon program or brown bag setting.

Workshop Planning

Community needs should be considered when organizing and planning the delivery of a single module or the entire series. Factors to address include the following:

- Sufficient advance notice to promote good attendance – invitations can be issued via mail, email, posting in locations where members of target audiences gather, in local newsletters or newspapers, or on web sites. Follow-up phone calls can help ensure commitment and attendance.
- Times of day and days of the week that suit the schedules of the target audiences (the same courses can be offered at two separate times to accommodate day workers and night workers, for example).
- Convenient location, accessible by public transportation if possible
- Security, particularly if programs are offered at night
- Research on the full range of groups and individuals you want to invite – strive for inclusiveness

Workshop Materials

All workshops can be conducted with limited resources. A blackboard, dry erase board, or flip chart prepared ahead of time with key points of the curriculum can serve as a visual aid. As an alternative, the PowerPoint slides can be used in simple overhead projection format or can be displayed electronically using an LCD projector. As a minimum, the instructor will need a writing surface such as a blackboard, dry erase board, or flip chart, and appropriate writing instruments for the surface.

Group Brainstorming Activities

Most of the sessions involve group brainstorming activities. Cardstorming is a simple and inexpensive group brainstorming technique. Participants record information on index cards, which are posted on a wall or other surface within the training room. Drafting or masking tape can be used to post the cards. If the room has a tackable wall (fabric, etc.), thumb tacks or push pins can be used. Sheets of paper cut in half can be substituted for the index cards. The cardstorming technique is an excellent addition to the workshops.

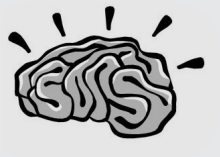
PowerPoint Slides

PowerPoint slides are provided to accompany the training modules. The slides can be used as a guide for the workshops. They follow the sequence of the workshop activities and instructional material provided in the Instructor's Guide and Student Manual. Many of the slides include notes that the instructor can use to structure group and individual activities included with the instructional materials.

The only additional materials needed are the Instructor's Guide and Student Manual. The information provided here supplements the Student Manual, and offers instructional techniques and tips for the individual workshops.

Curriculum Icons

The Instructor's Guide and the Student Manual contain various icons to help guide users through the curriculum:



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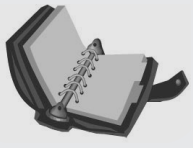
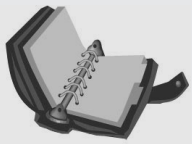


This icon appears when additional material is available in the Resource Guide.

Natural vs. Human-Caused Hazards and Disasters



Resource Guide: Given recent world events, many of us are more concerned than ever with human-caused hazards and disasters. This course is designed to empower groups and communities to proactively address hazards of all types. However, the curriculum case studies and tools focus on addressing natural hazards and disasters. Should your group wish to focus more on human-caused hazards, work closely with your local emergency manager and other local organizations such as Citizen Corps. Information on Citizen Corps is available in the Resource Guide.

notes:

Introductory Workshop

Learning Objectives: Participants will gain a basic understanding of community-based mitigation; the benefits of partnerships among emergency managers, CBOs, and FBOs; and how mitigation could help their community. Suggested time: 1.5 to 2 hours

Instructor's Note: The following introduction should be used to explain why emergency managers and CBOs/FBOs might find it mutually beneficial to work together on pre-disaster mitigation programs.

Introduction to Partnerships in Pre-Disaster Mitigation

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- Opportunities exist to bring a whole new group of volunteers into play.
- Program activities maintain community interest and increase awareness regarding disaster risk reduction and preparedness.
- Community members acquire a sense of empowerment through reducing their disaster risk. They buy in at the grassroots level.
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- When disaster does strike, response and recovery efforts are likely to proceed more smoothly because people know each other, damage and loss are reduced due to mitigation activities, and citizens are apt to be more prepared as a result of their increased disaster consciousness.

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A Caveat on Community-Based Mitigation Programs

Instructor's Note: Discuss the following with participants to assure they understand the importance of CBO/FBO coordination with emergency managers and communication regarding official Community Mitigation Plans.

If your community chooses to either establish a community-based mitigation program – or to enhance an existing partnership between emergency managers and CBOs/FBOs – it's critical that CBOs/FBOs understand the importance of ongoing coordination and consistent communication with emergency managers.

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CBO and FBO volunteers can achieve optimum results when working in partnership with emergency managers and in accordance with official Community Mitigation Plans. By coordinating with the local emergency manager, volunteers will be able to join any pre-existing mitigation committee.

Resource Guide: FEMA publication 386-1 "Getting Started: Building Support for Mitigation Planning," describes the mitigaiton planning process and how volunteers can contribute to it. For further information, see the "General Resources" section of the Resource Guide.

Mitigation vs. Preparedness and Why Pre-Disaster Mitigation is Important

Instructor's Note: The focus of these training materials is on pre-disaster mitigation, even though preparedness and mitigation go hand-in-hand in making communities safer.

Many experts in emergency management debate the differences between mitigation and preparedness. However, for the purposes of this workshop and to help emergency managers better understand how to work with CBOs and FBOs, mitigation is defined as ongoing efforts that can lessen the impact disasters have on people and property. There is a distinction between community preparedness and mitigation activities. Community disaster preparedness gets people and communities ready for a disaster that almost certainly will occur.
Examples of preparedness activities include:

- Knowing how to drop, cover, and hold on when an earthquake happens
- Warning sirens
- Emergency communication systems
- NOAA weather radios
- Evacuation plans
- Emergency supplies kit
- Sandbags
- Smoke alarms

On the other hand, disaster mitigation activities will actually prevent or reduce the impact of the hazard. Examples of mitigation activities are:

- Installing hurricane shutters
- Strengthening roofs
- Installing fire-resistant shingles
- Installing shatter-resistant window film
- Anchoring outdoor items that can become projectiles in hurricanes and high winds

- Implementing vegetation management – for example, removing fire-prone dry plant material from gutters and around residences and other buildings, or trimming tree limbs that overhang roofs to avoid roof damage during hurricanes, tornadoes, or high straight-line winds
- Clearing streams
- Adopting and enforcing stricter building codes
- Installing hail-resistant shingles
- Conducting a needs assessment – determining the level and type of mitigation needs present in the community; for example, identifying clogged drainageways and streams that could cause flooding during periods of high rainfall; can include specific details on the number of areas that need clearing and a prioritization of which areas need to be cleared first based on the severity of the problems that could result if the stream or drainageway remains uncleared
- Bolting bookshelves to walls
- Installing backflow valves – special valves that prevent toilet overflows when the household sewer system is infiltrated with floodwater
- Developing mitigation plans – specific plans for mitigation activities to address one or more hazards faced by a community
- Building safe rooms – specially designed rooms built to withstand high winds generally associated with tornadoes; these are available in modular, pre-built form or are built using specified materials to pre-engineering specifications

Importance of CBO/FBO Involvement with Emergency Management in Community Pre-Disaster Mitigation Activities

Instructor's Note: The message of **inclusion** and **partnership** should be introduced frequently throughout the session. The facilitator will discuss coalition building and inclusion as necessary to the success of a given project and will encourage all parties to contribute to the coalition-building process. Throughout the session, the workshop facilitator will focus on presenting opportunities for involvement to all willing participants.

***Large Group Brainstorming (suggested time 25 minutes)*:**
Directed by the facilitator, this initial discussion focuses on three questions:

1. What are the elements of your community that you value most?
2. What potential hazards or disasters most concern you?
3. What existing CBOs and FBOs are active in your community? Who are their members? What do they accomplish? What resources do they offer?

Instructor's Note: The goal of this process is twofold: First, it aims to ground the discussion locally and to make evident existing or potential connections CBOs/FBOs have in the community. Second, it aims to focus the discussion on the hazards/disasters of particular importance to the participants. The last question directs participants to focus on existing connections, how to best leverage them, and how to form new connections and networks.

***Opportunities Identification (Small Group) (25 minutes)*:**
Groups will break off and brainstorm the following questions:

1. What opportunities exist to improve or expand upon hazard mitigation in our community?
2. Where have we seen the greatest benefits in our community from previous mitigation activities?
3. What geographical areas, facility types, or population groups are most in need of mitigation assistance?

Instructor's Note: This general introduction can then lead into a specific section as outlined in the Instructor's Guide and Student Manual. If offering the entire program as a single set of courses for the same group of students, the general introduction should be offered only once.

notes:

Section 1: Identifying Community-Based Organization (CBO) and/or Faith-Based Organization (FBO) Pre-Disaster Mitigation Volunteers

Learning Objectives: Participants will learn how CBOs and FBOs can contribute to their communities by serving as pre-disaster mitigation volunteers. Suggested time: 3 hours, or two 1.5-hour sessions

Introduction to Partnerships in Pre-Disaster Mitigation

Instructor's Note: Discuss the following introduction with participants to establish an understanding of why emergency managers should work with CBOs and FBOs on pre-disaster mitigation. This workshop overlaps with the introductory workshop, so both workshops should not be conducted for the same participant groups.

