Guidebook on Community Engagement for Preparedness and Resilience
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Guidebook on Community Engagement for Preparedness and Resilience

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Introduction to the Guidebook

Overview

Introduction
The Guidebook on Community Engagement for Preparedness and Resilience offers American Red Cross (ARC) Chapters a comprehensive strategy for working in communities to increase disaster preparedness and build resilience.

It is intended as a resource to guide American Red Cross employees and volunteers in planning, implementing and monitoring disaster preparedness activities in collaboration with community networks.

Purpose
The Guidebook is designed to help readers:
• Understand what it means to foster preparedness and resilience;
• Collaborate with networks in the community to improve preparedness and resilience;
• Improve their capacity to engage and work with the community; and
• Improve their capacity to monitor preparedness programs and evaluate the impact.

Contents of the Guidebook
In this Guidebook, readers will find guidance, general instructions, tools, links for technical assistance and other resources to support them in working with local stakeholders to increase disaster preparedness.

Readers using the guidebook should be able to pick it up at any stage of on-going preparedness activities and adapt their programs to integrate community engagement and enhance the effectiveness of their programming.

Continued on next page
Overview, Continued

Development of the Guidebook

The Community Engagement Strategy (CES) outlined in this guidebook was created by capturing successful approaches used in Red Cross Chapters across the United States and incorporating concepts on community resilience with those approaches. The strategy combines some of ARC’s best practices with current resilience-building tactics to improve the Red Cross’ ability to help communities prepare for, and “bounce back” from disasters.

Evolving ARC’s approach to preparedness

The CES is a departure from traditional Community Disaster Education programming. While it incorporates traditional ARC offerings such as educational courses, CPR, and First Aid trainings, it goes further to provide an overarching framework designed to encourage community participation. The CES framework is an approach that involves building community networks to generate increased collaboration among community partners and enhance the impact and extend the reach of ARC preparedness activities. In this way, the CES is evolving Red Cross practices in disaster preparedness and resilience.

What is resilience?

The term community resilience is generally used to describe the ability of a community to prevent or minimize damages resulting from disasters, and to quickly return to normalcy. Here, a resilient community is defined as one that possesses the physical, social, and economic capacity to withstand, quickly adapt, and successfully recover from a disaster. In other words, a community that is able to “bounce back” from a disaster – whether natural or man-made – in a healthy and timely manner is resilient.

Continued on next page
Overview, Continued

Factors of Resilience

Community resilience is a complex concept with multiple contributing factors. The CES attempts to impact three of these factors:

- Community preparedness (the ability to prepare for disasters at the community level)
- Community competence (community action + critical reflection and problem-solving skills + empowerment + partnerships)
- Social capital (social support + organizational linkages and cooperation + citizen participation and leadership + sense of community)

Rationale for community engagement and building resilience

Despite years of distributing information and educating the public on how to get prepared, studies show that the majority of Americans are underprepared and at risk should a disaster occur. Moreover, recent events such as the September 11th attacks and Hurricane Katrina have shown that being prepared to withstand the initial days after a disaster is not always enough. People need to be prepared to recover as well. The communities impacted by these disasters have taken years to recover and are in some ways still trying to develop a new normal.

With the ever-present possibility of natural and man-made emergencies and the inability of government resources to be everywhere, every time, the importance of strengthening the capacity of local communities to prepare, recover and respond has gained urgency. As disasters impact communities locally, it is vital that the capacity to cope with them also exists at the local level. The Community Engagement Strategy provides a way for Red Crossers to help build this local capacity.

Preparedness at the Red Cross

The American Red Cross is guided by the following mission:

“The American Red Cross, a humanitarian organization led by volunteers and guided by its Congressional Charter and the Fundamental Principles of the International Red Cross Movement, will provide relief to victims of disaster and help people prevent, prepare for, and respond to emergencies.”
Overview, Continued

What ARC can do for preparedness and resilience

The CES is a strategy to help build community resilience by bringing people together to collaborate and improve disaster preparedness in community networks.

Due to ARC’s commitment to, and expertise in emergency preparedness, its presence in communities across the country, and the level of public trust that it enjoys, the American Red Cross is in a unique position to help communities improve their resilience. Local Chapters can contribute to resilience by connecting community groups in networks and by helping them resolve preparedness issues using ARC’s expertise, products and services.

By bringing together various actors in the community and facilitating cooperation among them, the Red Cross can enhance the social fabric of the community that will be vital to any disaster response and recovery.

Intended audience

This guidebook is to be used by employees and volunteers who will implement the CES in their Chapter. Throughout the guidebook, this person is referred to as the CES implementer.

For ARC Chapters that decide to implement the CES, an employee or volunteer should be assigned to lead the strategy.

Chapter-wide commitment

Resilience spans the disaster continuum of prevention, preparedness, response, and recovery. Because of this, activities carried out through the CES may cut across departments within Red Cross Chapters. It is therefore important that there is Chapter-wide commitment to the CES, and sufficient internal cooperation to support strategy goals. Communication among departments, including but not limited to, Disaster Response, Communications, Marketing, Preparedness, Health and Safety Services, etc, is needed to ensure the effectiveness of CES projects.
# Chapter 1

## CES Strategic Framework: Fostering Community Resilience

<table>
<thead>
<tr>
<th>What is the CES?</th>
<th>The Community Engagement Strategy is the process of collaborating with community stakeholders in networks to identify local preparedness needs, resources and priorities, and to take action to strengthen preparedness and resilience in those communities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose</td>
<td>The primary purpose of the CES is to foster resilient communities that are prepared to handle a range of hazards. The goal, therefore, is to <em>increase the community’s capacity to work collaboratively under non-emergency circumstances, so that when a disaster occurs, the community not only is better prepared, but also has the critical networks in place to effectively respond and recover well.</em></td>
</tr>
<tr>
<td>Principle</td>
<td>The CES is built on the principle that bringing community groups and individuals together through networks inherently increases community resilience by fostering participation and collaboration.</td>
</tr>
<tr>
<td>Community resilience at the national level</td>
<td>The Federal Emergency Management Agency (FEMA) is promoting a “Whole Community” approach, in which it intends to increase local capacity to handle disasters by encouraging individuals and communities to have a greater role in preparedness planning and activities. This is a change in emphasis from ‘what should the <em>government</em> do,’ to ‘what can <em>individuals</em> and <em>communities</em> do,’ which demonstrates a dramatic shift in how disaster preparedness, response and recovery is being tackled. With the development of the CES, the American Red Cross is operationalizing this bottom-up approach to resilience by working to improve the ability of local communities to prepare and respond in the event of disasters. In this way, ARC and the federal government, as well as other agencies, are working to foster a culture of preparedness and resilience that is sustainable at the local level.</td>
</tr>
</tbody>
</table>

*Continued on next page*
### Red Cross role: utilizing community networks

The Red Cross can help to enhance resilience by working through community networks. In fact, networks are the heart of achieving the CES goals because they build social capital, create and strengthen community connections, provide a structure to increase knowledge and skills, and help increase local collaboration to address preparedness issues.

### The strategic framework

The chart that follows depicts the strategic framework and is a visual representation of the theory behind the Community Engagement Strategy (CES). The chart is not a step-by-step guide, but rather, it outlines what community networks will try to achieve and how they will go about accomplishing it.

In working with community networks, CES implementers will conduct activities to achieve the goals and outcomes that are defined in the framework. To achieve Expected Outcomes and Strategic Goals, a General Approach of building and engaging local networks will lay the groundwork for Common Actions to be implemented.

*See the strategic framework chart on page 12.*

*Continued on next page*
CES Strategic Framework: Fostering Community Resilience, Continued

General Approach

Community Engagement Strategy
Build and engage networks of community stakeholders to carry out one or more of the common actions.

Expected Outcome
Communities are able to withstand, quickly adapt, and successfully recover from emergencies by employing local strengths and resources built prior to the event.

Strategic Goals

- Increased level of preparedness among community sectors and households
- Increased social capital through improved organizational linkages and cooperation, citizen participation and sense of community
- Increased community competence through effective community action, critical reflection, problem solving skills and flexibility and creativity
- Community assumes increased responsibility for its preparedness and resilience; a culture of being prepared is established

Common Actions

- Advocacy
  - Incorporate preparedness actions into policy, regulations, and guidelines for any entity providing services and resources to the community.
    - Determine incentives (insurance, tax breaks) for various community sectors.
    - Insert preparedness into contracts, grants, etc.
    - Legislation

- Skills and Capacity Building
  - Develop skills and capacity within the community around preparedness and disaster resilience.
    - Knowledge dissemination and education.
    - CPR/FA training
    - Ready Rating
    - Other ARC products

- Collaboration
  - Broker action between and/or within community sectors to address a specific, identified preparedness issue.
    - Resource/Information exchange
    - Joint projects among stakeholders
    - Joint problem solving and asset development

- Messaging
  - Deliver effective messaging that spurs action around preparedness.
    - Multiple community channels and methods deliver messaging.
    - Volunteers/champions trained to carry message to community.
The CES Process illustrates the phases Red Crossers will go through when implementing the strategy. It is a collaborative method used to solve preparedness issues by working through local community networks and engaging community stakeholders. It is broken down into four major phases; these phases are shown in the flow chart below.

