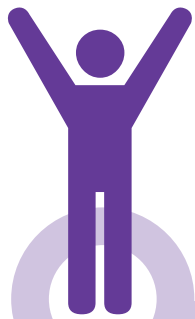


# resilience builder

Tools for Strengthening Disaster Resilience in Your Community



Why Community Resilience is Important



Know your Community



Partnership, Collaboration and Inclusion



What's your Plan?



Share and Learn

Community Resilience Action and Activities



# Resilience Builder

## Tools for Strengthening Disaster Resilience in Your Community

### *Acknowledgements*

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# welcome to resilience builder

Community resilience is defined as a community's ability to prepare for, respond to, and recover from an adverse event including a disaster or emergency.

Given the increase in disasters and emergencies including those related to extreme weather, threats of violence, environmental hazards and outbreaks of disease, the need for communities to plan and work together has never been more important.

The County of Los Angeles Department of Public Health together with the RAND Corporation, Community Partners, and other collaborators developed this Resilience Builder toolkit for community members, organizations and agencies.

We welcome and appreciate your interest and commitment to improving the resilience of your community, working with others and partnering with public health.

Resilience Builder is a community toolkit that builds upon existing resources in your community to strengthen resilience. It is presented in six sections and offers strategies to increase resilience. We hope your community will be able to use the toolkit to identify community needs to guide resilience work plans, evaluate progress, and support the development of resilience over the long-term.

For more information about our work in Los Angeles County, please visit [www.laresilience.org](http://www.laresilience.org) for tools and resources.

-Los Angeles County Department of Public Health

#### Introductory Quiz: How resilient is your community?

A good way to start planning is to determine where you are today and where you want to be. The goal of this activity is to help you determine what information you already know and what information you need to collect.

**1. *Have you identified and prioritized the emergencies or disasters that could happen in your community?***

Yes No

**2. *Have you identified groups that may need extra help in a disaster?***

Yes No

**3. *Have you identified resources in your community to help in a disaster?***

Yes No

**4. *Have you created a map on paper or online of the resources in your community?***

Yes No

**5. *Have you made a list of the highest priority threats and risks that your community will face?***

Yes No

**6. *Have you conducted planning, outreach, and education activities that could be used in the event of a disaster?***

Yes No

Add up the number of “**Yes**” answers. This is your resilience score.

If your score was 4–6, then you are on the right track. But, remember building community resilience is a continuous process. You have to re-evaluate your work and continue to identify community needs and take actions to solve them. The remainder of this toolkit should help you or your organization continue to build

community resilience.

If your score was less than 4, this is a great time to start focusing on the areas that still need work. Prioritize what you need to work on and tackle each activity. The remainder of this toolkit should help you get started.



### dig deeper

For more information about identifying what organizations in your community can do to build resilience, see [Appendix A: What are your organization's talents?](#)

#### *What is the purpose of this toolkit?*

Community resilience planning can help identify your community's strengths and weaknesses, implement effective community initiatives, and mobilize local resources to improve community well-being. Through this work, you will be able to bring together the people and organizations that comprise your community and make our community stronger. But, this is not just about preparing for a single community event or disaster, such as an earthquake. This toolkit is intended to bring multiple organizations to address the strength and capacity for meeting the community's every day needs and challenges. By using the toolkit, you and your community will:

- Identify emergencies or disasters for which your community may be at risk
- Learn to identify what emergency and disaster preparation, response and recovery resources are available in your community. For example, learning about organizations that provide food, water, shelter, mental health, and family reunification services
- Create a community emergency and disaster plan
- Address hazards and challenges in your community
- Gain knowledge and understanding of the strengths and resources in your community

## Resilience Builder

### Tools for Strengthening Disaster Resilience in Your Community

- Be aware of the expertise, needs, and skills of people in your community
- Be inclusive in your community's disaster planning
- Get prepared for potential challenges
- Develop strategies to quickly recover from unexpected events





### *Who should use this toolkit?*

Resilience is most often achieved when multiple organizations and community leaders work together. This toolkit is for groups, agencies, or organizations that are interested in being prepared for emergencies and disasters.

Examples include:

- Cultural groups, faith-based groups, and organizations
- Non-profit organizations
- Businesses
- Schools and child care organizations
- Community groups
- Volunteers affiliated with a local agency, neighborhood, or community group

**If you represent a single organization** you might start by:

- Considering the organizations you would like to work with to build

**If you are part of an established coalition** you can begin by:

- Working through the activities in this toolkit right away. But consider how to expand your coalition to be as inclusive and representative as possible of your full community.

**If you are an individual interested in building community resilience,** consider:

- Joining a group or agency in advance of a emergency or disaster
- Learning about organizations whose regular daily mission and work include protecting or improving peoples' health and well-being
- If useful, forming your own volunteer group focused on building resilience

# Resilience Builder

## Tools for Strengthening Disaster Resilience in Your Community

### *How should you use this toolkit?*

This Resilience Builder is presented in six Sections that provide strategies to increase your community's capacity towards building community resilience.



Each section includes the following:

- learning **objectives**
- **activities** to build understanding
- **lessons from the field** (where relevant)
- **facilitator notes** to help with group or coalition meetings
- additional materials that **dig deeper** into that particular topic

### *Objectives*

This toolkit has several objectives that can help you attain the goals you have for building community resilience.

**Section 1:** To define community resilience and identify current community resilience efforts

**Section 2:** To identify community resources, threats and risks, and groups that may need extra help

**Section 3:** To identify partners, establish roles, and expectations

**Section 4:** To create a plan of activities that will build community resilience

**Section 5:** To implement and evaluate activities

**Section 6:** To share progress and refine efforts as needed

The toolkit uses the term community resilience. But your community could be your organization, organizations you work with, or a defined geographic area such as a neighborhood or town.

To get the most out of this toolkit, consider working through all of the steps in the order presented. If you have worked on emergency planning or community resilience in the past, the resources here will provide a helpful review and build on prior work.

Resilience Builder  
Tools for Strengthening Disaster Resilience in Your Community



# why community resilience is important

## make the case

When a traumatic or difficult event occurs in a community, many of us want to do what we can to help. A community resilience approach will help you work with other organizations and your neighbors to develop a community response and recovery plan that is effective and efficient as possible. Community resilience strategies offer you the opportunity to harness your community's strengths, knowledge, commitment, and resources.

By the end of section 1, you will be able to...

- Understand how community resilience is different from traditional preparedness
- Know the "levers" that contribute to increasing community resilience
- Discuss what community resilience looks like in your community
- Discuss strategies that have been used in your community and how they could be improved
- Define community resilience in your own words
- Identify how community resilience applies to your current work

#### *What is community resilience?*

Community resilience is the capacity of a community to prepare for, respond to and recover from adverse events. In the resilience framework, less emphasis is placed on traditional, individually-focused preparedness efforts.