When it comes to disaster, emergency managers and community-based and faith-based organizations (CBOs and FBOs) have long operated within certain traditional roles. Emergency managers are typically focused on emergency operations and technical solutions. They are burdened with too much to do and too few resources. In many cases, emergency managers have their hands full maintaining a decent state of preparedness and responding when disaster occurs. They generally work with volunteers in well-defined circumstances during and after disasters.

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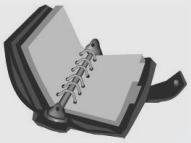

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Section 1.A: Understanding our Risk of Disaster

1. How capable are we as a community of either eliminating or reducing our risk from the natural hazards we face?

Instructor's Note: Discuss the community's emotional/psychological perception and understanding of the severity of the risk and the need for concern. Ask for personal anecdotes and examples.

Instructor's Note: Facilitate brainstorming on individuals and groups that are particularly prone to disaster risk and how they might be affected in the event of disaster.

Examples include:

- The elderly
- Disabled
- Latchkey children
- Group homes
- Daycare centers
- Schools
- Houses of worship
- Any other location where large groups gather

Ask participants to identify people they know who might be particularly affected. Examples include:

- Family members (young children, disabled, elderly)
- Members of various organizations to which they belong, friends, etc.
- Low-income families
- Geographically at risk, i.e., live next to river

2. Who is most vulnerable to disaster in our community?

Section 1.B: Can we Help Make our Community Safer?

1. Mitigation is one of the ways we can reduce our disaster risk. What is mitigation and how can we describe it so that CBO/FBO volunteers understand? Why should we mitigate?

Instructor's Note: Review the information on mitigation vs. preparedness with participants.

As an interactive exercise, have the group brainstorm "before the disaster" activities and categorize them as either mitigation or preparedness. Lead a discussion on why the activities were placed in the specific categories.

Lead participants in a brainstorm of the benefits of mitigation, using the examples of mitigation activities provided in the list. For example, ask them to discuss what could happen as a result of anchoring outdoor items that can become projectiles in hurricanes and high winds. Select examples that apply most to the natural hazards faced in your community. Challenge participants to come up with additional mitigation ideas that address the natural hazards common to your area. The focal point of this discussion is to emphasize the ongoing lessening of impacts to property and human lives that results from mitigation.

Mitigation is defined as ongoing efforts that can lessen the impact disasters have on people and property. There is a distinction between community preparedness and mitigation activities. Community disaster preparedness gets people and communities ready for a disaster that almost certainly will occur.

Instructor's Note: The focus of these training materials is on pre-disaster mitigation, even though preparedness and mitigation go hand-in-hand in making communities safer.

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- Implementing vegetation management – for example, removing fire-prone dry plant material from gutters and around residences and other buildings, or trimming tree limbs that overhang roofs to avoid roof damage during hurricanes, tornadoes, or high straight-line winds
- Clearing streams
- Adopting and enforcing stricter building codes
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- Conducting a needs assessment – determining the level and type of mitigation needs present in the community; for example, identifying clogged drainageways and streams that could cause flooding during periods of high rainfall; can include specific details on the number of areas that need clearing and a prioritization of which areas need to be cleared first based on the severity of the problems that could result if the stream or drainageway remains uncleared
- Bolting bookshelves to walls
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2. How does mitigation get done?

- The role CBOs and FBOs can play in mitigation

Instructor's Note: Discuss the definitions of CBOs, FBOs, and emergency managers provided as a resource in your guide and the Student Manual. Refer back to the introductory material provided in Section 1.A. Discuss how CBOs/FBOs traditionally have worked with emergency managers in disaster response and recovery. Use the brief history provided as a resource in your guide and the Student Manual. Have participants share experiences regarding CBO/FBO involvement in disaster response and recovery.

Brief Definitions of Mitigation Partner Organizations

- Community-based Organization (CBO): Non-commercial grassroots organization for community support; has visibility and influence; grounded in the community culture; may include politically focused organizations

- Faith-based Organization (FBO): A group that bases its gathering on a unifying faith or belief system; is visible and involved in the community; has formal or reputational influence

- Emergency managers: Government employees who have the knowledge, skills, resources and ability to effectively manage a comprehensive emergency management program, including:

    - Working knowledge of all the basic tenets of emergency management, including mitigation, preparedness, response, and recovery

    - Experience and knowledge of interagency and community-wide participation in planning, coordination, and management functions designed to improve emergency management capabilities

Brief History of CBO/FBO Involvement in Disaster Mitigation

Traditionally, CBOs/FBOs have been involved in the disaster response and recovery phase – providing shelter, food, clothing, and emotional support to victims of disaster. However, during the 1970s, researchers and government officials began to shift their thinking about disasters away from a simple emphasis on immediate response. Disasters began to be seen from a more continuous perspective, rather than as independent single events.

These ways of thinking stressed the need for disaster preparation and awareness – to be ready for disasters before they occurred rather than simply reacting afterward. Accordingly, how the conception of people who might be affected by disasters changed as well.

Rather than passive "victims" of disasters dependent upon government assistance in the wake of a disaster, residents of affected communities began to be seen as potentially empowered to actively affect their own environment by taking action to mitigate the potential effects of disasters.

The knowledge of potential disasters faced by a community came to be seen as an incentive for communities to better plan and prepare for their occurrence. For example, hurricanes will always occur, but the amount of damage they cause will be determined in large part by where and how people choose to build, and how well-prepared they are to deal with the hurricane and it aftermath. Inherent in a number of these new ways of thinking about disasters was a realization that disasters could be effectively dealt with on a local level. This approach emphasized that local grassroots involvement was crucial to addressing the challenges that planning for a potential disaster posed to local communities. From these changes in thinking about disasters arose great interest in the concept of disaster mitigation.

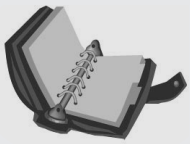
The goal of involving CBOs and FBOs in local disaster mitigation can clearly be traced back to a number of these developments in thinking regarding disasters. As locally based organizations with strong networks within communities, CBOs and FBOs are well situated to bring about grassroots involvement in disaster mitigation. They can provide a truly "bottom-up" approach to mitigation, featuring an emphasis on social, rather than technological, solutions and empowerment of the local community.

Mitigation activities occur, first and foremost, at the local or individual level. Because of circumstances that are unique to individual communities, disaster mitigation must necessarily take place at a local level. Accordingly, the status of CBOs and FBOs as locally based organizations makes them excellent candidates to undertake or be involved in disaster mitigation activities.

Section 1.C: Establishing Mitigation Partnerships Between Emergency Managers and CBOs/FBOs

1. Communities like ours have been able to create beneficial mitigation partnerships.

Instructor's Note: Review "show-and-tell" examples of successful emergency management/CBO/FBO mitigation partnerships in similar communities that face disaster risks common to your community. Discuss the qualities that made these partnerships successful and the benefits that the communities derived.



Use the case studies provided here to stimulate discussion.
Additional resources are available in the Resource Guide and through the FEMA library.

Evansville, IN
In Evansville, Indiana, a project to help residents of two neighborhoods strap down their hot water heaters was done by the Disaster Resistant Community Corp. (DRC) along with CBOs/FBOs and the neighborhood's Community Emergency Response Teams (CERT). The local building inspector helped organize the event and train volunteers.

Materials for strapping down the hot water heaters were provided to residents in these two neighborhoods free of charge. Installation help was provided by the CERT and CBO/FBO members to residents who needed someone to do the actual work. There was no charge for this service.

Strapping down hot water heaters keeps them from falling over and causing gas leaks and possible fires, as well as providing 30 gallons of fresh water if water lines are damaged in an earthquake. In all, almost 40 water heaters were strapped down by volunteers, and kits for strapping down water heaters were distributed to another 30 households.

Polk County, MO
In Polk County, MO, a team formed to complete what became known as the "Bare Ditch Project." Various organizations, civic groups, and schools came together at 24 locations across the county to clear the drainages of debris and other obstructing items. The goal was to provide preventative maintenance by removing debris that collects and stops proper water drainage through drainage ditches, which can lead to flooding. In all, 47 community groups and 252 volunteers came out and worked 829 hours to accomplish the drainage clearing.

Ouachita Parish, LA
The Ouachita Multi-Purpose Community Action Program (OMCAP) and its community partners worked together to rehabilitate structures in a lower-income area of Monroe, LA. The Group Work Camp project consisted of a hurricane preparedness drill, the rehabilitation of 50 homes, cutting weeds and vegetation management, and the development of mitigation strategies for an encephalitis outbreak (clearing standing water). The project mitigated a number of natural and technological hazards in addition to improving the quality of life for participating families:

- Debris removal
- Weatherizing homes
- Roof repairs
- Minor structural repairs
- Disseminating educational materials

Partners included the City of Monroe (police, fire), City of West Monroe American Red Cross, United Way, Girl Scouts, Boy Scouts, Fair Park Baptist Church Men's Group, and Ouachita Parish Civil Defense, among others.