1. Understanding the Community
2. Crafting Solutions and Taking Action
3. Monitoring Progress
4. Reassessing Goals and Moving forward with the Network

Engaging Networks

Continued on next page
### CES PHASES

<table>
<thead>
<tr>
<th>Phase</th>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Understanding the Community</td>
<td>In this first phase, CES implementers will capture information on the basic demographics and characteristics of the community. With input from community partners, implementers will also identify hazards, vulnerabilities and assets in the community to pinpoint <em>where</em> they should begin engaging networks and <em>what</em> pressing preparedness and recovery issues exist. Tools to complete this assessment are found on the [Sharepoint] site and in [Appendix D].</td>
</tr>
<tr>
<td>2</td>
<td>Crafting solutions and Taking Action</td>
<td>Moving beyond the assessment, implementers will continue to work closely with community members to brainstorm solutions, outline plans, gather resources, and take tangible steps to increase preparedness. The preparedness projects chosen through this process will be based on a collective decision-making effort of the network. Tools are available in [Chapter 4] and in Appendices [A], [B], and [C] to help implementers fulfill various roles within networks.</td>
</tr>
<tr>
<td>3</td>
<td>Monitoring Progress</td>
<td>In order to gauge the success of the networks’ interventions, CES implementers will collaborate with network partners to monitor the success of activities and adapt projects when necessary to increase effectiveness. A monitoring system is available to track the progress of the networks. (LINK)</td>
</tr>
<tr>
<td>4</td>
<td>Reassessing Goals and Moving forward with the Network</td>
<td>When a network project is nearly complete, the network will reassess the preparedness needs and decide what to do next. Building preparedness and resilience is a continuous endeavor, and will not end with the close of a project, but will adapt with the changing needs of the community. Networks will build on their initial successes and learn from their experiences and challenges.</td>
</tr>
</tbody>
</table>

*Continued on next page*
In the Guidebook

Each of the phases outlined in the chart, as well as the tools used to implement them, are described in more detail through the Guidebook. To reference these descriptions, look for the sections titled Phases 1-4.
Chapter 2

CES General Approach: Engaging Networks

Rationale

The CES is a collaborative process. Building emergency preparedness and resilience is not something that can be achieved by any one agency alone. No individual agency has the capacity, expertise or reach to affect preparedness across every community sector. As a result, assembling a variety of stakeholders to address issues that span community divides is critical to strengthening preparedness.

What is a network?

A network is an interconnected group of individuals who come together around a common issue. Networks can exist in many forms, including groups such as: neighborhood or industry associations; political or social clubs; parent or student groups; religious or professional associations; etc.

Networks in the CES

In the context of the Community Engagement Strategy, a network is made up of community partners who identify, prioritize and act on preparedness issues.

When implementing the CES a new network may be required; ideally, this network taps into pre-existing community networks. It is important to tap into existing networks to bring together representatives from a variety of groups that are already engaged in the community and understand unique community characteristics and needs.

What does a network do?

Networks provide ways for people to connect and take action on collaborative community projects. They create a structure for organizations and individuals to share ownership and responsibility of common goals, and they extend the reach of individuals beyond that of single organizations.

The chart on page 15 highlights more of the benefits of using networks.

Continued on next page
Impact of networks

A network acts as a means to foster collaboration. Through networks, the local Red Cross Chapter and its partners can do the following:

<table>
<thead>
<tr>
<th>Impact</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Empower people by giving them a role in the decision-making process</td>
<td>Having a say is an important incentive for people to participate. It is especially an incentive for those who typically have not had a seat at the table in prior community projects. Equal standing among all network members is also important to help everyone feel empowered and valued.</td>
</tr>
<tr>
<td>Raise awareness</td>
<td>Communities have suffered in the past because they failed to understand the risks posed to them and were not aware of the actions they could take to lessen the effects of these risks. Getting community actors to understand their risks and roles in preparedness is essential to creating more resilient communities.</td>
</tr>
<tr>
<td>Build trust and foster relationships</td>
<td>Diverging interests and unfamiliarity with other community actors can inhibit collaboration. Respecting diverse interests and working with them can help bridge community divisions and build trust needed to foster resilience. Greater inclusion of diverse community groups will broaden a networks’ understanding of community needs and enable the network to brainstorm more effective and inclusive solutions. Working together to address mutual interests helps to build relationships and social linkages that increase community resilience.</td>
</tr>
<tr>
<td>Promote coordination</td>
<td>A network is like a one-stop-shop for information, skill building, resource sharing and fundraising for preparedness activities. By collaborating through networks with community stakeholders that have a range of assets, more local resources can be identified and leveraged to address preparedness issues.</td>
</tr>
</tbody>
</table>

Continued on next page
The role and responsibilities of the CES implementer in community networks will be guided by three characteristics:

- A focus on promoting preparedness
- Facilitating collaborative group action
- Implementing one or more of the Common Actions (refer to CES Strategic Framework Chart on page 10 for Common Actions)

The table below describes some of the roles implementers can play in community networks. Implementers may take on more than one role depending on the network and the preparedness issue being tackled. Since every network is different, the role and responsibilities of the implementer will also vary.

Continued on next page
<table>
<thead>
<tr>
<th>Role</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitator</td>
<td>As a Facilitator, the implementer brings together individuals from a variety of sectors in the community. In this case, the implementer will bring individuals together that are representatives of existing community networks. The implementer is responsible for convening meetings and facilitating conversation among the network members. They are also responsible for guiding network members toward taking action. Implementers need to ensure that there is productive conversation, as well as mobilization of the network members to make tangible steps toward addressing the preparedness issue that has been identified. Facilitators do not independently choose the issues addressed or projects undertaken, but rather guide networks in the decision-making and action processes. <strong>Preparedness issues tackled as a facilitator:</strong> Mix of traditional ARC preparedness and non-traditional issues such as mitigation, advocacy, preparedness for recovery, etc.</td>
</tr>
<tr>
<td>Connector/Resource Broker</td>
<td>In this role, implementers connect various groups and individuals together to increase network members’ awareness of local resources and improve their ability to access them. This may occur when implementers become members of networks or coalitions that already exist within the community. Because implementers are very familiar with the assets that are present in the community, they can offer their knowledge to help organizations get the resources they need to pursue preparedness-related issues. <strong>Preparedness issues tackled as a connector:</strong> Non-traditional issues such as mitigation (infrastructure improvements), advocacy, evacuation, etc. These are issues where ARC does not have expertise, but where ARC staff do have an awareness of the community to help network members find the resources to pursue goals beyond ARC’s traditional purview.</td>
</tr>
</tbody>
</table>
### Role of the CES implementer (continued)

<table>
<thead>
<tr>
<th>Role</th>
<th>Description</th>
</tr>
</thead>
</table>
| **Leader**                | As a network leader, implementers will guide network members in addressing a preparedness issue in which ARC is an expert. The network may be working on improving disaster plans, amassing disaster supplies, or educating the network members’ constituencies on what it means to be prepared and ready to respond and recover. While network members are heavily involved and determine the issue to address, implementers provide the expertise and know-how to help them improve their preparedness.  

*Preparedness issues tackled as a leader: Traditional issues: “Get a kit, Make a plan, Be informed”, disaster education; skill-building (First Aid/CPR/AED courses).* |
| **Preparedness Champion/Subject Matter Expert** | In this role, implementers may be involved in an existing community network where preparedness is not the focus, but where the implementer deems it important to get preparedness on the agenda. As such, the implementer will act as a Champion of preparedness and increase network members’ awareness of the importance of being prepared and able to recover. In this way, the implementer will provide expertise such as the knowledge and tools to help networks become prepared.  

*Preparedness issues tackled as a Champion: Traditional issues; implementers may also identify an issue that is of importance to the network and find creative ways to link it to a preparedness issue in order to get it on the agenda.* |
Throughout each phase of the CES, close collaboration with community network members will be necessary to achieve preparedness goals. Tools are available in the Guidebook for each phase.

In *Understanding the Community*, the CES implementer will work with community groups and individuals to understand the community’s characteristics and become aware of its greatest needs in preparedness.

When *Crafting Solutions and Taking Action*, network members will design an intervention and collaborate to implement it.

*Monitoring Progress* will be the combined responsibility of both the implementer and network members; together, participants will use a community-based participatory approach to assess progress of the intervention.

Finally, members will take part in the collective decision-making process to *Reassess Goals and Moving Forward with the Network* at the close of the intervention.

To build a network, implementers will reach out to stakeholders in the community who have vested interests in preparedness. In some cases, these stakeholders may be individuals, and in others they may be existing community networks or associations.

When brainstorming about who to involve, try to answer these questions:

- What representatives from the community have a stake in emergency preparedness and response?
- Which groups or individuals could be influential in addressing community-level preparedness issues?
- Who has resources that could be brought to bear in identifying and addressing community-level preparedness issues?
- Who has not been typically included in preparedness activities, but is at risk of experiencing a disaster?

*For more guidance and instruction on building networks, talking to community group, and organizing network meetings, see Appendix A.*

Continued on next page
It is important to think creatively to get participants from all segments of the community so that a range of perspectives are at the table. Here are some examples of community groups that could be influential in a network:

<table>
<thead>
<tr>
<th>Faith-based groups</th>
<th>Voluntary organizations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Businesses</td>
<td>Schools and Universities</td>
</tr>
<tr>
<td>Professional organizations</td>
<td>Health clinics or Hospitals</td>
</tr>
<tr>
<td>Non-profit organizations</td>
<td>CERT/NERT</td>
</tr>
<tr>
<td>Affinity groups</td>
<td>Emergency management offices</td>
</tr>
<tr>
<td>Teacher/parent associations</td>
<td>Tenant or Homeowners’ Associations</td>
</tr>
<tr>
<td>Health Departments</td>
<td>Locally elected officials</td>
</tr>
</tbody>
</table>

Populations that may not have historically been involved in preparedness activities, but are nevertheless critical to involve in the discussion may include:

<table>
<thead>
<tr>
<th>Minority populations</th>
<th>Seniors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Functional needs populations</td>
<td>Immigrants</td>
</tr>
<tr>
<td>English language learners</td>
<td>Students/Children/Youth</td>
</tr>
</tbody>
</table>

Local leaders – be they formal or informal – who know the “heartbeat” of the community and should be involved as well. The relationships that these leaders have with other members of the community, along with their intimate knowledge of the community, will be advantageous to the network’s activities and helpful if the network expands.