Community resilience uses community engagement for planning, preparedness and response activities. It also promotes the inclusion of populations that may need additional support. Finally, community resilience emphasizes community members, community based organizations, and faith-based organizations working together with public health, first responders and other government agencies to prepare, respond and recover. This is very different from a traditional emergency preparedness approach, which focuses on individual households and promotes the need for emergency supplies and emergency plans through individual or household-oriented messages. In short, community resilience is about moving from the “me” to the “we,” and from the “we” to the “us.”



## why community resilience is important

*What is the difference between a traditional disaster preparedness approach vs. a community resilience approach?*

Traditional Disaster Preparedness Approach Focuses On:	Community Resilience Approach Focuses On:
<b>Individual households</b> and their readiness to respond to emergencies	<b>Community members working together</b> to respond to and recover from emergencies
<b>Disaster-specific</b> functions (e.g., earthquake building codes, training staff to provide first aid)	Merging of other community efforts that build <b>social, economic, and health well-being</b>
<b>Government's response</b> in the first few days and weeks after a disaster	<b>Diverse network of government and nongovernmental organizations</b> in preparing for, responding to and recovering from disaster
<b>Emergency plans and supplies</b> only	<b>Collaboration and engagement</b> of the whole of community for problem-solving
Self-sufficient <b>individuals or households</b>	Self-sufficient community through <b>neighbor-to-neighbor connections and strong social networks</b>

<sup>1</sup>Uscher-Pines, L., Chandra, A., Acosta, J., The promise and pitfalls of community resilience. Disaster Med Public Health Prep. 2013 Dec; 7(6):603-6

1.

#### *What does building community resilience really mean?*

Building community resilience is really about making communities stronger. This means making sure that residents are healthy, the economy is stable, and that there is a robust network of social services available to help people in need. It also means that the people and organizations that are in a community work together to handle stressful events including emergencies and disasters. There is no one right way to build community resilience. Each community will have its own plan depending on resources, community members, and goals.

To better understand resilience, first consider someone you know who is able to deal with adversity in his or her life. Everyone knows someone who survived hard times. He or she is strong and resilient because he or she knows how to access resources and when to use them, and how to accomplish goals. Describe that person. What makes him or her resilient?





*Why is community resilience important?*

Here are some headlines that will hit home:

**WILMINGTON  
PORT FIRE**

**HURRICANE-FORCE WINDS RAVAGE  
SAN GABRIEL VALLEY**

**SANTA MONICA  
COMMUNITY COLLEGE  
SHOOTING**

**LONG BEACH WATER  
MAIN BREAK FLOODS  
STREETS**

**LA TANKER-TRUCK FIRE SHUTS  
DOWN 60 FREEWAY**

Over the past several years, there has been an increase in the number of community threats and risks many related to extreme weather and some to violence. Many people in Los Angeles, for example, are worried about a major earthquake and the damage it will cause such as loss of power and transportation. First responders work to address these types of events, but

these agencies cannot get to everyone who may need help right away. A resilient community is one that can work together and help each other before they have formal support. A resilient community builds on local people, services, resources and other strengths to face adversity and recover as quickly as possible.

#### *What does a resilient community look like?*

In the same way that there are features that make an individual resilient, there are features that make a community resilient.

Resilient communities share some of the following characteristics:

- Community members are physically and mentally well
- People can access health care, healthy foods, and a range of social and economic services they need
- Residents are self-sufficient and can take care of each other during tough times
- Residents and organizations are engaged in the community and connected to each other
- The community is able to use existing resources to become stronger in the face of threats and risks
- The community is able to learn from prior events to deal with future emergencies and disasters better

#### *What are the community resilience levers?*

There are several areas that together contribute to and increase a community's capacity to be resilient. These areas or "levers" of community resilience form the building blocks that strengthen resilience. With these levers, communities can improve their ability to withstand and recover from emergencies and their overall capacity to improve community resilience.

# why community resilience is important



Chandra et al., 2011

Here are some examples of activities that build each lever:

**Wellness**—Make sure that people seek ways to stay healthy, and do not hesitate to access services when in need

**Access**—Partner with local services, agencies, faith-based organizations and other groups that can provide support to the community after a disaster

**Education**—Give people the skills they need to understand messages about health and well-being

**Engagement**—Engage all residents, including those at risk, in issues that affect their community

**Self-Sufficiency**—Build connections among residents so that they are able to help one another during a disaster

**Partnership**—Build partnerships between community based organizations (e.g., cultural, civic, and faith-based group; schools; and businesses) and government agencies for better planning

**Quality**—Collect data on how the community reacts to each event to incorporate lessons learned into planning

**Efficiency**—Link together routine community well-being activities and those for disaster response to get the most out of existing activities (i.e., dual benefit)



### dig deeper

For examples of activities that build each lever, please review the Community Resilience Action List at [http://www.rand.org/content/dam/rand/pubs/tools/TL100/TL109/RAND\\_TL109.actionlist-org.pdf](http://www.rand.org/content/dam/rand/pubs/tools/TL100/TL109/RAND_TL109.actionlist-org.pdf)



### facilitator notes

As a group, use the next activity to brainstorm a community event or experience that created stress or frustration among residents. It does not have to be a disaster. Then answer the questions in the activity. This will help you think through how your community has come together in the past to address a challenge.



### Activity 1.1: Resilience in your community—past events

Community resilience planning starts by understanding what your community is already doing. This activity will help you reflect on prior efforts and see how they are linked to community resilience.

As a group, think about a past challenge, emergency, or disaster (or other community threat or risk) that your community faced. Then answer these questions.

***What happened? What was the emergency, disaster or other community threat or risk?***

***In what ways did your community come together during this challenging situation?***

***How did this event highlight your community's strengths and weaknesses?***

***What organizations, agencies, or groups, helped? How did they help and what did they do?***

Now that you've had time to reflect on your community's past experiences, the rest of the toolkit has activities for building resilience.



## facilitator notes

As a group, use the next activity to have a discussion about next steps.

### Activity 1.2: Resilience in your community—opportunities for improvement

Take some time now to consider next steps. The goal of this activity is to help you identify what actions you want to take next.

Drawing from your answers to Activity 1.1, what could have been done differently in the community? How can you accomplish that today? Should your organization focus on building partnerships, developing skills, creating action plans, or learning more about your community? You'll probably want to take steps to build all these areas. Take some time now to write down what might have helped you in dealing with the past emergency, disaster, or other community threat or risk listed in Activity 1.1.

# why community resilience is important

## *Steps to build and increase resilience in your community*

Building resilience starts with connecting with other community based organizations and defining a plan for strengthening the community. This not only assures that there are organizations working together to make the community healthier, but that each individual organization has a plan for meeting the needs of its customers, members, or clients.