Brattleboro, VT
In Brattleboro, VT, a group of volunteers from local agencies and CBOs worked together to retrofit local childcare centers against earthquake damage. The group contacted the Institute for Business and Home Safety (IBHS) for advice on how to assess the needs of these facilities to increase the safety for the children. Once the assessments were completed, it was decided that the needs included anchoring bookcases, bracketing shelves, and velcroing pictures and knick-knacks to keep them from falling.

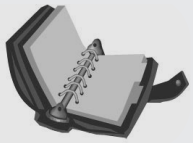
2. As emergency managers, how could we work with CBO/FBO volunteers to reduce our risks? Do CBO/FBO volunteers have special skills or networks that could help make our mitigation programs more effective?

Instructor's Note: Brainstorm how your group and other emergency management personnel/agencies could participate effectively in partnerships with CBOs/FBOs on community-based mitigation activities.

Give an example: "Several agencies keep public areas cleared of vegetation that can contribute to wildfire risk. However, we often don't have the resources to limit the wildfire risk experienced by every resident on their own property. This is just one example of how we as emergency managers could work with CBOs/FBOs to help make our community a safer place."

Working with the group, define benefits that could result from these partnerships. Brainstorm the variety of special skills and networks that CBOs and FBOs can offer. For example, CBOs and FBOs can offer services as translators or sign language interpreters. Neighborhood organizing skills are often needed, and volunteers actually have time to do the organizing. The list is endless – encourage your participants to use their imaginations!

The cardstorming technique (see Resource Guide) can be used effectively for the brainstorming activity. If working with a group of more than 10 participants, small group breakouts can work as teams and pool their results after separate work sessions.



3. Are we interested in pursuing a community-based mitigation program?

4. Do we know others in the field of emergency management who would like to participate?

Instructor's Note: The purpose of this activity is to begin the process of forming a core group that would be interested in establishing a community-based mitigation program.

Ask those present if they would like to take a role and what they would like to do.

Proceed by asking them to build a list of five people each who might be interested in participating.

Section 2 of the curriculum concentrates on establishing a community-based mitigation organization. It includes a segment on volunteer recruitment.

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Section 2: Setting Up for Success in Community-Based Mitigation

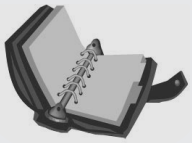
Learning Objectives: Participants will learn how to establish a foundation and organization for a community-based mitigation program.

Instructor's Note: From this section onward, all sections of the curriculum assume that the participant group is interested in forming a community-based mitigation organization and moving forward with a program. At this point, the curriculum becomes how-to based.

Section 2.A: Checking out the Local Mitigation Scene

1. Researching local mitigation activities involving CBO/FBO volunteers

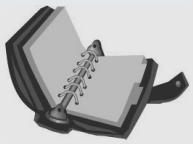
Instructor's Note: A quick and effective way to research CBO/FBO involvement with local mitigation activities is to ask a group of experts to participate in a discussion with your group. Consider asking local emergency management representatives, the FEMA VAL (voluntary agency liaison - see Resource Guide) for your region or a FEMA regional mitigation representative. The purpose is to:



- Determine if any volunteer mitigation efforts have occurred in the past or are presently underway.
- If community-based mitigation has been undertaken, learn about the activities, groups involved, and perceived successes and challenges.

2. Identifying local mitigation opportunities for volunteers

Instructor's Note: Participation by local CBOs/FBOs is helpful in this discussion, which is intended to identify ways in which local mitigation needs could be met by volunteers.



If CBOs/FBOs cannot participate, ask the group to brainstorm mitigation opportunities based on the case studies (Section 8) and the Resource Guide.

Ask participants to consider appointing someone to meet with local CBO/FBO groups to review the list outside of the workshop.

Section 2.B: Effectively Identifying and Recruiting Emergency Management Volunteers

Instructor's Note: Lead participants through the items shown here. The purpose is to develop the basics for solid emergency managament participation in CBO/FBO mitigation partnerships.

1. Obtaining buy-in from your organization

    - How does your organization make decisions?

Instructor's Note: Lead participants in a discussion of the decision processes that their groups follow. Ask them to consider questions such as these:

- Can a committee form on its own and act?
- Does a governing body or individual have to approve or endorse the effort?
- What kind of decision process is required?
- What kind of process would engage the most widespread support?
- What actions must be taken for your organization to participate in mitigation programs?

2. Identifying and recruiting volunteers from your organization

    - Creating a list of volunteer candidates

Instructor's Note: Ask participants to work either individually or in small groups to create a list of individuals in their organization who might be interested in volunteering for mitigation activities.

Note: If participants attended the first workshop, they may already have the start of a volunteer candidate list that includes individuals from their own organizations and other community members. If so, they should expand the list during this activity with any additional names that have come to mind during the intervening period.

3. Developing an action plan for recruiting volunteers

Instructor's Note: Ask the group to develop the steps in a brief action plan for recruiting volunteers for mitigation program participation. Ask them to identify the following:

- How will volunteer candidates be contacted?
- What kind of information will need to be shared during the initial contact?
- Who will put the information together?
- Who will contact specific individuals?
- What will candidates be asked to do initially and in the future?
- What's in it for the volunteers (why should they participate, and what are the benefits to participation)?
- What is the schedule?
- Who from the group can spearhead the volunteer contact effort?

What's in it for volunteers? Reasons to participate:

No one is better equipped to prepare your constituencies for disaster – with less loss of property and life – than you.

- Participants can help individuals and CBO/FBO groups understand what role they might play in creating their own disaster-resistant environment, as well as how they can work with others to build a disaster-resistant community. Participants are empowered to take charge of their own safety and reduce their disaster risk.
- Participants can educate groups and individuals on the importance of disaster mitigation and the benefits they and the community will see from working to reduce disaster risk.
- Participants can learn new skills that would be valuable in mitigation projects (e.g., amateur radio and emergency communication, safety retrofit skills, power tool use, etc.)

Section 2.C: Identifying and Recruiting Volunteers From CBOs and FBOs

1. Developing a CBO/FBO list

Instructor's Note: Ask participants to work either individually or in small groups to identify CBOs/FBOs that might be interested in participating in mitigation activities. Leaders or points of contact should be identified.

If participants attended the first workshop, they may already have the start of a volunteer candidate list that includes CBO/FBO members. If so, they should expand the list during this activity with any additional names that have come to mind during the intervening period.

2. Expanding the CBO/FBO list

Instructor's Note: Review the previously developed CBO/FBO lists. Ask participants to brainstorm ways to expand the list. Possibilities include the following:

- Contacting the Chamber of Commerce, civic groups, voluntary disaster organizations, etc. to identify CBOs and points of contact
- Contacting local churches/religious organizations to create a list of contacts for FBOs. Interfaith or ministerial alliances are an excellent starting place for obtaining information..

3. Understanding CBOs/FBOs

Instructor's Note: Facilitate a discussion of each CBO/FBO and what is known about it. Emphasize the importance of understanding as a basis for recruitment. Questions to consider include the following:

- What do we know about this group?
- Does it have goals for community improvement or member safety?
- Does it represent a particularly vulnerable population?
- Is there a reasonable link between the group's mission and mitigation?
- What is the organization's culture?
- How does it make decisions?
- What is the organization's role in the community – both outwardly perceived and self-perceived?
- Would this group be interested in working with other organizations on community-based mitigation?

- Who do we know that has personal or professional relationships with the leaders of this organization? Would they be willing to help us recruit?

The Importance of Understanding Organizational Culture and Mission

Each CBO and FBO has a different culture, organizational and leadership style and structure, mission, and vision of its purpose. As you begin to recruit and work with different CBOs and FBOs, it is essential to form a basic understanding of these characteristics. This type of understanding:

- Is the starting place for finding common ground
- Highlights issues that will require sensitive treatment as you work with this organization and its members
- Helps you envision how and why this organization could or should become interested in participating in community-based mitigation
- Forms the basis for how initial contact should be handled and by whom
- Identifies concerns and questions that are likely to arise upon initial contact, enabling you to prepare to address them in advance of the contact
- Facilitates a strong beginning for building rapport
- Bodes well for the establishment of successful long-term relationships

4. Developing an action plan for getting CBOs/FBOs involved

- How will CBOs/FBOs be contacted?
- What kind of information will need to be shared during the initial contact?
- Who will put the information together?
- Who will contact specific groups?
- What will the groups be asked to do initially and in the future?
- What's in it for the CBOs/FBOs (why should they participate, and what are the benefits to participation)?
- What is the schedule?
- Who from our group can spearhead the CBO/FBO contact effort

Tips for Generating Excitement about Community-Based Mitigation

As you contact CBOs and FBOs to solicit their participation in community-based mitigation programs, be prepared to generate some excitement to gain their interest and commitment. What you learn about each organization's culture, organizational and leadership style and structure, mission, and vision of its purpose will help you define the best approach. However, here are some tips to get you started:

Appeal to human interest. Share some of the exciting human-interest stories of successful community-based mitigation programs. Many of the experiences are heart-warming and show how fulfilling this type of work can be.