Continued on next page
Importance of involving stakeholders

Identifying and engaging with relevant stakeholders in the local community is crucial to the CES. The stakeholders will be the leaders driving the activity of the community network later, so it is important to have them present and actively participating. Obtaining their involvement is also important to ensure that projects are sustainable, with local solutions to local problems.

Leveraging local resources (such as skills, time, funding, people-power, community know-how, etc.) also becomes possible by engaging stakeholders in networks. Being able to mobilize local organizations and their resources will enable community networks to create solutions that will be sustainable over the long-run.

For more information on sharing resources, see the Utilizing ARC and Community Resources section.

Changing and adapting networks

Be prepared for both the network and its participants to change and adapt overtime. While moving through the CES process, networks will grow and change depending on the activities being conducted, and commitment of the members. The stakeholders that are involved at the beginning may not be needed or interested in the activities that continue on afterward. They may also choose to commit to different levels of participation.
CES General Approach: Engaging Networks, Continued

Things to keep in mind

Change takes time
• The ultimate goal of the CES is to foster a prepared and resilient community. This is clearly a long-term goal and will take several steps to accomplish. While it is possible to make small changes very quickly, making large changes that will stay with a community over time is much more difficult. It is important that the network acknowledge the long-term commitment each member is realistically able to make, set clear and realistic short-term goals along with a timeline, and understand that any movement towards change is success.

Cooperation involves risk
• Ideally, a network and the partnerships that form as a result of it will be the drivers of change around disaster preparedness. However, it is important to recognize that forming a collaborative network that is able to influence change is no easy task and involves participants taking some risk. Working cooperatively means that all partners may have to compromise on their individual priority issues in order to work towards the network’s goals for the community. Participants must be willing to share responsibility and risk some of the hassles of working with a range of interests in order to accomplish something greater for the community as a whole.

Cultural competence is key
• At times, cultural differences with community partners can inhibit the process of building collaborative networks. CES implementers need to be aware of any cultural or ethnic divisions or biases that exist within the community. Culture becomes a barrier when it is not acknowledged when working with diverse groups. It is necessary to have an open mind and ensure that everyone’s input is accepted and valued within a network. Gaining the participation and respect of a community member to help liaise with the implementer will also go a long way in building trust and ensuring the effectiveness of the CES.

Continued on next page
Using exercises with networks

Throughout the Guidebook, readers will find this star symbol suggesting exercises to conduct with network members. Exercises are beneficial in circumstances where implementers need to bring people together and get a better understanding of local capacities and weaknesses in disaster preparedness. They are a great way to help community networks think critically about what they need when moving through the CES process.
Chapter 3

Phase 1: Understanding the Community

Rationale for conducting an assessment

Every effective program is designed from an informed starting point. To set appropriate, attainable and actionable goals, the current state of the community must be understood, including both its preparedness needs and local resources available. Conducting an assessment will help achieve this understanding of the community.

Expected Outcomes

At the end of an assessment, implementers will have attained three basic outcomes. They will:

• have a broad understanding of the characteristics of the communities that were assessed,
• be able to locate a geographic area, or areas, in which to implement the CES, and
• have a general sense of the preparedness issues that can be addressed by networks.

In this section

In this section, CES Assessment Tools are provided to compile basic data on the community in which the CES is implemented. The tools described in the following sections are here to help implementers collect information and narrow down the scope of potential networks to engage and preparedness issues to address. The tools include:

• The Community Profile Tool
• Hazards and Vulnerability Tool
• Assets Identification Tool

Tools and Instructions

For the tools and further instruction, see Appendix D and the CES Sharepoint site.

Continued on next page
Phase 1: Understanding the Community, Continued

Why conduct an assessment?

Setting appropriate and attainable goals and knowing what needs to be done to reach those goals can only be accomplished when there is a clear picture of what the community looks like. Although it may be tempting to jump ahead in the process, thinking through the community’s needs and building sufficient evidence to support preparedness programming is vital to a successful project.

The benefits of completing an assessment include:

- Gaining a broad picture of the current state of the community(ies)
- Visualizing the gaps in community preparedness
- Initiating engagement with a range of community members
- Testing personal assumptions about the community
- Gaining knowledge to become an “expert” on community resources, organizations and on-going activities related to disaster preparedness

Data is useful

Utilizing community data can improve the work of networks in a multitude of ways. The following chart illustrates the impacts of doing an assessment.

<table>
<thead>
<tr>
<th>Impact</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensure preparedness activities meet community needs</td>
<td>The information collected in the assessment tools helps networks conduct activities that are relevant to issues in the communities where the CES is implemented. By utilizing the tools provided, implementers will be able to narrow down the scope of the geographic area where the CES will have the greatest impact. With each step in the assessment, implementers will gain deeper insight into the community’s strengths and weaknesses in order to understand where network activities may have the greatest impact. The narrowing down process that is possible through completing an assessment is vital to implementing network activities where, and with whom they are needed most.</td>
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Continued on next page
Phase 1: Understanding the Community, Continued

Data is useful (continued)

<table>
<thead>
<tr>
<th>Impact</th>
<th>Explanation</th>
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<tbody>
<tr>
<td>Check assumptions</td>
<td>Any group who implements the CES will bring prior knowledge, biases and preconceived notions to the job. However, it is important to recognize what is a “hunch” or an assumption, versus what is factual information. Some assumptions may be correct, but it is critical to identify the data that supports those assumptions. By conducting an assessment, information is uncovered that either verifies or challenges these ideas. In the absence of collecting this information, the real source of a preparedness issue may be overlooked, or opportunities to involve community partners that are interested in the same issue may be missed. Maintaining an open, but critical mindset is important in order to recognize false assumptions or biases within a network and within the community at large.</td>
</tr>
<tr>
<td>Share information</td>
<td>Most Chapters collect data for a variety of programs and activities in Disaster Response, Preparedness, Health and Safety, Fundraising, etc. However, the information collected is not often compiled in a way that is easily usable or shareable. When only one person knows how to access and input data, the information loses its value. Maintaining the information and sharing it with Red Cross staff and other external partners is the only way to make it truly useful and effective.</td>
</tr>
<tr>
<td>Build a solid case for funding</td>
<td>One of the biggest motivators for conducting an assessment is its usefulness in applying for outside funding. The assessment data provides information that is helpful to convince donors of the validity of issues and activities identified by the network. Donors are increasingly sophisticated in their understanding of metrics and monitoring; they appreciate fact-based programming in which identified problems are illustrated in quantitative data and impacts of interventions are measured from a baseline. By providing accurate and reliable data, networks have a greater chance of convincing donors of the need for a particular program, as well as the program’s ability to make a difference, measure change, and utilize funds efficiently.</td>
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Continued on next page
Phase 1: Understanding the Community, Continued

Assessing a community

Definition: Community
A community can be defined in a multitude of ways. It can be a group of people that live in a distinct geographic location, be it a small town or a state. Communities can also be defined as groups of people who share something in common. Their commonality might be race or ethnicity, religion, professional ties, culture, or shared interests.

Community and the CES
Depending on the size, location, and diversity of the local Red Cross Chapter’s jurisdiction, CES implementers may choose to engage multiple networks. If a Chapter covers multiple large counties, for example, doing a full assessment and preparedness project for the entire area may not be feasible. When this is the case, implementers may choose to focus on a smaller community (such as a town or neighborhood) instead.

Integrating stakeholders in an assessment

Most of the information for the assessment will be gathered by consulting with community groups and individuals to obtain their input. Getting their unique perspectives and input during the assessment will help to build community buy-in to the preparedness project that the network will choose to conduct. It also gives community members a sense of ownership over the process.

The network in Phase 1

During this phase of the CES, the network will be in its infant stages. Implementers will be consulting with community stakeholders as they complete the assessment tools and learn more about the community’s level of preparedness. Implementers will also be introducing the CES to community members and will be encouraging them to participate as network members. At this time, interaction with stakeholders is more likely to be in one-on-one meetings with the implementer, rather than in official network meetings.

Continued on next page
Phase 1: Understanding the Community, Continued

The chart below illustrates the flow of the CES assessment process and corresponding tools.

In the following sections, the tools are described in more detail. To access the tool templates and get further instruction on how to use them, see Appendix D and the CES Sharepoint site.

Important! This process may seem daunting, but fear not! The research necessary to complete these tools does not have to be complicated, nor should it take an inordinate amount of time. In fact, the Community Profile tool can be completed in a manner of hours, as most of the information is attainable through existing data sources. The assessment as a whole, however, does need to be completed with care and attention in order to ensure that the information is reliable and provides a valid basis for the design of future activities.
The Snapshot

Community Profile Tool

What is it?
The Community Profile Tool provides both qualitative and quantitative information to give implementers a “snapshot” of the community. This information is used as a foundation for decision-making when conducting preparedness activities with community networks.

The table below describes what the Community Profile Tool is and is not.