Some ways to build resilience include:

- **Connect to other organizations (coalitions).**  
Other organizations can be your lifeline during an emergency or disaster. Share resources and knowledge today.
- **Develop new or use existing skills.**  
Make sure your organization builds skills to help respond to and recover from stressful events (employee CPR, first aid, CERT, community outreach, planning, psychological first aid) and help your community too.
- **Make a plan that will carry you through disaster.**  
Create action plans on what to do when your organization is affected, how to continue working and taking care of staff.
- **Know your community.**  
Identify ways that your organization can help your community in stressful times--what can your organization contribute to those in need, and where are those resources located?
- **Practice talking with others about community resilience.**  
Explain the benefits of a whole community working together to plan and prepare rather than relying on each individual to have a plan and supplies.

### Activity 1.3: Role play to talk about community resilience

Imagine you have to speak about community resilience with a neighbor or with others at work, with a city council member, or with the press. What is your community story?

*What is the story of resilience you would share?*

*What are benefits of increasing community resilience that you would share?*

*What activities would you suggest to increase resilience?*



# know your community

## assess your resources and needs

This section provides information and activities to help you learn more about your community including its risks for emergencies, disasters, or other threats or risks that can affect the community and its strengths and resources. You can use this information to build upon what you discussed and learned in Section 1 including your community's past experiences. The activities in this section are meant to help you identify and map community issues, groups at risk, and community resources.

2.

### By the end of section 2, you will be able to...

- Identify and prioritize threats and risks in your community
- Identify community strengths and resources including people, agencies, organizations and services
- Identify community challenges including gaps in partnership, communication and resources
- Identify groups that may need extra help or are more exposed to community threats and risks
- Use mapping tools that help you record all of the above and support planning activities

#### Activity 2.1: Community portrait

Just like every individual has a unique story, so does every community. Take some time to talk about what makes your community unique and how you would describe it to others.

*Write down the key characteristics that make your community unique.*

*Which of these characteristics are a community strength or resource?*

#### *Identify community strengths and resources*

Every community has strengths. These include:

- Peoples' skills, experience and knowledge
- Informal leadership, informal and formal networks including neighbors, faith-based, non-profit and voluntary groups
- Government agencies, business, and schools

- Community parks, libraries, programs for youth and seniors
- Existing coalitions, community groups and partnerships that connect people and can be used to exchange resources

In Los Angeles County, for example, one community strength is the willingness of community agencies, faith-based organizations, parks and recreation departments and so forth to collaborate with public health to promote and provide influenza vaccinations. This type of partnership is critical for keeping all Angelinos healthy, particularly groups that may be particularly vulnerable to influenza.

An important community resource in Los Angeles County is the 211-telephone line. 211 is able to connect community members to resources and inform community members. During the H1N1 Flu Virus response, LA County designated 211 LA as the public information resource for questions about H1N1. The call center answered over 24,000 English language calls and 9,000 Spanish language calls.



### dig deeper

For more information on this process see [Appendix B: Questions to consider when identifying community strengths.](#)



### facilitator notes

For these next activities you'll want to work as a group. It will help if you assign a note taker and facilitator.

### Activity 2.2: Identify your community's strengths & resources

The goal of this activity is to help you identify what strengths and resources are available in your community. You will be able to use this list later when you are establishing partnerships to share resources. Connecting resources in your community builds resilience.

Write down the characteristics that you think of as strengths in your community and why. For example, people in Los Angeles come from all over the world. This provides the community with many different perspectives on the same issues.

<b>Strength/ Resource</b>	<b>Describe</b>	<b>How could it be used?</b>
Strong bonds among people	People in our community know each other very well	Word of mouth communication; checking on one another; sharing resources



## dig deeper

For more information on the types of organizations that may be considered community resources see [Appendix C: Community assets, by organization type.](#)

### *Identify community challenges and gaps*

Every community has challenges. These might include:

- Lack of unity (partnership and collaboration)
- Lack of communication and engagement
- Lack of coordination (services, resources and support)
- Lack of access to services
- Problems such as poverty, pollution or crime



### Activity 2.3: Identify your community's challenges

The goal of this activity is to help you identify areas of improvement. Write down the characteristics of your community that make it weaker. The example below presents one potential weakness, people not knowing each other in the community. You will be able to use this list later when you are establishing partnerships to share resources.

Challenges	Describe	How could it be improved?
People don't know each other in our community	Most people spend their days away from this community and rarely talk to neighbors	Create opportunities for people to meet and talk such as a community picnic or farmers market

## *Identify and prioritize the threats and risks in your community*

Every community has **threats or risks** or issues that negatively impact the community. These can be severe one-time incidents or long-term problems that make it difficult for a community to reach its full potential. These can include unemployment, weak infrastructure (e.g., roads, pipes), lack of community services (e.g., libraries, parks, after-school programs), gang violence, crime, environmental issues (e.g., oil or chemical spill), weather-related disasters (e.g., floods, fires), disease outbreaks (e.g., flu, measles), and a number of other problems.

### Activity 2.4: Potential threats or risks in your community?

The goal of this activity is to help you determine what types of threats or risks could impact your community.

Below is a list of potential community threats or risks. Circle those that might impact your community now or in the future. You may add others if they aren't listed here.

**Extreme heat**

**Drought**

**Earthquake**

**Flood**

**Landslide**

**Act(s) of violence**

**Severe wind**

**Wildfire**

**Terrorism**

**Outbreak of disease**

**Power outage**

**Chemical spill**

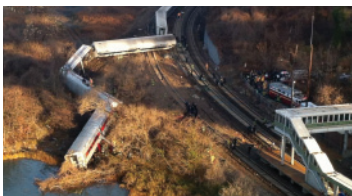
**Food contamination**

**Water main break**

**Refinery explosion**

**Economic downturn**

**Poor health outcomes**



### Activity 2.5: Prioritizing community threats and risks

Now that you have identified potential community threats and risks, the next step is to think about the potential impact each might have on your community. On the grid on the next page, list in the first column the 10-12 events that you think are the most important for preparation. By scoring each, you can prioritize the most important threats and risks.

The goal of this activity is to help rank the potential community threats and risks by the level of impact they may have on your community. You will be able to use this grid later when you have created plans and activities that address the stresses.

Rate each threat or risk by putting the appropriate number in each column of the grid using the given rating scales. Then add up the total for each.

For this column...	... use this rating scale
Do you know how widespread the event will be (neighborhood, city-wide, county-wide)?	1=Neighborhood 2=City-wide 3=County or Region 4=State
How many people will be affected?	0=a small number 1=many people
How prepared is your community?	1= very prepared 2= somewhat prepared 3=equally unprepared/prepared 4=somewhat unprepared 5=very unprepared
Is this happening to your community now?	0=No 1=Yes
Are all groups equally affected?	0=All equally affected 1=There are higher risk groups



Community threat or risk	Do you know where this will happen?	How many people will be affected?	How prepared is your community?	Is this happening to your community now?	Are all groups equally affected?	Total
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						

2.