Personalize the issue. Ask about the members of their organization, and engage in a discussion of risk and vulnerability. Discuss how mitigation programs could benefit the organization's constituents. For example, an FBO day-care facility may represent a vulnerable population.

Create a link to the organization's mission and programs. With most CBOs and FBOs, some aspect of their mission or existing programs forms a natural link to mitigation programs. For example, if helping the underprivileged is an organizational goal, describe the mitigation needs of the underprivileged population and how volunteers can assist.

Section 2.D: Setting up an Organizational Workshop

Instructor's Note: The Introductory Workshop included in this curriculum can be used to stimulate discussion or serve as a template. Facilitate a group session to design an initial organizational workshop. Ask participants to consider the following:

Design an initial organizational workshop.

- Who should be invited?
- What is the optimum number of participants?
- How should they be contacted and by whom?
- How much background information on mitigation will need to be conveyed?
- What other information will participants need to make a decision about getting involved in community-based mitigation programs?
- What instructional and other materials/equipment will be needed and how will we obtain them?
- Where should the workshop be held?
- Who should facilitate?
- How long should the workshop last?
- Where should the workshop be held?
- What time of day would be best for the participant group?
- What kinds of interactive exercises and group participation activities will help bring the group together and understand the key messages?
- What is the desired outcome?
- What are the next steps after the organizational workshop?

Section 2.E: Expanding the Network

Once our group is organized, how do we expand our network?

Review *Ideas for Expanding Your Mitigation Network*.

Ideas for Expanding Your Mitigation Network

1. Ask people in your organization and other emergency management if there are groups with which they would like to work on a mitigation activity.

2. Consider setting up a core team with membership from multiple groups to keep the concept of mitigation alive in the community and coordinate multi-group activities.

3. If emergency management participants are also CBO or FBO members, ask them to engage their CBO/FBO in mitigation activities,

4. Ask emergency management leaders who get involved in mitigation programs to help carry the message to other groups, for example, speaking at a CBO luncheon meeting, or visiting a FBO class to give an informal talk.

5. Contact individuals from nearby communities that have succeeded in community-based mitigation programs. Ask them what kind of groups they included in their program. Solicit their help in sharing information with your local CBOs/FBOs.

6. Seek to bring together CBOs and FBOs that may not normally work together. Consider organizing a special event to engage these groups.

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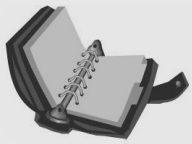
Section 3: Program and Project Development

Learning Objectives: Participants should understand the basic infrastructure needed to develop a community-based pre-disaster mitigation program, as well as identify appropriate resources and projects.
Suggested time: 2 hours

Section 3.A: How to Be a Mentor

1. What is a mentor?

Instructor's Note: Facilitate a discussion of what mentoring is and what a mentor does. Refer to the mentoring resources in the Resource Guide for additional information.



2. How can we benefit by mentoring a CBO/FBO?

Instructor's Note: Ask the group to discuss benefits of being a mentor to CBOs/FBOs as a means of carrying out community-based mitigation programs.

3. What qualities make an ideal mentor?

Instructor's Note: Lead the group in brainstorming the qualities that make a good mentor.

Possible qualities include the following:

- Community-based mitigation experience
- Mentoring experience
- Familiarity with CBOs/FBOs and their missions
- Availability and willingness to mentor

4. Given these qualities, who should the mentor be, and where should we look to find that person?

Instructor's Note: Facilitate the development of an action plan that includes identifying mentor candidates and the means of securing their assistance.

Section 3.B: Thinking Creatively about Resources

1. Identifying what kinds of resources are needed

Instructor's Note: Lead the group in a brainstorming session to identify resources needed for the mitigation program and activities. Ask them to consider the full range of needs, including the following:

Financial

- Funding
- Advice
- In-kind donations

Materials

- Equipment and tools, either donated or loaned
- Specialized safety equipment (hard hats, vests)
- Supplies (office supplies, water coolers, cups, refreshments, garbage bags, etc.)
- Printing (signs, training materials, forms, flyers, posters, etc.)
- Information (how-to, project ideas, training materials, etc.)
- Participant and donor recognition (ball caps, T-shirts, key chains, other freebie items, plaques, etc.)

Legal/Insurance

- Volunteer liability release forms
- Trained operators for specialized equipment

People

- Volunteers
- Office and administrative support (answering phones, making copies, word processing, database development, mailing assistance, postage, etc.)

Miscellaneous

- Transportation
- Facilities for meetings and activities
- Technical support and volunteer training
- Other organizational and project specific needs

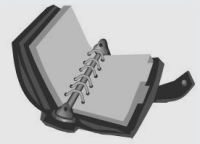
2. Defining what our organization can provide

Instructor's Note: Ask participants to list resources available through their organization.

3. Identifying other sources of support

Instructor's Note: Lead participants in a brainstorming session on support that could be requested and obtained from other sources, including the following:

- FEMA and other Federal agencies
- Volunteer organizations that specialize in disaster programs
- CBOs/FBOs – local, regional, national
- Personal and professional networks
- Local businesses
- Trade associations and other similar groups
- Funding and grant sources (agencies, institutions, foundations, etc.)
- Web sites and published resources
- Asset analysis; analyze what is existing within your organization – don't re-invent the wheel
- Economic development office
- Planning office
- Insurance agencies
- Unions
- Utilities
- School districts
- Transportation departments



Refer to the Resource Guide for more ideas.

4. Getting outside of the box

Instructor's Note: Ask participants to stretch and get creative. Break into small groups if possible, and give groups the task of coming up with three "really out of the box" ideas for obtaining resources. Share some examples of creative resource thinking before breaking up into small groups. Have the small groups present their ideas to the entire participant group.

Creative Resource Thinking

- Consider reframing your program. For example, while mitigation is the goal, you could consider other focal points for grants or requests for assistance, such as support for community-building and social development, skill development for minority or underserved populations, intergenerational or interfaith programs, environmental programs, etc.

- Ask for referrals. Ask each person to recommend other sources to contact, regardless of whether that individual or group is able to assist.

- Join forces with other organizations to ask for joint donations. For example, if a group of low-income residents needed home improvements/repairs to mitigate an encephalitis outbreak, FBO volunteers could join forces with the Boy Scouts to request window screen donations from the local hardware store.

- Share resources with other organizations – you provide the safety equipment for your project and a project of their choosing, they provide the volunteers to do the work.

5. Setting the wheels in motion – the action plan

Instructor's Note: Work with the group to develop a plan for approaching other organizations to request assistance and resource support. Ask them to consider the following:

- Whom are we contacting?
- What are we asking them for?
- How will we contact them?
- What will they need and want to know?
- Who will put the information together?
- Who will contact specific individuals?
- What's in it for the donors (why should they help, and what are the benefits to participation?)?
- What is the schedule?
- Who from our group can spearhead the effort?
- How will we express our appreciation?
- How will we keep track of what we've done?
- Are the donations we're asking for tax-deductible?
- What are the legal ramifications/obligations?

Section 3.C: Creating No-cost and Low-cost Projects

Many communities have been able to achieve significant mitigation results with little or no funding. What could we do?

Instructor's Note: Facilitate a brainstorming session on projects that can be accomplished with little or no funding.

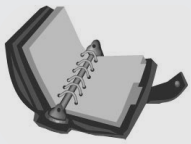
Brainstorm activities that could be accomplished by volunteer forces.

This session can benefit greatly from advance preparation and the inclusion of guest speakers.

• Consider asking one or more CBO/FBO representatives to do a little research ahead of time on low-cost to no-cost mitigation projects their organizations and others have completed around the country.

• Check with your FEMA region to determine if nearby communities have undertaken relevant projects. Ask a representative from that community to share experiences with your group.

Review the case studies (in Section 8 and the Resource Guide) that leveraged volunteer labor, equipment, and other resources while keeping costs minimal. Discuss *Changing Local Codes and Zoning for Mitigation Purposes* as an example of a project that requires a significant time commitment but virtually no hard cash.



Changing Local Codes and Zoning for Mitigation Purposes

Consider forming a committee to become involved in local building code, zoning, and other issues that can affect mitigation efforts. Identify individuals to serve who already understand some of the technical concerns or who are willing to become educated on the subject. Committee responsibilities could include:

- Researching and targeting areas of local code and zoning, that could be changed or modified to lessen threats and loss of property from disasters
- Drafting policy for the larger mitigation group to consider
- Spearheading advocacy campaigns to effect changes to local codes and zoning
- Attending official meetings regarding planning and zoning, changes to building and fire codes, and relevant meetings of local governmental bodies
- Meeting with members of local government (City Council, mayor, etc.), planning and zoning committee, and code enforcement officers to discuss mitigation efforts and concerns
- Educating self and constituency about topic
- Finding allies, i.e., firefighters, planning and zoning officials

Easy-to-Implement Low/No-Cost Mitigation Projects

Flood

- Remove all debris from culverts, streams, and channels to allow the free flow of potential floodwaters.
- Clean storm drains and gutters, and remove debris from residential properties to allow free flow of potential floodwater.