<table>
<thead>
<tr>
<th>The community profile is meant to:</th>
<th>The community profile is not meant to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gives a broad picture of the community as defined by the implementer (i.e., focus may be on Chapter jurisdiction, a county, a neighborhood, an urban area, etc.)</td>
<td>Be an exhaustive study or complete community needs assessment</td>
</tr>
<tr>
<td>Take several hours to put together</td>
<td>Take several days or weeks to prepare</td>
</tr>
<tr>
<td>Be based on pre-existing information (either found in national datasets such as the Census, FOCIS data, or other information the Chapter may have)</td>
<td>Be a static document. (The profile is a tool, not a result. It can be updated, added to, and narrowed as time goes by.)</td>
</tr>
<tr>
<td>Be the first step of a critical thinking process about the community, to help implementers visualize, identify, and think about discrete preparedness issues that are important to stakeholders in the community</td>
<td>Be busywork</td>
</tr>
</tbody>
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Continued on next page
Data sources

Quantitative data for the Community Profile tool can be obtained in a multitude of ways. Most of the data can be found in the Census or the American Community Survey (which is also compiled by the Census Bureau).

Other sources from CrossNet include:
- ARC FOCIS Reports
- CEDRA
- ARC IMS

Most likely, there are also useful databases that have been put together by local or state government agencies in your area. Reaching out to the state health department, environmental agency, universities or social service organizations may be helpful in obtaining the data you need, as these agencies often have conducted their own assessments and have community data available.
Understanding the Community

Hazards and Vulnerabilities Tool

The Hazards and Vulnerability Tool provides a way to identify potential hazards and at-risk areas in the community. This tool gets implementers and community members thinking about elements in the community that are at greater risk for experiencing damaging impacts from disasters. The tool guides implementers in asking the right questions to pinpoint the community’s risks.

**Important!** Although most of the obvious hazards that affect the area are probably known, it is important to consult with individuals and groups within the community, as well as Chapter staff, to ensure that network members understand where the hazards are likely to have the most damaging effects. Talking with Disaster Responders within the Chapter may be helpful to identify the major hazards. The Chapter also may have completed a hazard vulnerability assessment already, or have mapping tools to help visualize the vulnerable areas.

**Definition:** Hazard

A hazard is something that can endanger people and their environment if precautions are not taken. Hazards can be natural or man-made, ranging from an event such as an earthquake, to a chemical spill, or even a terrorist event.

**Definition:** Vulnerability

Vulnerability describes people, geographic areas, industry, infrastructure and resources that are particularly prone to harmful impacts from hazardous events due to factors that reduce their ability to prepare for, and cope with disasters.

**Topics addressed in the tool**

- Hazards (natural and man-made) that affect the community
- Questions specific to emergency management agencies
- Current level of preparedness in the community

*Continued on next page*
Hazards and Vulnerabilities Tool, Continued

Usage of the tool

This tool is made up of a list of questions designed to uncover hazards specific to the community being assessed. Implementers will reach out to community groups and individuals to ask the questions. Typically, meetings with community members are set up as informal interviews in which the tool provides a helpful reference from which to guide the conversation. The questions listed in this tool are neither exhaustive, nor pertinent to every community, so answering all of them may not be necessary. Instead, they are examples to help implementers consider how prepared the community is, what the historical, social, or geographic context is that impacts preparedness, and how network members can begin to target preparedness activities toward a specific area, population or sector.

Who to consult

When using this tool, it is helpful for implementers to begin by meeting with local emergency management directors to get a basic sense of the hazards and vulnerabilities affecting the community. Implementers should then consult with local leaders from various sectors and organizations to get a range of perspectives. Consider the list of stakeholder examples on page 22 to come up with a list of possible contacts. The more conversations implementers have, the greater their understanding will be of the community as a whole. Implementers have the chance to become true “experts” in the community by engaging with multiple groups and individuals in this process.

Existing Research

Much of the information collected will be gained through interviews with community stakeholders. However, other excellent sources of information include local colleges, universities, and research centers that have conducted research on resilience or disaster preparedness relevant to a specific community or region. Reaching out to academic experts and obtaining literature on resilience can help to get a better sense of what vulnerabilities the community struggles to address.

Continued on next page
## Tips

These are some basic tips to help implementers successfully utilize the Hazards and Vulnerabilities tool:

<table>
<thead>
<tr>
<th>Tip</th>
<th>Explanation</th>
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<tbody>
<tr>
<td>Be aware of prior relationships with the Chapter</td>
<td>Chapters have relationships with emergency management offices, non-profit organizations, schools, government agencies, and the like. These relationships are not all the same and can be strong or weak, congenial or difficult depending on the circumstances. Implementers should ask other Chapter staff what the state of the relationship is before embarking on meetings so that they don’t go in unprepared.</td>
</tr>
<tr>
<td>Take a Red Cross staff member or volunteer to meetings</td>
<td>Taking a Red Cross volunteer along to meetings where the Chapter has had a relationship greatly increases the chances of conducting a successful and productive meeting. For instance, taking a DAT volunteer to a meeting with an emergency management official might help to establish a trusting and comfortable atmosphere in which everyone feels able to share their thoughts and concerns.</td>
</tr>
<tr>
<td>Be wary of biases</td>
<td>Implementers must always remain aware of peoples’ biases. When speaking to community members and utilizing the Hazards and Vulnerabilities tool, it is important to keep in mind that people often make assumptions based on their own experiences, affiliations, cultures, and environments. Understanding different perspectives is critical, and implementers must make sure they have heard a broad range of perspectives in order to make unbiased decisions. It is important to speak with a wide array of community representatives in order to check personal biases and assumptions.</td>
</tr>
</tbody>
</table>
### Go with an inquisitive attitude
When conducting meetings, go the approach of wanting to gain more knowledge. Some people may be wary of the purpose of the meeting; as such, it is important to emphasize that it is a “fact-finding” opportunity to learn more about the community and discover where and how the community could benefit from network activities.

### Take notes
The information gathered will be dense! Take notes in order to refer back to the information received and utilize it at a later date.

### Keep in touch
Some of the people contacted will be interested in engaging in a network, while others may not become involved after the initial meeting. Regardless of their participation, it is important to maintain the relationship for if and when the Chapter chooses to partner with them in the future.

### Use an exercise
To obtain information to complete the Hazard and Vulnerabilities Assessment tool, implementers can choose either to conduct one-on-one meetings, or they can conduct an exercise with multiple partners and community members. For this purpose, the Basic & Advanced Disaster Drill template is helpful to pinpoint gaps and weaknesses in preparedness and response readiness. This table-top drill can be used with a large group of community stakeholders who may have varying degrees of knowledge about disaster preparedness.

*Exercises are located on the Sharepoint site.*
Identifying Assets

Asset Identification Tool

What is it?
The Assets Identification tool provides implementers and community members with a means of identifying existing local resources that can be leveraged to improve preparedness.

Identifying assets is an important part of the assessment phase. Knowing what is available to the community:

- Allows networks to leverage resources towards preparedness;
- Makes it easier to take action when local resources can be utilized; and
- Enables networks to avoid duplication of efforts where other groups may already be working.

Definition: Assets

Assets describe resources – including people, organizations, time, knowledge, skills, funding, etc. – that are available within the community and can be utilized to improve preparedness and resilience.

Topics addressed in the tool

- Current preparedness-related organizations and events in the community
- Advocacy groups and organizations that exist
- Partnerships and pre-existing relationships with the Red Cross
- Other components of social capital

Usage of the tool

This tool is composed of a set of questions, much like the Hazards and Vulnerabilities tool, and can be used in conjunction with the Hazards and Vulnerabilities tool, or can be used at a later date. The questions are not an exhaustive list, but are meant to identify ongoing community activities, the people and organizations that conduct them, and their beneficiaries.

Continued on next page
Who to consult

Collecting this information will take a bit of investigation and interviewing. Ask Chapter staff for their insights, consider talking to partners the Chapter has worked with in the past, and confer with other leaders in the community to get more information. Again, see page 22 for a list of possible contacts.

Why assess assets?

Networks should conduct work where assets already exist in the community. At least when initiating the CES, implementers will want to avoid working in areas where the Red Cross is the only actor trying to promote preparedness. Without getting the support and backing of community organizations or leaders that already have clout with community members, success is much more difficult. Network participation will be much more difficult, as will network action. It is harder to garner legitimacy and respect from the community without local leaders’ support. Instead, implement the CES where other networks and local assets are present and available.

Use an exercise

Using an exercise can bring community stakeholders together to brainstorm about the resources that they possess and which can be used to improve preparedness and resilience.

The Resource Discourse Game, which was first developed by the San Francisco Bay Area Chapter, is a valuable tool to ease new networks into thinking about resources and partnerships for disaster readiness. This simple, table-top exercise can help participants with little previous disaster preparedness experience map their capabilities and begin thinking about their needs and resources in the event of a disaster. The Game provides a non-intimidating way to generate discussion and possible collaboration in disaster readiness.
Narrowing the Scope

Assessment Analysis

This step in the CES assessment is not so much a tool, but is an opportunity to assess the information gathered and narrow down the geographical scope the CES, as well as come to some conclusions about what preparedness issues may be possible to affect in a network.

Pinpointing a geographic area

The following questions can help implementers and community members think critically to identify a geographic location in which to implement the CES:

- Does any of the data collected in the snapshot stand out or raise a red flag?
- Did any of the stakeholders consulted single out a specific geographic area?
- Were there any geographic areas singled out by more than one stakeholder?
- What areas have both obvious vulnerabilities as well as assets to leverage against them?
- Is there any area where the Red Cross could be more successful or involve more partners?
- And to the contrary, are there any areas where Red Cross assistance would not be of use at this time?
- Which areas do the Chapter and network members have the capability to work in considering driving time and expense?

And overall,
- Where can the Chapter and the network have the greatest impact?

Continued on next page
**Assessment Analysis, Continued**

**Urban vs. rural areas**
Depending on the environment – either urban or rural – the geographic area chosen may vary in size. In urban areas, where population density is high, targeting a large geographic area such as an entire city may not be within the capacity of the Chapter, or of the network. In this case, tackling a smaller neighborhood within the city or zip code is more realistic.