You can give community threats or risks with a higher score a higher priority level. Now that you have identified these stresses, their potential impact, and your level of preparedness, you can begin planning how you and your partners might help address each one.

*What do you want to learn more about and what information do you still need?*



## dig deeper

For more information on identifying threats and risks, see [Appendix D: Understand the consequences of threats and risks](#)

### *Identify any groups at risk that may need extra help during a disaster*

Regardless of the event, consider that some populations are at higher risk especially those with access and functional needs. These groups may need extra assistance. It is important to know who they are.

These include:

- People with challenges with vision and mobility
- Deaf and hard of hearing
- Single Parent with small children
- Non-English speaking or English as a second language
- People with chronic medical conditions
- People who are undocumented
- People who live alone

These groups may differ for each threat or risk. For example, during an earthquake, nursing homes may need additional volunteers to help evacuate their residents. Or during an outbreak of disease, you may need to answer questions or translate information in multiple languages to inform all your community members.



2.

### Activity 2.6: What groups in your community may need more help?

In activity 2.5, you may have noted that most threats and risks will not affect people equally. The goal of this activity is to help you identify what groups may need extra help and what resources you will need.

In the following table, make a list of the people in your community who might need additional help for the threats or risks you are considering.

This activity will help you connect the resources of your organization and all of the others in your community to populations at risk. It will help you later when you start to think about establishing partnerships in your community.

Use the following chart to start to track vulnerable populations in your community. Fill it out first by choosing a threat or risk, and then considering the group (s) that may be particularly at risk, filling in where in the community they live, and the supports and resources they may need.

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## Tools for Strengthening Disaster Resilience in Your Community

Community threat or risk?	Who is in the group?	Where do they live?	Why would they need extra help?	What resources will they need?
Heat wave	Older persons living alone	Multiple locations throughout the community but concentrated in neighborhood Y	At risk to heat related illness and some may lack mobility to find shelter on their own	Cooling centers; running water; mobility support



### dig deeper

For more information on the vulnerably that some populations face, see

**Appendix E: Questions to consider when identifying populations at risk.**

### Activity 2.7: Making a map—knowing your community

The goal of this activity is to create a map or set of maps of your community to include the community threats and risks identified, community challenge and gaps, and groups that may need additional help including populations with access and functional needs. When you think of your community, can you picture a map of where people live, where businesses and schools are located, and what services are available?

Maps can help you visualize the space you live in and the people and places that might be affected by different threats or risks. Organizing all this information in one place can help you prioritize your activities and assign roles to members of your coalition.

The first step is to decide exactly what you want to map. Data can include where disasters have happened in the past or might occur in the future, including fires, earthquakes and floods. Other data include the location of important services, schools or faith based organizations, and where populations who may need help are located.

Then, decide the best way to create your maps. One way to create maps is to use tools that are available online. There are several mapping tools available. It may be helpful to review each one to determine which is right for your community. You may want to start to slowly input or record data and information and increase your efforts over time. One place to start is to use tools that have already mapped information that will help in planning. Some examples are included here.

**Sahana:** The Los Angeles County Community Disaster Resilience (LACCDR) Project worked with the Sahana software company to create the Los Angeles Community Resilience Mapping Tool. This tool has data on hazards and community resources already preloaded and ready to use. It also has information on the vulnerabilities of residents such as overall health, poverty, and other social characteristics, including language isolation that make it

difficult for some people to take advantage of resources during emergencies and disasters. Users create maps by simply clicking on the data they want to appear on the map. The tool has other functions that can help coalitions build resilience in their community. Access the Sahana mapping tool here:

<http://lacrmt.sahanafoundation.org>.

**Healthy City:** This provides data on community resources and indicators of the economic and social health of the community as well as some information on the physical health of residents. Access Healthy City here: <http://www.healthycity.org/>.

**Map your Neighborhood:** This is a process developed to help community organizations collect information on the resources and needs of community members in their neighborhood. Access it here: <http://cope-preparedness.org/map-your-neighborhood-myn>.

You can also record data in your community with a paper map.

Steps for using a paper map:

1. Print out a map of your community.
2. Select one of the community threat or risk or other data you identified in Activities 2.4 and 2.5 and show where it is likely to occur on the map. Is it something that will affect the whole community or will it be focused on certain neighborhoods? Draw a line around the areas that will be affected. Are there populations at risk in these locations? Highlight those communities.
3. Now identify any resources close by. These could be businesses that may have equipment, community organizations with translations skills, or health centers. Mark these on the map as well.
4. Repeat these steps for each of your community threat or risk.

Once you have completed a map, discuss the following the questions.

*What did you learn about your community?*

*Were the locations of threats or risks, strengths or challenges surprising?*

*Did you discover new gaps or strengths?*

*How do you think the map will be most useful in your planning efforts?*

2.



### dig deeper

For more information on mapping see [Appendix F: Using Geographic Information systems \(GIS\) to map community resources and hazards.](#)



## Lessons from the field

One coalition mapped community strengths and weaknesses using the activities in this Section. The coalition found that there were many seniors citizens with disabilities in the community, and the coalition had overlooked this group. The coalition then identified the community resources available, such as community senior centers, senior housing, home health agencies and businesses that deliver services to a lot of seniors. Now, the coalition has much stronger plans to address the needs of seniors.





## partnership, collaboration and inclusion

### create and maintain partnerships

This section covers how to build membership of a community coalition. This section summarizes the importance of partnerships and how to enhance representation in your coalition of different sectors from your community. It also includes ways to define and record the roles and responsibilities of each coalition member in building resilience.

3.

By the end of section 3, you will be able to...

- Understand the importance of including building a coalition
- Identify community partners- including community members and representatives from different sectors
- Assess partner roles and contributions
- Take steps to outreach to potential partners and invite them into the coalition

#### *What are the benefits of a coalition for community resilience building?*

A coalition is an organization of individuals representing diverse organizations, communities, or sectors that agree to work together in order to achieve a common goal.

There are a number of community sectors you should consider to participate in your coalition. In particular, The Centers for Disease Control and Prevention (CDC) lists 11 critical sectors that are important for building community resilience. They are:

- Organizations focused on aging issues
- Business
- Community leadership
- Cultural and faith-based groups
- Education and childcare settings
- Emergency Management
- Healthcare
- Housing and Sheltering
- Media
- Mental and behavioral health
- Social Services

Coalition building is critical to the development of resilient communities. Community threats and risks must be addressed by using different approaches and by combining the efforts of organizations and individuals. To be successful, coalitions need to be inclusive, set specific goals, and act together. Inclusive means showing others, regardless of your differences, that you welcome their participation, value their input and give them meaningful roles and opportunities to contribute or lead.