Fire

- Move shrubs and other landscaping away from the sides of homes, public buildings, businesses.
- Clear dead brush and grass from properties so that it will not be there to fuel a spreading fire.

Earthquake

- Install cabinet locks.
- Secure televisions, computers, or other heavy appliances and equipment using flexible straps.
- Anchor bookshelves/large cabinets to walls.
- Strap water heaters to walls.

Wind

- Secure or remove items that could become projectiles in high winds.

Generic

- Establish a community tool-lending library.
- Provide instructions and tools to assist homeowners with disaster mitigation.
- Simple activities include making cabinets more earthquake-proof or raising water heaters and other appliances to avoid flood damage.

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Section 4: Media/Publicity/Recognition

Learning Objectives: Participants should gain a basic understanding of how to publicize their community-based mitigation programs and activities, as well as reward and recognize volunteer and partner participation. Suggested time: 2 hours

Section 4.A: Publicizing Your Program and Activities

Media and public relations are an art that can take a professional years to master. However, these simple starter tips can help you navigate successfully in the communications realm. The benefit of this session can be enhanced by the participation of an expert in public relations. If possible, ask a local public relations practitioner to help teach this session. Possible sources of assistance include the public information officer from the city or another local, regional, or state agency; staff members from a local or nearby public relations or advertising agency; or public relations staff members from local corporations or institutions (school district, major companies, universities, etc.).

It is important to acknowledge that the media can be an invaluable partner if used proactively. By orchestrating events and including the media at the initial stages, you can help keep mitigation on the public agenda and help citizens embrace mitigation as a public value.

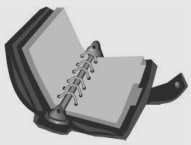
Some emergency managers may view the media in a negative light, based on past experiences or stereotype notions of who the media is. For example, work to form relationships with the media before a disaster strikes. Share the positive impacts of mitigation efforts, and let the media help you further the long-term strategic objective of building disaster-resistant communities. Or better yet, invite a member of the media to participate on a committee.

Instructor's Note: Another excellent activity to prepare for this session is to contact other communities that have successfully promoted their mitigation programs and activities. Ask for examples and advice to share during the session.

1. Developing a publicity plan (note: these are starter tips only)

Instructor's Note: Facilitate a brainstorming session on publicity. Ask participants to address the following:

- What would we like to publicize?
- Where would we like to see our efforts reported and recognized?
- What do we want publicity to do for us? What are our long-term goals for publicity? (Example – Inform people of events, support recruitment, increase community awareness of mitigation, etc.)
- What types of media will work best for what we want to achieve? (Example – Radio works well for immediate news; magazines convey ideas in-depth; newspapers reach a big audience on a timely basis; etc.)
- Should we do our own publicity, or should we seek help? If we need help, where can we get it?
- Do we need training? If so, where can we get it?
- Who will take responsibility for this activity? Do we need a committee?
- Who should serve as our media spokesperson? Who will be the backup spokesperson?
- What do we need to know about crisis communications? (Example: What will we tell the media if a volunteer gets hurt while working on a mitigation project?)
- Do we need to establish guidelines for what we say and how we interact with the media?



- How to organize/write a publicity plan (see Resource Guide)
- Do we know anyone who can help formulate a plan?

2. Creating a media list

The best way to build a media list is to start with a good list that someone else has developed and used successfully. If possible, before the session, obtain a well-used, well-maintained media list from a local public relations expert.

> Instructor's Note: With the publicity goals in mind, ask participants to either develop a list of relevant media, or review the media list provided and select the appropriate contacts.

Whether working with a donated list or developing your own, media to consider include the following:

- Newspapers (daily, weekly, shoppers, etc.)
- Local and regional magazines
- Radio stations
- Television stations (network, cable, closed-circuit systems)
- Web sites
- Newsletters and bulletins, both print and email (published by neighborhood associations, CBOs, FBOs, local businesses, local associations, schools, etc.)
- Community calendars and other calendars of events
- Columns and special features (getting the home improvement editor to run a feature on disaster-proofing your home, 10 things everyone can do to make their homes more disaster-resistant, etc.)
- Parent-Teacher Associations (PTA)
- List servs

A good media list is more than a list – it indicates a number of important facts about each media source. These facts include:

- Contact name, address, phone, fax, and email
- Preferences – How do they want their news – by fax, in the mail, via email? If electronic, do they need a certain file type? What types of information are they interested in? Do they have any other requirements?

- Deadlines – If you want it to run, when do you have to get it to them?
- Supporting graphics – Do they like photographs and illustrations? If so, what formats do they accept or require?

3. Getting the news out

Instructor's Note: Discuss the sample news release. Provide an appropriate set of facts for a local mitigation activity. Ask participants to work in small teams to draft the first paragraph of a news release using the fact set and sample. Share results with the entire group. Facilitate a friendly review session.

Fact Set for Potential Mitigation Activity for Students to Use in Writing Practice News Releases:

Who: Local Emergency Management Personnel and the Boy and Girl Scouts and their leaders

What: Clearing vegetation around 10 elderly person's homes to mitigate against fire damage and loss

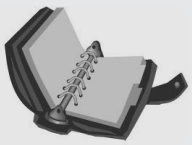
When: Saturday, June 10, 10 a.m. – 4 p.m.

Where: Volunteers to meet at Firehouse #11, 2020 Dunbar Street

Why: Brush and debris clearing helps to create a safe zone around a person's home in the event of fire. Clearing dead brush and grass helps to eliminate the fuel for spreading fire.

Cost: Elbow grease and time

Instructor's Note: Review formats for news and feature stories (refer to the Resource Guide for other formats).



NEWS RELEASE TEMPLATE

Contact:
(Name)
(Title)
(Phone Number)

NEWS RELEASE
FOR IMMEDIATE RELEASE
(Date)

Headline Explaining What News Release Is About

CITY, State—Begin with a short and concise lead sentence that explains generally what the story is about and draws the readers into the story. Complete the first paragraph by describing the who, what, when and where of the story.

The middle paragraphs continue with details to further describe the essentials of the story and support the lead paragraph. In these paragraphs, the writer can quote credible authorities that represent key parties in the issue.

The middle paragraphs should also include the significance of the story to the readers, as well as any positive features about the event being described. Use as much space as necessary, but only include main points.

The final paragraph should be the least important because editors will often chop off the bottom of a story to make room in the publication. This paragraph should summarize any key facts or issues and clarify any additional information.

At the bottom, the organization can include a statement, called a "motherhood" statement that explains who the organization is and what it does. This should be the same on all news releases by the organization and is similar to a mission statement. Finally, be sure to include a "Call to Action." For example, add a sentence that says: "For more information about how to get involved, please call _____."

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Example of An Actual News Release

Disaster Resistant
Community Corporation, Inc.
1111 W. 1st Street - Evansville, Indiana 47708
Telephone: 812/555-5555 Fax: 812/555-5556
E-Mail: jdoe@isp.com

News Release

To: News Director
From: Johan Doernbecker, Exec. Director

Pilot Project to help STRAP HOT WATER HEATERS

Evansville, Indiana…….A pilot project, to help residents of 2 neighborhoods strap their hot water heaters, is being done by the Disaster Resistant Community Corp. (DRC) along with Community Based/Faith Based Organizations (CBO/FBO) and the neighborhood's Community Emergency Response Teams (CERT).

Materials for strapping the hot water heaters will be provided to residents FREE of charge. Installation help will be provided by the CERT and CBO/FBO members to residents who need someone to do the actual work.

Residents in the Lorraine Park area bounded by Weinbach Ave., Washington Ave., Boeke Rd. and Covert Ave. will have a meeting on Tuesday, July 23, at 6:30 p.m. at St. Marks Lutheran Church, 2300 Washington Ave. to learn about the pilot program and sign up for the FREE materials. Residents in the Willemette area bounded by Highway 41, Diamond Ave., Weinbach Ave. and Morgan Ave. will have a meeting on Thursday, August 8, at 6:30 p.m. at the Baptist Church, 12345 Spangler Ave. to learn about the pilot program and sign up for the FREE materials.

Those residents needing installation help may sign up at the meeting for a specific time to have the work done by the CERT and CBO/FBO members. There is no charge for this service. The project will be done in the Lorraine Park and Willemette neighborhoods, on Saturday, August 17, 2002 from 8:00 a. m. to 12 noon.

Strapping the hot water heater will keep it from falling over and causing a gas leak and possible fire; as well as providing 30 gallons of fresh water if water lines are damaged in an earthquake.

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4. Gaining attention for your news

There are a number of ways to increase media interest in your organization's news.