Conversely, when working in a very rural context, cross-county networks may be appropriate. Implementers may have to work with networks that span across larger geographic areas in order to obtain the resources and stakeholders needed to accomplish the network’s goals.

**Identifying preparedness issues**
Identifying a preparedness issue to tackle with a network must be done before the network can truly move forward. This step may happen at the end of the assessment, or a meeting might be necessary to convene a group of stakeholders and discuss the issues at hand. In either case, the following questions are helpful in determining what issues exist, and which of them will be actionable for the network:

- Are there any issues that have been pinpointed by stakeholders?
- Were any issues repeated by more than one stakeholder?
- Can the Chapter realistically tackle these issues with a network; does it have the expertise and the physical capacity?
- If there were many issues identified, on what issue can the Chapter, together with the network, have the greatest impact?

**Difficulties identifying issues**
In some cases, an obvious preparedness issue may not be evident. In this instance, convening a meeting of community stakeholders to discuss vulnerabilities in the community can be helpful. The *Trouble-shooting Guide* can help direct a conversation with community members to critically consider the issues at hand.
Chapter 4

Phase 2: Crafting Solutions and Taking Action

Designing a preparedness project

When the assessment is completed and the preparedness issue the community network wants to address has been determined, it is time to move forward in designing an appropriate project with the network. At this stage, the network will convene to discuss possible solutions to the preparedness issue and devise an action plan.

In this section

To guide CES implementers in facilitating network activities, this section is divided into the following:

- Implementing Common Actions
- Trouble-shooting guide
- Integrating preparedness into everyday issues
- Utilizing community resources
- Setting realistic expectations

These guidelines will aid in fostering collaborative community efforts to increase preparedness.

Extra guidance

In the Appendix, readers will find extra guidance on facilitating and organizing the activities of a network.

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<tr>
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<th>Contents</th>
<th>Topics</th>
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<td>Tips for Managing a Network</td>
<td>Fostering Relationships</td>
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<td>Building Trust</td>
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<td>B</td>
<td>Barriers and Motivators</td>
<td>Table of possible network problems and</td>
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<td>corresponding solutions</td>
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<td>C</td>
<td>Work Plan Template</td>
<td>Template and instructions</td>
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Phase 2: Crafting Solutions and Taking Action, Continued

The network in Phase 2

During this phase, implementers will convene a network of the stakeholders that were consulted during the assessment, as well as others that are approached after the preparedness issue is identified. The network meets as a group multiple times during this phase to plan activities, implement them, and problem solve as necessary. The make up of network members may grow and change as activities are implemented.
Implementing Common Actions

What are they?

Common Actions are the broad parameters within which implementers can work in the CES. Projects that are focused on preparedness and fall into at least one of the Common Actions will generally fulfill the goals of the CES. Think of the Common Actions as four ways in which networks can take action to solve preparedness issues.

Refer back to the CES Strategic Framework Chart on page 10 to understand how the Common Actions fit within the strategy.

Rationale for Common Actions

Building community resilience is a complex endeavor and increasing disaster preparedness is only one part of it. When conducting the CES, implementers may find that community stakeholders want to work on areas outside of Red Cross expertise and beyond the CES goal of improving preparedness. The Common Actions were created to help implementers recognize when activities fall within the expertise of the Red Cross, and when they do not.

What to do when projects fall outside the Common Actions

Keep in mind that when looking for linkages between on-going community activities and preparedness, what one organization may need to be disaster ready may not fit exactly into the Red Cross purview. Preparedness can take on a variety of forms. Implementers should not, however, dismiss community goals if they fall outside of the Common Actions, but rather should champion preparedness and try to find linkages with community priorities to get preparedness on the radar. See “Integrating Preparedness into Everyday Issues” for help.

Common Actions Table

The table that follows depicts each of the four Common Actions, each with a description and examples.

Consider the Common Actions and think broadly about the tools and knowledge that the Chapter and network have to offer. As a facilitator and preparedness expert, implementers can help networks identify and prioritize community projects that fall within any one of these four actions.

Continued on next page
## Implementing Common Actions, Continued

<table>
<thead>
<tr>
<th>Common Action</th>
<th>Action</th>
<th>Description</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advocacy</td>
<td>Incorporate preparedness actions into policy, regulations, and guidelines for any entity providing services and resources to the community.</td>
<td>One of the most influential, and yet difficult ways to increase the level of preparedness is to make it a government or industry requirement or standard. ARC has the subject expertise and knowledge to contribute to advocacy efforts. Working in partnership with organizations that are trying to impact preparedness via advocacy can be a powerful channel to move the needle forward in creating a culture of preparedness.</td>
<td>Determine incentives (insurance, tax breaks) for various community sectors. Insert preparedness into contracts, grants, etc. Legislation</td>
</tr>
<tr>
<td>Skills and Capacity Building</td>
<td>Develop skills and capacity within the community around preparedness and disaster resilience.</td>
<td>While working with networks in the community, you will often find that institutions and individuals within them lack the skills and/or knowledge needed to be disaster ready. In these cases, you have a “Tool Box” of ARC products and services to pull from to address identified needs. Community Disaster Education programs, the Ready Rating program, preparedness tear sheets, instructional information, CPR and first aid courses, can all be used to improve the capacity of organizations and individuals for potential disasters.</td>
<td>Knowledge dissemination and education. CPR/FA training Ready Rating Other ARC products</td>
</tr>
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</table>
## Implementing Common Actions, Continued

### Common Actions Table (continued)

<table>
<thead>
<tr>
<th>Common Action</th>
<th>Action</th>
<th>Description</th>
<th>Examples</th>
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</table>
| Collaboration | Broker action between and/or within community sectors to address a specific, identified preparedness issue. | Preparedness is not easy to accomplish alone, especially when resources are tight and needs are great. Collaborative community projects facilitated by the Red Cross can provide an opportunity for community groups to connect and share resources. They also allow for sharing of responsibilities among various groups. The partnerships and networks that form can be formal or informal agreements that support cooperation in response or recovery. Collective action between various community groups will strengthen the fabric of the community around preparedness and enhance the community’s resilience in the face of disaster. | Resource/Information exchange  
Joint projects among stakeholders  
Joint problem solving and asset development |
| Messaging     | Deliver effective messaging that spurs action around preparedness. | In some circumstances, a lack of awareness may be the biggest barrier to increasing preparedness. Effective messaging is crucial to increasing the public’s awareness of preparedness, and can induce behavior changes. When disseminating information, it is critical that the messages remain consistent across mediums. It is also important to disseminate messages using as many different channels as possible to have maximum impact. The more the public hears about preparedness through various channels, the more likely they are to take action to protect themselves. | Multiple community channels and methods deliver messaging. Volunteers/champions trained to carry message to community. |
Trouble-shooting solutions

Trouble-shooting Guide

This Trouble-shooting Guide was created to aid networks in identifying and overcoming potential challenges when implementing their preparedness projects.

Network partners can ask themselves the questions (working from left to right, from the top down) to understand where the community has gaps in preparedness. The questions lead to suggested solutions that mirror the Common Actions.
Is preparedness seen as an important issue to community members?

Are the basic steps to getting prepared known?

Have the steps to get prepared been taken?

Has the preparedness and recovery plan been shared with the appropriate entities (neighbors, other organizations, clients, parents)?

Has the preparedness and recovery plans been coordinated among all the relevant entities?

Is personal responsibility for preparedness part of the culture?

Understanding why it is not considered is important. What are the competing priorities? What are the opportunity costs of working on preparedness? Are there preconceived notions of preparedness that are incorrect?

Have community members heard/seen preparedness recommendations? Were the instructions understandable? Were the instructions overwhelming?

What are the barriers/obstacles to taking the steps? Which steps, if any have been taken? (most likely something has been done) What are the attitudes about taking the steps?

Is the plan in a form that can be easily shared and understood? Is there a distribution channel? Have the appropriate parties provided their input into the plan?

What is the community environment? Is there a history of collaboration? Is there an understanding of the need to coordinate plans? Do various community groups know how to collaborate and coordinate plans? What are the interdependencies between groups?

Do people accept responsibility for themselves during a disaster? What is missing to move forward with a preparedness project? What part of the process is stuck?

Advocacy — explain the benefits and purposes of being prepared
Education — describe how preparedness can be integrated into other priorities

Education — describe the steps to being prepared and how the steps can be prioritized and managed

Advocacy — work with groups to implement incentives to get prepared
Skill Building — determine what trainings would be appropriate and conduct them
Collaboration — determine how community members can get prepared by sharing resources, knowledge, etc.
Messaging — promote and market disaster preparedness

Capacity Building — get information out to those who are impacted (ie school - parents) and train when needed
Collaboration — work with groups to plan and input groups’ feedback into plan

Education — highlight the need for collaboration and coordinated plans
Collaboration — foster communication between relevant parties and facilitate cooperation in planning

Advocacy — evaluate the incentives of preparedness and their relation to the community’s competing priorities.
Collaboration — determine if there are any groups unwilling to participate; determine whether or not preparedness is supported by local government
Integrating Preparedness into Everyday Issues

Integrating preparedness

Experience has taught Red Crossers that trying to promote preparedness in isolation is neither an effective, nor an efficient use of time. To have a significant effect, integrating preparedness into activities in which people are already active is critical. By doing so, implementers make preparedness both relevant and more accessible. In essence, implementers need to meet the community where they are.