Coalitions are important because they can

- Minimize duplication of efforts
- Maximize the power of the individual organizations
- Provide a setting to recruit diverse populations
- Leverage more resources, skills, and strategies

### lessons from the field

One coalition has realized the importance of developing strong partnerships for building resilience. The coalition is comprised of people representing a diverse group of faith-based organizations, city governments, the fire department, and community based organizations serving youth. Over time, the coalition has grown to include organizations and people with specific expertise in green technology, gardening, and health care. What they all have in common is a commitment to community improvement through the activities and services that their organizations provide and jointly through their coalition to build resilience. As a result of having a diverse set of participating organizations, the coalition has been able to offer classes as varied as building solar panels with enough energy to power a room in a house and sustainable gardening. In this predominantly low-income community these classes not only help make the community more resilient to emergencies and disasters, more self-sufficient and adaptive to challenges in the environment. Many derive their passion for this work from their strong connection to a faith community; others are passionate about making the community better. But all have grown to enjoy working with one another on these issues and continue to seek new partners with reach into different corners of the community.



Often, different community groups come together during or after an emergency or disaster to help with response or recovery efforts. While these new coalitions can be very successful, communities would benefit more if these partnerships were planned ahead of time. Communities are more resilient when they can maximize these relationships well before a disaster occurs.

The best group of people and organizations to comprise a coalition may differ depending on your community.

There are some common important benefits from collaboration including:

- Sharing resources
- Assigning responsibilities
- Expanding your reach

### Activity 3.1: Past experiences in collaboration

Partnerships build community resilience because they connect people and resources. The goal of this activity is to help you think about past partnerships and how you or your organization benefited.

*Describe a community project that required a lot of collaboration that turned out to be a success? What made it work?*

*Describe a community effort that was less successful because of a break down in collaboration. What contributed to this? What could have been done differently?*

*What do you think it takes for people to be successful at collaborating?*

*How has your organization benefited from collaboration overall?*

### *Identify partners or members for the coalition*

Partners can be selected based on the community threats or risks that were identified in Section 2. These activities will help you assess what groups and organizations to partner with to meet your goals based on your community resilience needs and priorities.



3.

### Activity 3.2: Partnership and sector review

The goal of this activity is to link the resources you identified to specific organizations and groups and to determine what role(s) each organization can play.

In the table below, consider CDC's 11 critical sectors and think about the organization in your community that represents that sector well. Then, write down the resources and skills that these organizations bring to the community.

# Resilience Builder

## Tools for Strengthening Disaster Resilience in Your Community

Sector	What resources/skills does the sector bring?	What is the sector role for resilience?	Why would membership in the coalition benefit this sector?	What organization that represents this sector do you want to invite?
Sector X	Funds, manpower, facilities	Communicates effectively with at-risk populations	Increased outreach, learn from others	Organization Y
Organizations focused on aging issues				
Business				
Community leadership				
Cultural and faith-based groups				
Education and childcare settings				
Emergency management				
Healthcare				
Housing and sheltering				
Media				
Mental and behavioral health				
Social services				
<b>Other:</b>				

### *How should your coalition plan for outreach for other members?*

Now that you have a list of organizations to contact, consider the best way to approach them.

1. Start with organizations you know
2. Contact the groups or organization most affected by the issue
3. Talk to community leaders and those with a lot of contacts

Your outreach strategy will be different depending on the organization. Many organizational leaders may require in-person meetings, while social media may be a better way to connect with youth groups. You could also use newsletters, emails, or phone calls. You may also need to use multiple strategies to reach a group.

As you identify and invite new participants, ask them to help you expand your reach. It is always more important to be inclusive.

Consider whose involvement or lack of involvement will significantly influence the success of your work.

Part of the work of starting a coalition may be to convince a number of organizations to work together. Be prepared to answer:

- How will this benefit the organization?
- What are you asking the organization to do?
- How will this help the organizations goals?
- What are the benefits of a community resilience approach and the vision and purpose of your coalition?



### dig deeper

For sample scripts, see  
[Appendix G: Outreach scripts](#)

#### *How should the coalition establish roles for building resilience?*

There is no such thing as a complete list of coalition members. Rather, members will come and go over time. People may get engaged and then disengage at different stages of your work. You should expect to “refresh” your coalition with new members over time. To help establish stable participation, consider the following activities:

1. Identify people who are leaders in your community. People with a track record for leading community level activities are more likely to stay involved over time.
2. Determine everyone’s availability and level of involvement. Some people may be very involved at the start and others will participate more after a plan is established.
3. Be inclusive. The more people the better. This will increase your resources and impact.
4. Determine the goals of the group, set clear expectations, and assign responsibilities. It is important to set both short-term and long-term goals to keep moving forward. Check in periodically to make sure goals are being met.
5. Identify gaps in your community that the coalition wants to address. These don’t have to just be about disasters. It can be any problem that brings people together.
6. Set guidelines for dealing with conflict within the coalition.



## what's your plan?

### establish priorities and work plans

This section takes the information about your community and creates an overall community work plan to establish goals and activities. This includes building on the assessments from earlier sections of this toolkit and might include collecting more data and information about the community. Then, based on this information, the work plan can help prioritize actions and make best use of community resources.

By the end of section 4, you will be able to...

- Work with partners to collect information using different data collection techniques
- Work with partners to establish priorities for your work plan
- Develop a community work plan based on those priorities and information collected

4.

#### *How should the coalition identify priorities for resilience?*

Once the coalition is established, the next step is to create a work plan focusing on supporting the areas of strength and developing resources to meet the needs in your community. To complete a work plan, you may need to collect different kinds of data. Here are some examples:

- Telling stories about resilience
- Figuring out the community assets
- Conducting surveys
- Holding focus groups

The earlier sections of this toolkit covered developing a community portrait and identifying strengths and resources. Your coalition may want to include additional information about the community in its work plan using surveys and focus groups. For example, the coalition you are developing may want to hear from additional stakeholders about their thoughts on the most important threats and risks to prioritize. These data gathering activities will offer an opportunity for your coalition to learn more about what others are doing to make the community more resilient.

With these data, the community can assess baseline needs (which is critical to understanding the impact of project activities later in the process). The data gathering also identifies opportunities to guide future work plan development.

#### *What might you ask in a survey or focus group with community organizations?*

Data collection activities can be organized around the community resilience levers described earlier (Chandra et al., 2011).

For example, your coalition can gather information on:

- Whether *partnerships* exist between government and nongovernmental organizations
- How *persons who may be at-risk because of access and functional needs are included* in plans and decision-making
- If there are plans to *educate* the community before, during and after an emergency

The next sections describe what your coalition might include in a survey and a focus group.