Instructor's Note: Facilitate a brainstorming session on ways to make news attractive and attention-getting. Examples include:

- Asking a prominent local official or community leader (mayor, fire chief, police chief, city council member, Chamber of Commerce president, CBO/FBO leaders, etc.) to endorse the mitigation program and provide quotes for media coverage
- Piggybacking your activities and news with other, better-known community programs or events
- Combining forces with other organizations to issue joint news releases on similar activity.
- Meeting with the media prior to the event to give them background information
- Inviting the media to your meeting

Section 4.B: Recognizing Volunteers and Partners

It's very important to recognize everyone who supports your program. There are many ways to say thanks that cost little or nothing, and they all are appreciated. Recognition and thanks should be a continuous activity – it's crucial to building and sustaining momentum.

Instructor's Note: Facilitate a brainstorming session on ways to recognize volunteers and partners. Recognition will vary depending on personalities and preferences. Possibilities include:

- An annual volunteer and partner banquet or other special event
- A picnic or other special conclusion to a volunteer activity
- Distribution of small donated gifts such as ball caps
- Formal recognition, such as plaques and certificates
- Special awards for service "above and beyond"
- Recognition from a prominent local official or community leader
- Recognition from local, state, and Federal agencies
- Handwritten thank you notes
- Email thank you notes
- A note to the volunteer's supervisor, thanking him/her for allowing the volunteer to participate
- Who else can you use to say thanks?

notes:

Section 5: Identifying and Implementing Projects Within Your Program

Learning Objectives: Participants will explore ways to identify projects that are appropriate for their community and level of organizational development. Suggested time: 2 hours

You can jumpstart your community mitigation program by selecting the right projects. The "right" projects are going to depend largely on your group's capacity, understanding, and skill set. In addition, the "right" project will address an identified risk for your area and help further long-term mitigation goals identified by local emergency managers. Starting small is often the best way to ensure success when engaging in community-based pre-disaster mitigation.

Instructor's Note: Facilitate a brainstorming session to identify mitigation projects that CBO/FBO volunteers can assist with. Refer to *Small Steps to Big Success*.

Small Steps to Big Success

- Involve as many people as possible in the project selection process to assure commitment and buy-in.
- Gather initial project ideas by consulting with FEMA, voluntary disaster organizations, and emergency managers, and by reviewing the case studies provided in Section 8. Even better, invite representatives from these groups to meet with you during project selection.
- Select small projects that can be accomplished simply and rapidly. Brainstorm ways to break any project down into manageable steps/tasks.
- Choose a project that CBOs/FBOs can help accomplish. It should be readily achievable from a resource and skills standpoint. This will help gather momentum and quickly show your group tangible results.
- Duplicate or build upon previous successes of your own or others. For example, if you have successfully completed one daycare center seismic retrofit, try another one. Or, select a well-documented project done successfully in another community. Contact the community to get advice on what worked and what they wish they'd done differently.
- Recognize every aspect of the project that is successful, even if the entire project doesn't come off as planned. Celebrate every achievement, no matter how small.
- Use lessons learned to plan for future successes.

(Continued)

Small Steps to Big Success (Continued)

- Organize skill training that will leave participants with lasting benefits.
- Take appropriate steps to assure the safety of your group.
  - Share information on liability and safety from FEMA, your emergency management group, and other organizations. Provide information on Good Samaritan laws, insurance coverage, etc.
  - Assign appropriate individuals to appropriate tasks, and assure that individuals are appropriately skilled and trained for their roles.
  - Clearly differentiate between tasks that should be completed by professionals versus volunteers.
  - Organize skills training if needed.
  - Appoint a safety officer to assess project safety issues, develop and implement a safety plan, and organize the availability of appropriate safety equipment.

Instructor's Note: Refer to the Resource Guide for safety and liability information, additional project ideas or "lessons learned."

notes:

Section 6: Learning from Our Experiences

Learning Objectives: Participants should grasp the importance of documentation and evaluation as a means for performance improvement. Suggested time: 2 hours

It's important to keep track of what we do and to learn from our experiences. Doing this can help us improve our program and its results.

Instructor's Note: Facilitate a brainstorming session on ways to document and assess programs and activities. Topics for discussion include the following items:

- Documenting our activities and achievements – in words and pictures

  Documentation will not only help your group in the evaluation process, but it will facilitate smoother relationship with the media and make your projects easily accessible to other groups.

- Measuring success – how will we know we've succeeded?

  There are a number of ways to measure success, but your group will determine the most important measures of success. Check your project/program's progress against these measures at designated intervals.

Instructor's Note: Ask the group to brainstorm what they feel will be important measures of success.

- Getting feedback – evaluation tools and techniques

  Ask participants how they're feeling about your group's project, or use a more structured form of feedback gathering. (See the Resource Guide).

- Debriefing – learning in the moments after a major activity

  Sometimes the best feedback is available immediately after a project has taken place. For workshops, structure a short period of time at the end of your session to solicit feedback and allow participants to evaluate the session. For projects, try and schedule time for your group to meet immediately following the project for just 20 minutes or so. Discuss successes and challenges, lessons learned and any other feedback. Make sure there is a recorder for your group.

- Incorporating what we've learned into future efforts

  Often times, challenges met are easily avoided in the future. Make sure that everyone in the group knows that successes and challenges are vital to the continued success of future projects. Consider a running "best practices" list for particular projects, workshops, or even demographic groups (i.e., When working at the senior home, volunteerism is more visible in the morning hours).

- Sharing what we've learned with others in our group and beyond (tell FEMA, local media, other communities—anyone who will listen!)

  The importance of spreading the word can not be emphasized enough. If you're proud of your group's achievements, others will be intrigued. Utilize the methods outlined in Section 4 to attract media, and use any other methods available to you to share your successes. FEMA's regional offices and mitigation staff are interested in your successes as well. The FEMA website will have the latest information on how to share your mitigation successes with others.

- Utilizing the Internet to spread the word.

  The Internet has become a powerful information-sharing tool. Chances are that a member of your group has experience using the Internet either personally or for business. Solicit help in getting project and volunteer information online. If no member of your group is comfortable taking on this task, solicit help from a local web-development firm.

The link between evaluation and sustainability is well documented. Programs and projects that are consistently evaluated are more likely to satisfy engaged volunteers and more likely to effectively serve your community. As programs and projects change over time, consistent evaluation allows your group to refine processes and procedures. Well-evaluated programs are often the longest lasting and most successful.

It can also be valuable to ask participants to evaluate themselves or a particular project before and after the fact. A simple structure for self-assessment is available in the Resource Guide.

If your group is planning on using this curriculum or a similar workshop structure, the following form can help you evaluate your effectiveness.

Please take a moment to answer the following questions. Circle the response that best reflects your opinion. Return the form to the workshop facilitator.

1. The facilitator spoke with clarity and was easy to understand.
   a) Very clear and understandable
   b) Clear and understandable
   c) Somewhat clear and understandable
   d) Not clear

2. The facilitator was knowledgeable about the subject.
   a) Very knowledgeable
   b) Knowledgeable
   c) Somewhat knowledgeable
   d) Had no clue….

3. I understood the objectives of the workshop.
   a) Very clear
   b) Clear
   c) Somewhat clear
   d) Not sure what the workshop was about

4. Workshop objectives were accomplished.
   a) All accomplished
   b) Most accomplished
   c) A few were accomplished
   d) None were accomplished

5. The activities and discussions contributed to the completion of the workshop objectives.
   a) Major contributors
   b) Added interest to the workshop
   c) Somewhat useful
   d) A waste of time

6. I felt the scheduled pace of the workshop was…
   a) Enough time
   b) A bit too quick
   c) Too much time
   d) I found my mind wandering….

7. I was given plenty of opportunity to express my opinion in the group about the subject.
   a) Strongly agree
   b) Agree
   c) Disagree
   d) Strongly disagree

8. The group sessions had the right amount of participants and elicited participation from all workshop members.
   a) Size was perfect
   b) Size was too small
   c) Size was too big
   d) Didn't need group sessions

9. The facility met the visual and auditory needs of the audience.
   a) I could see and hear very well
   b) I could see and hear
   c) I couldn't see and hear all the time
   d) I couldn't see and hear at all

10. The training media (overheads, PowerPoint, posters, etc.) were clear and legible.
    a) Very clear and legible
    b) Clear and legible
    c) Blurry and somewhat small
    d) I couldn't make them out at all

11. Our community will benefit from the subject matter of this workshop.
    a) Great things will come from this
    b) It will benefit
    c) Somewhat benefit
    d) Not benefit at all

12. I will be able use the knowledge and skills I received in this workshop immediately.
    a) Yes
    b) No

Please answer the following questions. If more space is needed, please use the back of this page.

- The best part of the workshop was:

- The part of the workshop that could use improvement is:

- Comments:

notes:

Section 7: Sustainability: Keeping Volunteers Engaged

Learning Objectives: Participants should gain an understanding of ways to promote program sustainability and long-term volunteer commitment.