Rationale

It is difficult to convince people to prioritize preparedness when they deal with persistent issues of poverty, crime, violence, illness and unemployment. Even in the absence of difficult issues such as these, busy schedules regular commitments can push preparedness off to the side. Yet, because preparedness gets neglected, many individuals and organizations remain inadequately prepared and at risk.

What to do

Community networks or associations may be focused on creating jobs, cleaning up the parks, improving education, or raising money for charities. Regardless of their purpose, each one is a potential partner in the CES. To connect with groups that have not made preparedness a priority, implementers must:

- Identify the linkages between the work of community groups and the goals of the CES network, and
- Find ways to integrate preparedness into the community’s regular activities.

Illustrative Examples

Here are some examples of creative preparedness/everyday linkages:

- If a network is interested in immigrant rights, discuss the importance of families creating an emergency communication plan and making copies of important documents in the event of deportation.
- If a network is focusing on violence prevention, talk about disaster readiness as an extension of the “safe street” conversation.
- If a network is already working on job readiness for low-income residents, promote First Aid and CPR training as key job skills required by service industries such as construction and elder care.
- If a network is creating opportunities for youth leadership, train young people to teach disaster preparedness to their peers in
school or match them up with another youth or senior population.

- If a network is focusing on crime, focus on getting the neighbors connected and organized to help one another in the event of an emergency, be it a burglary, or a hazardous event.
## Utilizing ARC and Community Resources

### Utilizing local resources
One of the main goals of bringing a community network together is being able to share and exchange resources in order to solve preparedness problems. By sharing resources, network members match local resources to local needs.

### Role of CES implementer
The implementer’s job is to encourage network members to offer their own resources and to find ways to leverage other resources from the larger community as needed.

In addition, implementers must provide available Red Cross resources to the network. See Red Cross Resources on page 49.

### Difficulties of brokering resources
Getting network members to contribute resources may be difficult. When working on resilience, implementers may find that there are already organizations or agencies who are involved in the same kind of work. These organizations may see the Red Cross as a potential competitor, rather than a partner. In order to move beyond this, it is important for implementers to have an open dialogue with the other agencies. Implementers can emphasize that community resilience can not be accomplished alone, and moreover, the more collaboration that exists, the more effective everyone will be.

Trust may also be an issue if brokering resources is difficult. In this case, refer to the following for guidance:

Refer to the “Building Trust” section of Appendix A, as well as the Barriers and Motivators section in Appendix B for guidance.

Continued on next page
Utilizing ARC and Community Resources, Continued

Resources of the network

Each network member has already come to the table with a host of assets, whether they realize it or not. These community stakeholders involved in the network have already donated their time – a resource in and of itself – and probably have many other resources to offer as well.

They may have:
- Volunteers
- Relevant skills or knowledge
- Infrastructure/meeting space
- Funding

Red Cross resources

The Red Cross is a leader in disaster preparedness. As such, CES implementers have the knowledge and skills at their fingertips to help communities learn how to prepare for and recover from all types of disasters.

Inside the Red Cross Preparedness “Tool Box,” are:
- Ready Rating™
- First Aid Training
- CPR/AED Training
- Community Disaster Education programs
  - Masters of Disaster
  - Ready When the Time Comes
- Tear sheets and other informational brochures

Resources from ARC Chapters

Learning from successful preparedness programs in other Chapters also can expand the resources available to CES implementers.

Examples of successful preparedness programs include:
- Orange County’s BERT Program
- Chicago’s Fire Safety Program
Setting Realistic Expectations

Rationale

It is important for CES implementers to set realistic expectations for what their Chapter can help the network accomplish. Unintentionally beginning a project that is beyond the Red Cross scope or capability could harm relationships with partners if the project’s goals are unattainable. To maintain successful, working partnerships, the implementer, as well as the network members, must check the viability of the projects they want to conduct.

Questions to for implementers

Consider the following questions to ascertain if the project is both feasible for the Chapter and if it supports the goals of the CES:

- Does the project have the potential to significantly improve preparedness in the community?
- Where or how does it leverage resources?
- Can it utilize existing infrastructure?
- What is the potential for future self-sufficiency or will it rely on the Red Cross?
- Can it be managed by volunteers?
- Does it rely on skills of a specific individual?
- What is the potential to support other Red Cross efforts?

Questions for network members

Participants in the network should be asking themselves a similar set of questions to determine if they are ready to move forward:

- Have you located the resources you need?
- Can you achieve your goal in the amount of time you have determined?
- Are participants committed to carrying the project out?
- Does everyone understand what their responsibilities are?

Assessing responses

Depending on the answers, implementers can judge whether or not there is more work to be done before a project should proceed. Writing a work plan (see Appendix C) can also help to determine what needs to be done and who will accomplish it.
Chapter 5

Phase 3: Monitoring Progress

The network in Phase 3
## Chapter 6

### Phase 4: Reassessing Goals and Moving forward with Network

<table>
<thead>
<tr>
<th>Reassessing goals</th>
<th>In its entirety, the Community Engagement Strategy is a cyclical process. As the end of a project nears, the opportunity exists to revisit the project’s initial goals and determine whether to adapt, expand or close out the network’s project.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The network and Phase 4</td>
<td>During this phase, implementers will guide a network in discussing the success of a project and determining where to redirect the network’s energy. Network members make collective decisions regarding the future of their activities, and whether or not to continue their work, change the scope of their activities, or change tack entirely. At this time, the implementer must make sure that all relationships developed through the CES with their Chapter are maintained, even after a network’s activities change, or come to an end.</td>
</tr>
<tr>
<td>Evaluating a project</td>
<td>When finishing a project, a post-project evaluation should be conducted to see what effect it has had on the community’s level of preparedness. Share these results with network members and, if possible, with the community at large to promote the preparedness work accomplished.</td>
</tr>
<tr>
<td>Celebrate successes</td>
<td>Celebrate the successes that the network has had. Make sure to acknowledge members for all of the hard work and collaboration they contributed to make the project possible. Also, connect with local media outlets to publicize the positive outcomes of the project and increase public awareness of the preparedness activities that have been undertaken.</td>
</tr>
</tbody>
</table>

*Continued on next page*
Phase 4: Reassessing Goals and Moving forward with Network, Continued

When thinking about what to do next, networks should consider the following:

<table>
<thead>
<tr>
<th>Step</th>
<th>Topic</th>
<th>To Consider…</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Reassess network priorities</td>
<td>Update the Community Profile</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Re-do other assessment tools</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Conduct another exercise to see if preparedness priorities have changed</td>
</tr>
<tr>
<td>2</td>
<td>Reassess relationships within the network</td>
<td>Have participation levels of partners changed?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Do certain relationships need to be reinvigorated?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Do you need to reach out to new people?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Do you need to adjust roles and responsibilities of network members?</td>
</tr>
<tr>
<td>3</td>
<td>Evaluate processes</td>
<td>Which processes worked, and which did not?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Are there any best practices to be gleaned from the project?</td>
</tr>
<tr>
<td>4</td>
<td>Consider scaling up the project</td>
<td>Does it make sense to spread the project to new geographic areas?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Can you widen the project and invite more partners? (Returning to the assessment will help here)</td>
</tr>
<tr>
<td>5</td>
<td>Consider transferring the project</td>
<td>Should the project be transferred out of Red Cross hands?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Has the Chapter contributed as much as possible and is it time to move on?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Will other community groups be able to lead in the absence of Red Cross assistance?</td>
</tr>
</tbody>
</table>

Hand over a project

Making sure coordination is in place before closing out or handing over a project is important for sustainability. If the implementer decides to hand over facilitation and management to another community leader or group, the network needs to ensure that it has the capability to continue on.
Phase 4: Reassessing Goals and Moving forward with Network, Continued

Establishing sustainable networks

Sustainability is an issue in any network. Leadership can be difficult to maintain and when leaders step down or leave entirely, it is often the case that the network collapses as well. To avoid this scenario, it is important that multiple network members adopt leadership roles early on. Engaging participants and allowing them to have decision-making power in the activities of a network will help to foster their leadership and their commitment.

Maintain connections

Maintain ties with the network. Even if implementers lead a preparedness project and decide to relinquish their lead role, the relationships that were developed within the network should not be abandoned. In a few years time, the Chapter will want to know if all of the work accomplished through the CES was sustainable over the long term. It will be important to maintain the relationships built with through the CES process in order for the Red Cross chapter to grow these partnerships in the future.
Chapter 7

Role of the Chapter Executive
# Chapter 8

## Utilizing Exercises to Engage Community Networks

**What are exercises?**

Think of exercises as a fun and engaging way to get organizations and stakeholders in the community to come together and identify strengths and weaknesses in their own preparedness. In the CES, the most appropriate method is a simple tabletop exercise.

**Purpose of using exercises in a network**

Exercises can be used at almost any time throughout the CES. Depending on the needs presented, they can be used:

- as icebreakers when first convening network members
- to identify gaps and resources during the assessment phase
- to build team rapport during implementation
- as a baseline, to measure the participants’ capacities
- as a post-implementation evaluation, to see how much the participants have changed

**Exercise participants**

Exercise participants include those people that are members of the network. However, there may be a need to involve a broader range of participants from other relevant community sectors. Think creatively to identify the groups and leaders in the community that have a vested interest in the preparedness issue being addressed.

**Using CES exercise templates**

There are 4 **Exercise Templates** that correspond to this guidebook.

- Resource Discourse Disaster Planning Game
- Basic & Advanced Table-top Drill
- Formidable Footprint Online Disaster Table-top Exercise
- 2011 FEMA Disaster Scenario Exercise

*Exercise Templates are available on the [Sharepoint](#) site.*

The exercises can be adapted to any scenario and can be used with audiences of varying skill levels. In every template, you will assess different capacities of participants to prepare and/or respond to disasters. Depending on the participants’ interests, as well as the complexity of the exercise, one or more capacities can be tested.