**Surveys** can be brief, yet can assess whether and how organizations have plans and activities to strengthen resilience. A survey can provide key information in these areas:

- What partnerships organizations have and how they use those relationships for routine community activities (e.g., working with other community based organizations to promote wellbeing) and/or emergency response and recovery
- What supports or assets an organization can bring to resilience development (e.g., supplies, training)
- What opportunities exist for resilience development in the community, and what are reported priority areas



### dig deeper

If your coalition plans to implement a survey, here is a sample from the Los Angeles County Community Disaster Resilience Project:  
[Appendix H: Sample partner survey](#)

## Resilience Builder

### Tools for Strengthening Disaster Resilience in Your Community



While a survey can offer a quick snapshot of the resilience activities in your community, **focus groups** with community leaders can lend deeper insights into the discussion. Community leaders might be residents who represent many people who share the same concern or representatives of important agencies working to improve health and well-being in the community. Focus groups are often thought of as smaller meetings with just a few people. But, you can collect information from many people at gatherings such as town hall meetings. In both of these cases, talking to other people in the community can surface where the community is doing well and has assets that promote resilience, and where the community could benefit from more support in this area. Focus group discussion questions may include:

- What worked well in the last emergency response in this community? What community features (e.g., presence of an asset, staff, etc.) supported the community?
- Where did response not work as well? Why was that? What could be improved in the future?

### *What do you do next with the information you have collected?*

Collecting data often leads to many more ideas than your coalition can implement. So it is important to figure what are the most important activities to work on. Once the coalition has gathered information from community organizations and combined this with information on strengths and weaknesses (see Section 2), review the information to identify key issues and prioritize activities.

### **Activity 4.1: What are your top needs as a community?**

It is time to identify priorities. There are many ways to determine which activities and issues will be a priority. One example is:

1. Summarize the information you gathered from surveys and/or focus groups. Review and identify possible activities that could be included in your resilience work plan.
2. Then ask community partners to rate the ideas.

The rating forms below are intended to collect opinions about the importance and likelihood that each activity will be successfully implemented, as well as which sector should take the lead implementing the activity. Provide partners with information on what the community is currently doing and your analysis from Section 2.

An activity is *important* if:

- Implemented, it would make a big improvement in the community's resilience (the ability of community to withstand and recover from any emergency or disaster)
- Not implemented, it would leave a large gap in the community's resilience

### Importance to community rating form

1	2	3	4	5	6	7	8	9
Very unimportant			Uncertain or questionable importance				Very important	

An activity is *likely to be implemented* if:

- There are willing organizational leaders and partners that are interested and motivated to implement the activity
- It aligns well with organizational priorities and needs, and can help organizations improve day-to-day operations, in addition to operations during a disaster

### Likelihood of implementation rating form

1	2	3	4	5	6	7	8	9
Low likelihood			Uncertain likelihood				High likelihood	

For each activity, add up the scores for importance to the community and likelihood of implementation. Higher scores indicate higher priority activities.

### *How should the coalition create a work plan given these priorities?*

This exercise will help the coalition focus on what it needs to pursue to develop a work plan. Selecting priorities can help build out the work plan.

## Activity 4.2: Priority activities

Looking at the activities you rated in Activity 4.1, write down the top three to five.

Priority activity 1:

Priority activity 2:

Priority activity 3:

Priority activity 4:

Priority activity 5:

Next, review the 11 sectors listed in Section 3 and consider the organizations that represent those sectors in your community. For each priority activity, decide which sector(s)/organizations could **lead, support or collaborate** on efforts in this area. Be sure to identify at least one **priority** activity from your list that a sector/organization will lead.

- A **lead** organization commits to seeing that the issue is addressed and develops the resources needed to advance the issue such as a plan, data, and policy options.
- A **collaborating** organization commits to significant help in advancing the issue.
- A **supporting** organization commits to help with specific circumscribed tasks when asked.

Then decide what resources are required to complete the activity (staff, training, other resources).

# Resilience Builder

## Tools for Strengthening Disaster Resilience in Your Community

Organize your information in a chart like the one below.

Priority Activity	Participants		Role (lead, support, collaborate)	Is the activity new or in process?	Resource needs		
	Sector	Organization			Staff	Training	Other



### Activity 4.3: New activities

Now consider if other activities should be listed. What is missing from the first table that would strengthen resilience and was not initially surfaced in the first analysis? Do you think that the activity will strengthen resilience in this community in a different way? Which sector could **lead, support or collaborate** on efforts in this area? Create a chart like the one below with at least one **new** activity that a sector will lead.

Priority Activity	Participants		Role (lead, support, collaborate)	Is the activity new or in process?	Resource needs		
	Sector	Organization			Staff	Training	Other

### Moving forward

Using the information from surveys, focus groups, and the prioritization process, the coalition will have the ingredients for a resilience work plan. See example work plan at [www.laresilience.org](http://www.laresilience.org) (under "resources"). That work plan should consider:

- Key areas for resilience strengthening
- Priorities based on whether it will improve resilience in the community and is feasible
- Information on what each organization (coalition members) will do to support the work plan

The next section describes the process of implementing the work plan and tracking progress.



## facilitator notes

When working with a coalition to develop a work plan, it is important to:

- Use as many forms of data that will provide the best picture of resilience in the community
- Work with coalitions to identify where they are doing well and not as well in:
  - Bringing together diverse organizations
  - Identifying how they engage at-risk populations
  - Planning for emergencies all the way to long-term recovery
- Encourage the coalition to consider where it has relationships that could be used in an emergency (e.g., an organization that provides food or social services)
- Try out scenarios and role plays that may help the coalition figure out where it has resilience capacity and where it may not

## lessons from the field

One coalition developed a particularly strong communications work plan. Realizing that they face a diversity of potential disasters including earthquakes, wild fires, and public health concerns such as pandemic influenza, the coalition focused on building a communications infrastructure that allows them to convey important emergency information across the community. The infrastructure was comprised of a network of organizations that could be relied on to reach out to their membership. On a regular basis, the coalition hosts luncheons with organizations that are not directly involved in the coalition to introduce them to their plan, their approach and potentially to recruit them to the partnership. When they needed to practice their plan, coalition members asked to participate in the health department's seasonal influenza vaccination outreach for their community. They advertised the availability of flu shots through local media and through their network of partners as well as the use of an electronic mobile sign. They also staffed the event as a way of testing their capacity to address health emergencies. The event was not only successful given the number of vaccinations provided, but the coalition reached a critical population in need—Recent immigrants who had limited access to health insurance.