Maintaining momentum is important to the success of any effort. Why do volunteers do what they do? There's some reward for them, whether it's personal satisfaction in helping others, fun and fellowship, or a combination of many factors.

Instructor's Note: Facilitate a brainstorming session on maintaining volunteer commitment and involvement. Refer to *Ideas to Keep Your Mitigation Program Moving*.

Ideas to Keep Your Mitigation Program Moving

When it comes to your community, no one knows it better than you. So, you can come up with the ideas that will work best to keep your mitigation program alive and exciting. Here are some things that other communities have found successful.

1. Start small. Identify your group's capacity, and focus on achievable goals.

2. Continue to identify interesting, fun, and effective mitigation projects for CBO/FBO volunteers.

3. Actively work to recruit the involvement of additional CBOs/FBOs to spread the workload and keep fresh ideas flowing.

4. Set up a system to rotate leadership to maintain interest and avoid burnout. Establish a way to continuously recruit committee chairs and members, as well as identify candidates to fill other leadership roles. Try to avoid choosing the same people that do everything else in your organization; these people are often overburdened. Instead of recruiting them directly, ask their advice and suggestions for good candidates.

5. Quantify and document the benefits of your volunteer mitigation program over specific time periods. For example, "This year, thanks to you, we were able to reduce the risk of flood damage in 100 households. By raising appliances in the homes of the elderly, as much as $____ could be saved in the event of a flood."

6. Assure your group's achievements are celebrated and that volunteers and partners are recognized regularly.

7. Have "the next project" lined up at the conclusion of any major activity. The activity itself can be used to recruit and involve new groups and individuals in your volunteer mitigation program.

8. Let your CBO/FBO volunteers know that some activities need to be performed more than once, such as vegetation removal and ditch clearing. Such an activity can set the stage for an annual or semi-annual event.

(Continued)

Ideas to Keep Your Mitigation Program Moving (Continued)

9. Develop an annual calendar of planned mitigation events.

10. Become part of something bigger. Tie one of your mitigation activities into a major community event or celebration. Example: Combine a pre-flood-season ditch or storm drain clearing with a spring community event. Have a fire-prone vegetation "round up" during the annual summer rodeo. And so on!

11. Teach new skills. Volunteers will continue to be involved when they are constantly engaged and learning. Similarly, try to match volunteer tasks with interests—people are often looking for new challenges when volunteering.

12. Continue to diversify your volunteer pool. Involve youth groups and senior groups.

13. Maintain consistency. As much as possible, keep contact information, phone numbers, email, etc. the same over time. This will help recruiting efforts and media relations.

14. Re-evaluate. Constantly revisit your goals and visions. Ensure that they are consistent with the current group's ideas.

15. Share your success!! Tell the media, tell your friends, and tell FEMA.

Many of the preceding suggestions rely on your group identifying common ground. Understand that groups will have different personalities, as will the individuals within your group. Try to identify the types of people you have in your group, as well as the leadership style that will be most effective in working with them.

Here are some short overviews of typical leadership styles:

Leadership Styles in a Nutshell

The following materials were developed by:
ME96 Leadership Pages, The University of Edinburgh, accessed May 2003,
<http://www.see.ed.ac.uk/~gerard/MENG/ME96/Documents/Styles/styles.html>

The Autocrat

The autocratic leader dominates team members, using unilateralism to achieve a singular objective. This approach to leadership generally results in passive resistance from team-members and requires continual pressure and direction from the leader in order to get things done. Generally, an authoritarian approach is not a good way to get the best performance from a team.

There are, however, some instances where an autocratic style of leadership may not be inappropriate. Some situations may call for urgent action, and in these cases an autocratic style of leadership may be best. In addition, most people are familiar with autocratic leadership and therefore have less trouble adopting that style. Furthermore, in some situations, subordinates may actually prefer an autocratic style.

The Laissez-Faire Manager

The Laissez-Faire manager exercises little control over the group, leaving team members to sort out their roles and tackle their work, without participating in this process. In general, this approach leaves the team floundering with little direction or motivation.

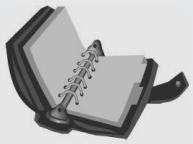
Again, there are situations where the Laissez-Faire approach can be effective. The Laissez-Faire technique is usually only appropriate when leading a team of highly motivated and skilled people who have produced excellent work in the past. Once a leader has established that the team is confident, capable, and motivated, it is often best to step back and let the team get on with the task, since interfering can generate resentment and detract from their effectiveness. By handing over ownership, a leader can empower the group to achieve its goals.

The Democrat

The democratic leader makes decisions by consulting the team, while still maintaining control of the group. The democratic leader allows the team to decide how the task will be tackled and who will perform which task. The democratic leader can be seen in two lights:

A good democratic leader encourages participation and delegates wisely, but never loses sight of the fact that he or she bears the crucial responsibility of leadership. He or she values group discussion and input from the team and can be seen as drawing from a pool of team members' strong points in order to obtain the best performance from the team. He or she motivates the team members by empowering them to direct themselves and guides them with a loose rein. However, the democrat can also be seen as being so unsure that everything is a matter for group discussion and decision. Clearly, this type of "leader" is not really leading at all.

Instructor's Note: For more information on leadership styles, refer to the Resource Guide.



The following materials were developed by:
Roundtable Associates Homepage, Roundtable Associates, accessed May 2003, <http://www.roundtableassociates.com/orid.htm>

Decision Processes: ORID

Some groups find the ORID method useful for digesting information and in helping to make decisions. ORID stands for Objective, Reflective, Interpretive, and Decisional. The acronym ORID refers to the order in which group members or an entire group can react to material or ideas. For example:

Objective (What):

What words or phrases do you remember from the presentation?

What are some key ideas or images in the presentation?

Reflective (Gut):

Where were you surprised?

What was a high point of the presentation for you?

Interpretive (So What?):

What were the presenters saying? What was it about?

What issues does this dialogue bring up for you?

What are some of the deeper questions we could explore?

Decisional (Now What?)

What can we do here about these issues? What actions can we take?

What would be our first step?

For more information on ORID, see the Resource Guide.

Consensus Decision Making: Steps to Reaching Consensus

The following materials were developed by:
Ball Foundation Consensus Tools, Ball Foundation, accessed May 2003, <http://www.ballfoundation.org/ei/tools/consensus.html>

Many small groups find it effective to work towards consensus. The consensus process allows the group to come to one decision with which everyone agrees. Following are some tips for reaching consensus and a quick tool to measure where your group stands. For more information, consult the Resource Guide.

Purpose: To guide a team through the process of reaching consensus

When to Use: Whenever making a consensus decision

Whom to Involve: All team members

First, review the meaning of consensus and the process of achieving consensus. Then agree on a targeted time period to reach consensus.

1. Identify Areas of Agreement

2. Clearly State Differences

    - State positions and perspectives as neutrally as possible.
    - Do not associate positions with people. The differences are between alternative valid solutions or ideas, not between people.
    - Summarize concerns and list them.

3. Fully Explore Differences

    - Explore each perspective and clarify.
    - Involve everyone in the discussion - avoid a one-on-one debate.
    - Look for the "third way." Make suggestions or modifications, or create a new solution.

4. Reach Closure

5. Articulate the Decision

    - Ask people if they feel they have had the opportunity to fully express their opinions.
    - Obtain a sense of the group. (Possible approaches include "go rounds" and "straw polls," or the Consensus Indicator tool. When using the Consensus Indicator, if people respond with two or less, then repeat steps one through three until you can take another poll.)
    - At this point, poll each person, asking, "Do you agree with and will you support this decision?"

Tips for Consensus Building

Do's

- Try to get underlying assumptions regarding the situation out into the open where they can be discussed.
- Listen and pay attention to what others have to say. This is the most distinguishing characteristic of successful teams.
- Encourage others, particularly the quieter ones, to offer their ideas. Remember, the team needs all the information it can get.
- Take the time needed to reach the point where everyone can agree to support the group's decision.

Don'ts

- Do not vote. Voting will split the team into "winners and losers" and encourage "either-or" thinking when there may be other ways. Voting will foster argument rather than rational discussion and consequently harm the team process.
- Do not make agreements too quickly or compromise too early in the process. Easy agreements are often based on erroneous assumptions that need to be challenged.
- Do not compete internally; either the team wins or no one wins.

Consensus Decision Making: Consensus Indicator

Purpose: To give a team a way of gauging where team members stand on an issue

When to Use: Whenever making a consensus decision

Whom to Involve: All team members

Time Needed: 1-5 minutes

Ask individuals to react to the proposal by raising the number of fingers that correspond to their position:

FIVE: I'm all for the idea. I can be a leader.
FOUR: I'm for the idea. I can provide support.
THREE: I'm not sure but I am willing to trust the group's opinion and will not sabotage its efforts.
TWO: I'm not sure. I need more discussion.
ONE: I can't support it at this time. I need more information.
ZERO (FIST): No. I need an alternative I can support.