*Continued on next page*
Choosing an appropriate template

In order for exercises to be successful, you will need to choose one that meets the needs and skill-level of the participants. For details on choosing the appropriate exercise, see the following chart.
## Utilizing Exercises to Engage Community Networks, Continued

<table>
<thead>
<tr>
<th>Exercise Type</th>
<th>Purpose</th>
<th>Description</th>
<th>Ideal Audience</th>
<th>Scenario</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resource Discourse Disaster Planning Game</td>
<td>Ice-breaker Team-building Gap Identification</td>
<td>A fun, brief game that challenges participants to map their capabilities and connections for disaster readiness. Appropriate for community organizations or groups that have little to no previous experience in disaster preparedness.</td>
<td>Community-Based Organizations Faith-Based Organizations Neighborhood Associations Community Emergency Response Teams</td>
<td>Hurricane Earthquake</td>
<td>1-2 hours</td>
</tr>
<tr>
<td>Basic &amp; Advanced Table-Top Exercise</td>
<td>Team-building Gap Identification Planning Evaluation</td>
<td>One table-top disaster response and recovery drill that can be adapted (using extra twists and events) to the skill level of participants. Intended for a large group of community stakeholders and network members. Includes multiple options for disaster scenarios. Appropriate for participants who have made some disaster response and recovery plans that need to be tested or improved. Some knowledge of basic disaster preparedness is necessary.</td>
<td>Community Based Organizations Faith Based Organizations Neighborhood Associations Community Emergency Response Teams Business Leaders Education Leaders</td>
<td>Hurricane Earthquake</td>
<td>1-2 hours</td>
</tr>
<tr>
<td>Formidable Footprint Online Disaster Table-Top Exercise</td>
<td>Gap Identification Planning Evaluation</td>
<td>Created by the Disaster Resistant Communities Group, the online Formidable Footprint disaster response drill allows disaster-ready responders to compare and test capabilities virtually, in conjunction with other teams in a single organization, across a region or around the nation. If participants have made disaster response and recovery plans already, Formidable Footprint is designed to help test them before they are needed. The online nature of this exercise may be a ‘draw’ for some community groups.</td>
<td>Citizen Corps Community Based Organizations Community Emergency Response Teams Faith Based Organizations Fire Corps Map Your Neighborhood Teams Medical Reserve Corps Neighborhood Associations Neighborhood Watches</td>
<td>Earthquake Flood Hurricane Influenza Pandemic Tornado Wildfire</td>
<td>4 hours</td>
</tr>
</tbody>
</table>
Utilizing Exercises to Engage Community Networks,
Continued

Choosing an appropriate template (continued)

<table>
<thead>
<tr>
<th>Exercise Type</th>
<th>Purpose</th>
<th>Description</th>
<th>Ideal Audience</th>
<th>Scenario</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011 FEMA Disaster Scenario Exercise</td>
<td>Planning Evaluation</td>
<td>An annually-updated disaster table-top drill that meets FEMA and US Dept. of Homeland Security standards for a National Response Framework exercise. An option for experienced groups and facilitators interested in testing response and recovery capabilities in a comprehensive manner. Note that community leaders, especially government partners and other emergency management officials, are appropriate to include in this exercise.</td>
<td>Public Sector Stakeholders Citizen Corps Community Emergency Response Teams Fire Corps Map Your Neighborhood Teams Medical Reserve Corps Neighborhood Watches</td>
<td>Hurricane Earthquake</td>
<td>5 hours</td>
</tr>
</tbody>
</table>
Fostering Relationships

Cultivating relationships with community groups is a critical factor in successfully integrating preparedness activities into community activities. In fact, much of what implementers do in the CES establishing working partnerships with people and networks outside of the chapter. Whether participating in a network for the first time, or creating a new network entirely, a large part of the CES is nurturing community relationships to enhance the Red Cross’s ability to collaborate and promote preparedness.

When approaching groups, think about the steps in the following table as you begin to build the relationship:

Continued on next page
<table>
<thead>
<tr>
<th></th>
<th>Step</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Know the history of the relationship the Chapter has with the groups you are trying to reach.</td>
<td>Who has been the main point of contact and who has managed the relationship at your Chapter in the past?</td>
</tr>
<tr>
<td>2</td>
<td>Ask to speak with these groups about preparedness.</td>
<td>Don’t immediately impose what you think is best; rather, let people tell you what they think they are lacking in preparedness.</td>
</tr>
<tr>
<td>3</td>
<td>Listen to their specific concerns (even if they don’t include preparedness).</td>
<td>Get to know what is on the minds of individuals and organizations in your community.</td>
</tr>
<tr>
<td>4</td>
<td>Learn about their current level of preparedness.</td>
<td>Understand how prepared groups are to determine how you can best help them and guide the network into action.</td>
</tr>
<tr>
<td>5</td>
<td>Talk about steps in preparedness that you can help groups accomplish.</td>
<td>Relate preparedness to their needs and interests in order to help them understand how they will benefit in the long run.</td>
</tr>
<tr>
<td>6</td>
<td>Talk about how a collaborative effort with other local groups will effectively and efficiently help them improve their preparedness and that of their community.</td>
<td>Discuss the benefits of working together to share resources, divide the work load, and improve preparedness.</td>
</tr>
</tbody>
</table>
Building Trust

Importance of trust

Building trust is one of the most difficult, but also one of the most integral aspects of engaging communities. The success of preparedness projects will be enhanced by a high level of trust between Red Cross implementers and partners. Attempts to influence a network’s agenda might not be successful until trust is built between members.

Letting the community lead

As facilitators, implementers must create an environment in which network members feel that their ideas and perspectives influence the direction of their preparedness project. It is important that the all efforts conducted in the CES are community-driven to meet the needs and interests of the local community, rather than a specific Red Cross agenda. Addressing local concerns will help implementers earn credibility with network members.

Illustrative example

A neighborhood watch association is concerned about crime vulnerability. Although crime does not fit directly with disaster preparedness, the Red Cross implementer expresses support for their efforts. They highlight the connection between crime vulnerability and the threat of terrorism, which is directly related to disaster preparedness. Implementers then used their influence with local officials to help the neighborhood watch find workable solutions.

Through this approach, both the neighborhood watch association’s concern (crime) and the Red Cross’s concern (disaster preparedness) were met to create a more resilient and prepared community. The implementers understand the stakeholders’ largest interests, and demonstrated how preparedness was relevant to them.

Continued on next page
### Elements of facilitation

<table>
<thead>
<tr>
<th>Key elements of successful facilitation include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Listening to the interests of all participants</td>
</tr>
<tr>
<td>• Brokering resources between/among participants</td>
</tr>
<tr>
<td>• Offering expertise without imposing Red Cross interests over the interests of the group</td>
</tr>
<tr>
<td>• Organizing logistics</td>
</tr>
<tr>
<td>• Being open to new or creative ways of increasing preparedness (these may not fall exactly into “Get a Kit, Make a Plan, Stay Informed”)</td>
</tr>
<tr>
<td>• Assisting in taking action to solve preparedness gaps</td>
</tr>
</tbody>
</table>

*Continued on next page*
Hosting Meetings

**Purpose**
Network meetings are important places for members to share information, discuss priorities and conduct planning. During meetings, CES implementers can help networks in determining their goals.

**What to discuss**
Key issues to discuss during meetings include:
- Basic preparedness goals and scope: the key measures of success, current reality for the network and the community, stakeholders/groups to be involved and important issues.
- Types of projects the community may be able to implement (e.g. programmatic scope) - these will fit together as your Priority Actions;
- Scale of projects the community may be able to implement (e.g. budget parameters);
- Timeframe for next steps and deadlines;
- Roles and responsibilities for members of the network; and
- Desired results

**Tips for facilitating a meeting**
Here are some tips on facilitating network meetings:
- Establish a clear purpose for the meeting; know what you want to accomplish and how the meeting will move the project forward.
- Encourage participation from everyone; reiterate that having less or more experience with previous emergencies or disaster planning is not a reason for scaling back your participation.
- Set group norms and discussion rules that facilitate open discussion and expression of diverse opinions.
- Record group ideas, goals and objectives; summarize key points made; white boards or flip charts can be helpful to do this; and
- Agree on next steps and action items to be accomplished before the next meeting.

*Continued on next page*
Tips for Building and Managing a Network, Continued

Sample Email Invitation to a Network Meeting

Date

Name
Organization
Address
Telephone

Dear XXXXX:

The XXXXX Chapter of the American Red Cross is launching a new initiative engaging community members to work together to improve disaster preparedness in XXXXX. The purpose of this effort is to foster a network of concerned individuals and organizations to take action to address some of the critical gaps in the community’s preparedness that exist today. With the ever-present possibility of natural and man-made emergencies, the need to strengthen the capacity of citizens in XXXXX to prepare, respond and recover is of the utmost importance.

We are interested in partnering with you and other local organizations and agencies to work on this collaborative effort. We value the work that you currently do in the community and believe that your participation in this effort will enhance its chances of success. If you are interested in this effort, please join us at our first network meeting on XXXXX at XXXXX. At this meeting we will discuss the current state of preparedness in and what the participants believe are the community’s most pressing issues. We hope to identify a few actionable issues which the network can work towards addressing.

We look forward to hearing from you and receiving your support. Should you have any questions, or if you would like to discuss your participation sooner, please contact XXXXX at XXXX. We look forward to hearing from you.