# Resilience Builder

## Tools for Strengthening Disaster Resilience in Your Community



## community resilience action and activities

### implement strategies and evaluate progress

This section covers how to put the community resilience work plan into action and how to evaluate progress. This section includes activities for outreach, recruitment, training and collaboration. As your coalition implements the strategies from the work plan, it will learn ways to assess what is working, and what is not. This will help your coalition stay on track, and make improvements or needed changes. It is important to document success so that your coalition can share with participants, the community, funders and others.

By the end of section 5, you will be able to...

- Implement the community resilience work plan
- Develop and conduct an assessment to monitor and evaluate the coalition's progress

#### *Work plan implementation*

There are several steps to plan for implementation of the work plan.

#### **Step 1: Identify resource needs to support the work plan**

The best resilience work plans are those that do not require a significant amount of additional resources beyond what is currently being used for other community building efforts. Ideas to obtain any additional resources your plan requires include:

- Connecting with organizations who can train staff in a particular expertise (e.g., leadership, resource mapping, CPR, or community engagement)
- Sharing staff and volunteers across organizations to implement the activity
- Partnering with other agencies to apply for grants or to fulfill existing grant requirements
- Adding the activities into an organization's existing grant funding plans

It is important to determine your full resource needs, both for your start-up efforts and to implement the work plan over many months.

#### **Step 2: Confirm which organizations could “back up” particular activities**

Resilience is based in the ability of organizations and agencies to communicate and support each other. A community is more resilient if several organizations share an asset or skill. The work plan is no different. As noted in Section 4, the work plan should include which organizations will lead, support, or collaborate in particular activities. If a lead organization cannot provide services during an emergency or disaster, identify who could step in to help.

As the coalition walks through the implementation process for the work plan, consider: *What organization has the skills and resources to support an activity if needed?*

#### **Step 3: Determine benchmarks and milestones for activity completion**

Determining what activities to include, the resources needed and roles of members in the work plan is only part of the process. Work plans should also identify:

## community resilience action and activities

- How long each activity should take
- Steps for completion or continuation of the activity
- Indicators that the activity is being implemented and completed as intended (process measures)
- Indicators that the activity is improving resilience capacities (outcome measures)

Here is a sample table for organizing the information.

<b>Activity</b>	<b>Timeline</b> When or for how long did this activity take place?	<b>Description of the activity</b>	<b>Partners &amp; Resources</b> Who collaborated?	<b>Target Audience</b> Who participated?	<b>Process measures</b> What did you do?	<b>Outcome measures</b> What was the result?
Activity 1.						
Activity 2.						

### Step 4: Create discussion opportunities to assess what is working

The work plan implementation should be reviewed on a continuous basis to identify strengths and weaknesses. While there are lead and support organizations to pursue certain activities, a resilience work plan only works if there is collaboration and coordination across organizations. It is essential that the coalition meet regularly to review the work plan and to answer questions such as:

- What is the coalition learning from implementing the work plan? What appears to work and what does not? What are the reasons for success or the challenges?
- Does the coalition have the training it needs to continue the activities?
- If the work plan continues, what would be needed to support implementation?

## Resilience Builder

### Tools for Strengthening Disaster Resilience in Your Community

- What changes should be made in the work plan now, and if so, why? What about in the future?

#### Step 5: Check in individually with partner organizations to assess ongoing capacity and engagement

Earlier sections of this toolkit described the importance of engaging partner organizations. Once organizations are included in the resilience work plan, they still need engagement. Make sure your partner and coalition organizations feel included, acknowledged and are benefiting from their role or contribution. Once the work plan is underway, organizations may identify difficulties in continuing the activity or have important lessons that can inform the work plan. While groups are important for shared discussion, it is also important to ask partner organizations to self-assess. The following is an activity for each organization.





### Activity 5.1: Organization self-assessment

In order to identify any needed changes to your work plan, request representatives of each organization in the coalition to write down answers to the following questions. Meet again later to discuss each question and the responses as a whole coalition.

*What activity (or activities) are you currently conducting in support of the resilience work plan?*

*Why did you want to participate?*

*What resources (e.g., staff, community knowledge) have you used from your organization?*

*What resources have you added from partnership with other organizations?*

*Do you think your organization will continue to support this activity? If so, why? If no, why not?*

*How do you think this activity has supported your organization's resilience?*

*How do you think this activity has supported your community's resilience?*

#### *Community resilience outcomes: evaluating progress*

There are many ways to evaluate whether the coalition is making progress and building resilience in their communities.

Once again, turn back to the community resilience levers in Section 1. These levers represent the overall Community Resilience Goals that your own work plan goals can help achieve.

- *Partnerships* are improved in the coalition and among government and nongovernmental organizations
- Inclusion or *engagement* of populations at-risk, due to access and functional needs, is clear in plans and activities
- *Education* about emergency response and recovery strategies and the range of stresses is clear and has been shared
- Coalition and community members feel *self-sufficient*, that they have the ability to, or that or they can rely on each other and their organizations to help the community recover from an emergency or disaster

In order to determine whether your work plan is meeting these outcomes, consider using a range of tools, such as:

- Organizational surveys
- Key informant interviews
- Activity observations
- Document review
- Exercises

## community resilience action and activities



Each of these tools can provide information on what is working and where progress is being made.

### Evaluating coalition relationships and activities

Evaluation tool	What your coalition can learn
Activity observations (This may include review of how organizations are implementing resilience-building activities, how participants engage, what feature of the activity to which they respond)	<ul style="list-style-type: none"><li>• Assessment of how activities are implemented</li><li>• Reflections on how community members are responding to activity</li></ul>
Organizational surveys (see sample survey in Appendix H)	<ul style="list-style-type: none"><li>• Whether organizations are partnering and how</li><li>• Quality of collaborations</li><li>• Nature of resilience activities</li></ul>

5.

### Evaluating community response

Evaluation tool	What your coalition can learn
Key informant interviews (These are discussions with individuals who have the most knowledge about a topic-see sample interview protocol in Appendix I)	<ul style="list-style-type: none"> <li>• Issues in implementation</li> <li>• Perceived progress in building resilience capacities (along the levers) in the community</li> </ul>
Household surveys (These surveys gather information about individuals or families that live together in the community)	<ul style="list-style-type: none"> <li>• Improvements in self-sufficiency, connection to neighbors and organizations</li> </ul>
Document review (Groups of people can work together to look at the policies of an organization or set of organizations)	<ul style="list-style-type: none"> <li>• Presence of resilience levers in local policies or plans</li> </ul>
Exercises (This allows a coalition to practice plans that have been developed- see activity 5.2 below)	<ul style="list-style-type: none"> <li>• Stress test of resilience levers</li> </ul>

For surveys and key informant interviews, consider where to be efficient.

- Does your community already conduct a survey? Can you add questions to that, rather than creating something new?
- Do you already meet with community leaders, and can you add interviews to your meeting time?

## Activity 5.2: Testing resilience

There are ways to test resilience capacities without an emergency. Try out this tabletop exercise with your coalition. It should take about two hours.