The preceding resources are meant as a starting point. Every group will be different and will change over time. For more information on group dynamics and leadership styles, refer to the Resource Guide.

notes:

Section 8: Examples of Success

Learning Objectives: Participants should be able to identify characteristics of successful projects as well as potential obstacles to success and ways to overcome them. Suggested time: 3 hours or two 1.5-hour sessions

Section 8.A: Examples of Successful CBO/FBO Integration in Local Pre-disaster Mitigation

The following are examples of successful local pre-disaster mitigation projects. Note how integration of CBOs and FBOs was achieved in each case.

Instructor's Note: Facilitate a brainstorming session to help students identify elements in the success stories that are relatively simple to emulate as they discuss ways to involve CBOs/FBOS in potential mitigation projects.

Evansville, IN
In Evansville, IN, a project to help residents of two neighborhoods strap down their hot water heaters was done by the Disaster Resistant Community Corp. (DRC) along with CBOs/FBOs and the neighborhood's Community Emergency Response Teams (CERT). The local building inspector helped organize the event and train volunteers.

Materials for strapping down the hot water heaters were provided to residents in these two neighborhoods free of charge. Installation help was provided by the CERT and CBO/FBO members to residents who needed someone to do the actual work. There was no charge for this service.

Strapping down hot water heaters keeps them from falling over and causing gas leaks and possible fires, as well as providing 30 gallons of fresh water if water lines are damaged in an earthquake. In all, almost 40 water heaters were strapped down by volunteers, and kits for strapping down water heaters were distributed to another 30 households.

Polk County, MO
In Polk County, MO, a team formed to complete what became known as the "Bare Ditch Project." Various organizations, civic groups, and schools came together at 24 locations across the county to clear the drainages of debris and other obstructing items. The goal was to provide preventative maintenance by removing debris that collects and stops proper water drainage through drainage ditches, which can lead to flooding. In all, 47 community groups and 252 volunteers came out and worked 829 hours to accomplish the drainage clearing.

Ouachita Parish, LA
The Ouachita Multi-Purpose Community Action Program (OMCAP) and its community partners worked together to rehabilitate structures in a lower-income area of Monroe, LA. The Group Work Camp project consisted of a hurricane preparedness drill, the rehabilitation of 50 homes, cutting weeds and vegetation management, and the development of mitigation strategies for an encephalitis outbreak (clearing standing water). The project mitigated a number of natural and technological hazards in addition to improving the quality of life for participating families:

- Debris removal
- Weatherizing homes
- Roof repairs
- Minor structural repairs
- Disseminating educational materials

Partners included the City of Monroe (police, fire), City of West Monroe American Red Cross, United Way, Girl Scouts, Boy Scouts, Fair Park Baptist Church Men's Group, and Ouachita Parish Civil Defense, among others.

Brattleboro, VT
In Brattleboro, VT, a group of volunteers from local agencies and CBOs worked together to retrofit local childcare centers against earthquake damage. The group contacted the Institute for Business and Home Safety (IBHS) for advice on how to assess the needs of these facilities to increase the safety for the children. Once the assessments were completed, it was decided that the needs included anchoring bookcases, bracketing shelves, and velcroing pictures and knick-knacks to keep them from falling.

Section 8.B: Mitigation Challenges

Instructor's Note: Facilitate a discussion about how best to overcome the following challenges to initiating or completing mitigation projects with emergency managers and CBO/FBO participants.

Scenario 1 - Personal Agenda City
In Personal Agenda City, community members are somewhat enthusiastic but also cautious about involvement in a disaster mitigation project. The reasons:

- Fragmentation and disagreements among local government leaders
- Imminent closure of a local disaster recovery organization due to lack of funding
- Personal agenda, presented by one of the local CBO leaders, that presents a barrier to the inclusivity needed for successful completion of the project

Scenario 2 - Lack of Leadershipville
In Lack of Leadershipville, interest in mitigation efforts is high. However, local CBOs/FBOs are confused regarding the difference between disaster mitigation and preparedness. Additionally, the local emergency manager has resigned and left a void in leadership.

Scenario 3 - Lack of Funding, USA
In the multi-ethnic city of Lack of Funding, community members initially display high levels of enthusiasm about mitigation initiatives. However, because of lack of funding and a high level of government and outsider distrust, no project moves forward.

Section 8.C: Best Practices

The following are practices and processes that have been found to be effective in integrating FBOs and CBOs into disaster mitigation programs across the country. These concepts and approaches are employed in communities that have successfully integrated CBOs and FBOs in grassroots disaster mitigation activities.

Instructor's Note: Review best practices with participants. Facilitate a discussion of how these apply in your community.

1. Help individuals and CBO/FBO groups understand what role they might play in creating their own disaster-resistant environment, as well as how they can work with others to build a disaster-resistant community. Individuals appear to be more motivated and enthusiastic when the focus is on empowering them to take charge of their own safety and reduce their disaster risk.

2. Identify and recruit at least one champion or "cheerleader" for the process of enrolling the FBOs and CBOs in working together to create disaster-resistant communities. These are people with "fire in the belly," whose enthusiasm is contagious, and who are able to rally excitement – both within and among groups.

3. Educate groups and individuals on the importance of disaster mitigation and the benefits they and the community will see from working to reduce disaster risk. Clearly define and communicate how these benefits relate to each group's mission, purpose, and goals.

4. Find simple ways to educate people about the main mission of the mitigation program, and develop a common understanding of vision and goals. Help them recognize the community's risks and opportunities to work together to mitigate risk. A shared vision helps individuals and groups overcome potential and actual differences.

5. Involve the organizations in the mitigation planning process from the beginning, if possible, so they can be invested in the program and feel a sense of ownership in it.

6. Take advantage of partnerships that naturally arise after a disaster. Nurture and build momentum after the urgency of the recovery effort is past.

7. Take advantage of, and actively encourage the process of "satellite networking." Contact ambassadors from different groups, and obtain their support and involvement. Ask them to carry the excitement to their groups, and encourage their group members to carry it further, within the individual group, and within groups with which each person is involved.

8. Work collaboratively and inclusively. Share ideas. Give everyone a chance to contribute and "buy in" to the overall goal. Invite everyone appropriate to the table.

9. Be flexible in all ways possible – in thinking, planning, approach, and action.

10. Be persistent, and keep a positive, "can-do" attitude. Brainstorm ways to overcome obstacles. If a project doesn't work out the way it was initially envisioned, find another way to make it work or to capture value from the work that was done.

11. Keep information and approaches simple; get rid of "government-ese" and complicated language. Simplify, simplify, simplify.

12. Maintain an ongoing list of projects and activities to sustain momentum and keep excitement alive. Make sure all groups and individuals are aware of this list, and how they could be supporting the various projects in which they are not already involved.

13. Be generous in recognizing volunteers and donors.

14. Adopt project ideas from other groups, agencies, and communities; most of them are glad to share what they have learned and what has worked for them. Keep a good idea going by replicating projects in different parts of the community and from group to group.

15. Publicize successes to increase awareness and create a bandwagon effect. Use local media, neighborhood gatherings, and meetings of clubs, civic groups, and professional associations to create and maintain interest. Also, favorable publicity for groups and/or individuals can bolster their motivation to continue with the process.

16. Recruit intermediary groups and/or individuals to network with potential partners reluctant to interface with official authorities.

17. Create a structure that allows for autonomy so that individual FBO/CBO partners can conduct independent mitigation projects aimed at achieving the overall common goal. The goal is to centralize communication, rather than governance or control.

18. Teach new skills that would be valuable in mitigation projects (e.g., amateur radio and emergency communication, safety retrofit skills, power tool use, etc.)

19. Engage the entire community in mitigation through intergenerational and multidimensional projects that incorporate diverse groups, such as children, the elderly, the disabled, and groups that supply diversity in socioeconomic, racial, ethnic, and faith backgrounds.

20. Demonstrate respect and sensitivity for each group's knowledge, perspective, cultural background, and internal governance structure (either formal or informal).

21. Recognize and address language diversity.

22. Identify a central point of contact for information exchange and referral.

23. Be assertive in asking for support and resources; think "outside the box" regarding potential partners, volunteers, financial sources, and in-kind donors.

24. Strive to cultivate input and buy-in from the bottom up.

25. Emphasize public outreach, education, and other interaction so participants understand why and how they can be involved.

26. Be able to articulate success of the program to the entire community.

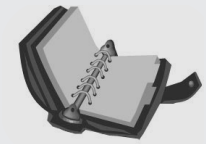
27. Foster work groups that will produce tangible results – not just studies or recommendations.

28. Look at ways to obtain additional funding and keep the momentum going under the umbrella of mitigation.

29. Couple educational outreach with hands-on projects.

30. A monitoring program or annual plan update can help keep the project on the front burner.

Instructor's Note: For more information tips on implementing community-based pre-disaster mitigation programs, refer to the Resource Guide.



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