Sincerely,

XXXXX

Continued on next page
Sample Initial Network Agenda

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Time Slot]*</td>
<td>Introductions</td>
<td>Introduce yourselves and go around the room to have everyone introduce themselves and the organizations they represent.</td>
</tr>
<tr>
<td>[Time]</td>
<td>Meeting Overview</td>
<td>Discuss the purpose of the meeting, ie. what everyone has gathered together to accomplish. Talk about disaster preparedness and resilience, and how the people present can be involved.</td>
</tr>
<tr>
<td>[Time]</td>
<td>ARC Assessment Findings</td>
<td>Discuss what was identified through conducting the Assessment: ie, unique characteristics of the community, apparent vulnerabilities to hazards, as well as available community assets.</td>
</tr>
<tr>
<td>[Time]</td>
<td>Group Discussion</td>
<td>Allow time for the participants to react to the findings and discuss what they believe are the community’s most pressing issues.</td>
</tr>
<tr>
<td>[Time]</td>
<td>Determine the preparedness issue to address</td>
<td>Discuss what the most actionable issue is to try and solve is.</td>
</tr>
<tr>
<td>[Time]</td>
<td>Available Resources</td>
<td>Discuss what participants have to offer, as well as what might be available within the wider community to solve the preparedness issue at hand.</td>
</tr>
<tr>
<td>[Time]</td>
<td>Identify a Solution**</td>
<td>Using the resources discussed, brainstorm a solution to address the issue. Consider what will be done, who will be responsible for it, when and where it will occur, and how it will all be done. Using the Work Plan template may be helpful here.</td>
</tr>
<tr>
<td>[Time]</td>
<td>Next Steps</td>
<td>Determine what the course of action is; decide what participants should be doing between now and the next meeting. Choose a date for the next meeting.</td>
</tr>
<tr>
<td>Time</td>
<td>Closing Remarks</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>-----------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Remember to thank everyone who has participated and remind them of the important work they are doing to increase their community’s safety and resilience.</td>
<td></td>
</tr>
</tbody>
</table>

* Determine whether or not you need to schedule breaks or time for lunch.

** Depending on the length of the meeting, the cohesion of the group, and familiarity of the group with disaster preparedness, you may want to save this section for a separate meeting. If most of the network participants have not worked with one another, or have very little knowledge of disaster preparedness, it is advisable to hold a shorter initial meeting to break the ice and build group rapport. Depending on the context you are working in, it may not be smart to tackle everything in this agenda in the first meeting.
Barriers and Motivators

Overcoming barriers

Implementers are likely to encounter road blocks when collaborating with multiple community groups. When collaboration becomes difficult, there are ways to break stalemates and get participants motivated again.

Possible problems and solutions

The following table poses some likely problems and corresponding solutions.

<table>
<thead>
<tr>
<th>Problem</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community wants to take on projects unrelated to preparedness or beyond the capacity of ARC</td>
<td>It is possible that the community will identify priority issues that are not preparedness-related or are not within the capacity of the Red Cross. When this happens, first be clear about what the Chapter can offer, as well as what is absolutely beyond the Chapter’s capacity. In the instances where the Chapter cannot help, ask the following questions: “Who can help achieve the community’s objectives?” and, “Who is responsible for issues that fall outside of the Chapter’s capabilities?” This is where the building of partnerships can come into play. Refer community members to other institutions and partners that do have the ability to address issues that fall outside ARC expertise.</td>
</tr>
<tr>
<td>People don’t see the benefits of collaboration</td>
<td>Some people in the network may think they can do better if they fight their battles alone or they believe it isn’t worth the effort to cooperate. It is often difficult to put aside individual priorities, in favor of broader community priorities. Listen to the network members to understand what might motivate them to stay involved. See if there are creative ways to address their interests so that they see tangible evidence of how their organization can benefit from the project the network is working on.</td>
</tr>
<tr>
<td>Lack of trust between members</td>
<td>People are afraid to work with others when they are unsure whether the others have their best interest in mind. It takes time to establish confidence that everyone will act honestly and responsibly toward each other. If implementers sense that trust will be an issue, setting up “ground rules” at the start of the network will help to set a respectful atmosphere. Small successes also should be celebrated along the way to demonstrate what network members have done through collaboration. Keep reminding them of what they have accomplished together that was not possible apart. Building trust cannot be rushed, but once it exists, networks can tackle bigger and riskier projects.</td>
</tr>
</tbody>
</table>

Continued on next page
Possible problems and solutions (continued)

<table>
<thead>
<tr>
<th>Problem</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inadequate communication skills</td>
<td>Working cooperatively means that good communication, listening, and negotiation skills are critical. Communication is difficult enough between two people; among a group of people, it is even more complex. In taking the (hypothetical for now) foundational skills course, or any other courses on communication and facilitation, you are already one step ahead of the game. Common sense also plays a role; if people are not compromising, communicate with them to understand their concerns. Take time to understand their perspectives and then take action to help them overcome whatever it is that is keeping them from fully participating.</td>
</tr>
<tr>
<td>Network members work well together, but implementers are not getting traction in the network</td>
<td>All organizations, businesses, schools, places of worship, associations, etc. have leaders. Without the support of leaders, CES implementers may find that their ideas never quite make it to the agenda. When this happens, it is important to make sure that all of the leaders have been identified, and that those who have informal influence on issues are also acknowledged. To find these leaders, ask around to find out who to reach out to. The solution may be as simple as a phone call or might entail a bit more leg work and persuasion.</td>
</tr>
<tr>
<td>Ideas for action don’t move beyond discussion</td>
<td>Don’t bite off more than you can chew. Perhaps the issue being addressed is too daunting or difficult for the network to make any progress. If this is the case, consider tackling a smaller, more attainable project in order to gain some initial success. If network participants see that cooperation can achieve results, even if the results are small, implementers will have a greater chance of moving on to larger and more complex issues later. Small, initial successes show participants not only that through cooperation they can benefit, but also that they can trust other members to work towards network goals.</td>
</tr>
</tbody>
</table>

For more information

For more info on facilitating collaborative networks, check out the University of Kansas Community Tool Box. The tool box has a host of practical information you can use to help guide you network.  

http://ctb.ku.edu/en/default.aspx
Appendix C

Work Plan Template

Purpose

Using a work plan template enables implementers to create a “script” for project implementation.

Directions

<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
</tr>
</thead>
</table>
| 1    | Using this form as a template, develop a work plan for each goal identified through the needs assessment process.  
**Important!** Modify the form as needed to fit your unique context. |
| 2    | Distribute copies of each work plan to the members of the network. |
| 3    | Keep copies handy to bring to meetings to review and update regularly. You may decide to develop new work plans for new phases of your reform effort. |

Template

Goal:

Results/Accomplishments:
<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Responsibilities</th>
<th>Timeline</th>
<th>Resources</th>
<th>Potential Barriers</th>
<th>Communications Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Who Will Do It?</td>
<td>By When?</td>
<td>Available</td>
<td>What individuals or organizations might resist?</td>
<td>Who is involved?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Day/Month)</td>
<td>B. Needed</td>
<td>B. How?</td>
<td>What methods?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(financial, human, political &amp; other)</td>
<td></td>
<td>How often?</td>
</tr>
</tbody>
</table>

Step 1:  
- A.  
- B.  
- A.  
- B.  

Step 2:  
- A.  
- B.  
- A.  
- B.  

Step 3:  
- A.  
- B.  
- A.  
- B.  

Step 4:  
- A.  
- B.  
- A.  
- B.  

Step 5:  
- A.  
- B.  
- A.  
- B.  

Appendix D

Community Profile Tool and Instructions

Introduction
The community profile Excel document is built to be as user-friendly as possible. Below is a table with a description of the Community Profile Tab and instructions on how to use it.

Contact
If you have trouble orienting yourself to the tool, contact XXXXX for assistance.

Community Profile Tab

<table>
<thead>
<tr>
<th>Column</th>
<th>What it contains</th>
<th>What to do</th>
</tr>
</thead>
<tbody>
<tr>
<td>Column A</td>
<td>Descriptive categories of Data</td>
<td>Note the Census Quick Facts link: <a href="http://quickfacts.census.gov/qfd/index.html">http://quickfacts.census.gov/qfd/index.html</a></td>
</tr>
<tr>
<td>Column B</td>
<td>Types of data you collect; either quantitative or qualitative (for descriptive responses to questions)</td>
<td>• Click your State</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Click your County or City, depending on what area you want to focus on.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o You can either print the page and manually transfer data, or you can download data into Excel spreadsheets</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Links to download data are in microscopic print underneath the data table on the web page</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• For other characteristics/indicators that don’t appear right away on the first data table, look at the top of the page, middle and middle-right. There are links that say either “More State (eg, Missouri) data sets” or “Browse data sets for xyz state or city”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o You will be able to find links to maps for a lot of the physical characteristics, as well as maps of jurisdictions and other cool stuff</td>
</tr>
<tr>
<td>Column C</td>
<td>Suggested sources to find data</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Column D</td>
<td>Space to input quantitative information</td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>----------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Column E</td>
<td>Benchmark data (based on national data from the Census)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Do not input your own data, as formulas have been built into the column, and overwriting will change them.</td>
<td></td>
</tr>
<tr>
<td>Column F</td>
<td>Difference between your information in Column D and the National benchmark in Column E</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Again, do not overwrite this column as functions on an existing formula</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The percentage shows how much you are under or over the national average</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Excel automatically flags variances that are +/- 10% in <strong>YELLOW</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>o The color helps you visualize the data that you may want to follow up on, or pay particular to as you ask deeper questions in the next phase (Vulnerabilities).</td>
<td></td>
</tr>
</tbody>
</table>

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**Important!**

Don’t get stuck!

If you need assistance, contact XXXXXX or go to XXXXX site