This scenario is about an evolving heat wave that has consequences for the physical, economic, and emotional health of the community. At each phase of the scenario, consider the elements and pose the corresponding questions to your coalition.

Scenario Elements	Questions
<p><b>Phase one:</b> There is a heat wave in early summer, drought conditions are persisting. Some cooling centers used in the past are currently closed.</p>	<ol style="list-style-type: none"> <li>1. <i>Partnership:</i> What plans should be put in place in your community to make sure you are ready for this heat increase? What is each organization going to do?</li> <li>2. <i>Engagement:</i> Which groups and neighborhoods are at a higher risk for being impacted by the heat?</li> <li>3. <i>Education:</i> How will your community talk about heat? How will you let people know about the things to do to cool down and what not do (e.g., do not use fans)?</li> <li>4. <i>Self-sufficiency:</i> If it took a while for more cooling centers to open, what would your community do?</li> </ol>
<p><b>Phase two:</b> Temperatures continue to rise, and persist for a few months well into late summer. There are power outages and reports of people going to emergency rooms for heat related symptoms. Many people don't have refrigeration for their food.</p>	<ol style="list-style-type: none"> <li>1. <i>Partnership:</i> Are there other partners that could help? Who hasn't been included who could help with the continued heat and now this brown out condition?</li> <li>2. <i>Engagement:</i> Suppose the senior population is having more problems because air quality has gotten worse. What are the plans to make sure there is adequate outreach?</li> <li>3. <i>Education:</i> The community seems to be getting frustrated in government response. How would your coalition convey information and reduce frustration?</li> <li>4. <i>Self-sufficiency:</i> Now that the heat has dragged on, some residents need support on ways to cool down (e.g. access to showers/cooling baths). Are your neighbor-to-neighbor networks useful for this? If so, how?</li> </ol>

Scenario Elements	Questions
<p><b>Phase three:</b> The heat persists well into Fall; significant community deaths occur (a small child, seniors and a beloved community leader)</p>	<ol style="list-style-type: none"> <li>1. <i>Partnership:</i> Are the partners or networks you utilized for the heat planning able to help with the dealing with the emotional stress from the deaths?</li> <li>2. <i>Engagement:</i> Are there groups that you are concerned about now, given the death of the beloved leader? And the story of the child?</li> <li>3. <i>Education:</i> What should the community explain about the heat response and now deaths?</li> <li>4. <i>Self-sufficiency:</i> Can the community handle the stresses? What tells you the community can overcome these challenges?</li> </ol>

For more information, see also Chandra A, Williams M, Lopez C et al. Developing a tabletop exercise to test community resilience: Lessons from the Los Angeles County Community Disaster Resilience Project. Disaster Medicine and Public Health Preparedness.



### facilitator notes

When working with a coalition to plan for implementation and evaluation, it is important to help members consider:

- Short-term and long-term outcomes, and how those map to community resilience levers or resilience capacities
- How it will include evaluation into day-to-day operations
- How it will report findings from evaluation to the coalition and the broader community

## share and learn

### share, refine, and sustain your efforts

In this section, you will learn strategies to maintain this progress and learn from the field. Now, that the coalition is implementing and evaluating the resilience work plan, it is important to celebrate and build on your successes, confront your challenges, and incorporate all the lessons learned. Sharing your coalition accomplishments and ongoing needs, helps maintain momentum and community participation.

#### By the end of section 6, you will be able to...

- Develop ways to keep resilience development going
- Refine and revise the work plan as needed

#### *Keeping resilience development moving forward*

##### **How to move from a short-term work plan to long-term effort?**

One of the risks of creating a resilience work plan or even a full resilience strategy is that it can be short-lived. Initiatives can come and go. It can be difficult to sustain focus, maintain the interest and commitment of members, and compete with other community interests.

It is important to consistently present **community resilience building** as part of other ongoing community activities. It is not a new initiative, but rather a way of organizing new and existing community activities to ensure:

- Organizations that serve the community know about each other's assets
- Community strengths and resources can be leveraged to address the community's daily needs and during emergency conditions
- The community is continually building resilience capacities, which mean:

*Knowing its strengths and weaknesses*

*Strengthening the quality of collaborations*

*Coordinating response to any stress event, emergency or disaster*

##### **How can the coalition ensure its efforts will continue?**

Aligning your efforts with those of current and future community plans is the best way to ensure that the resilience work plan truly becomes a part of routine practice—both for individual organizations and the community overall. Use the following activity to help support that association of efforts. But do not delay. Conduct this activity *while* implementing your work plan.



## Activity 6.1: Consideration of other community plans

The coalition should set time aside to discuss the following questions. One note taker should be selected to write down responses. Review the notes and discuss whether any changes should be made to the coalition work plan. In some cases you might consider adding new activities or taking away ones that are no longer relevant.

*What community initiatives are currently underway (e.g., health and wellness, public safety, youth development, environmental sustainability)?*

*How does your coalition plan align with those initiatives?*

*Have you developed connections with the leaders of those initiatives? If no, what would you need to do to pursue connection and coordination?*

*What policies locally align with your work plan? Explain how.*

*Do local policymakers know about your coalition's work? If so, how do they know? If no, what steps could you take to make them aware?*

#### *In what ways can the coalition share its progress?*

There are many ways to share the progress of the resilience plan with community members. Here are just a few ideas:

- Convene a community forum to present stories and evaluation findings
- Use video or audio recording to document the community's progress
- Partner with local media to share stories from implementing the resilience work plan
- Set up "sharing stations" at community events, such as street fairs or festivals

It is important to share lessons learned on a regular basis, to keep the community updated on what is working and what is not, but also to maintain interest and support for resilience.



#### dig deeper

For more information on ongoing booster session ideas, see [Community Resilience Booster](#) following the Appendices

#### *Refining and revising the work plan*

As the coalition learns from the first implementation of the work plan and evaluating progress, it will be important to revise the work plan to address emerging needs and lessons learned. The work plan is a living document that should be updated and revised as your coalition tests the effectiveness of particular strategies or resilience activities. Here are some ways to determine if revisions are needed:

- Are there activities that worked? Are there activities that did not?
- Are there new partner organizations that could be added to the work plan?
- Are there new issues in the community which require new focus?



## facilitator notes



When working with a coalition to plan for sustainability:

- Gather community plans and local policies in relevant areas, such as:
  - Safety
  - Emergency response and recovery
  - Economic development
  - Environmental protection, sustainability
  - Plans for at-risk populations
- Bring in speakers from other initiatives to ensure coordination and alignment across community efforts
- Identify creative ways to present community resilience building as ongoing and not a single, short-term initiative

Resilience Builder  
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# appendices

## dig deeper

In this section, you will find...

**Appendix A:** What are your organization's talents?

**Appendix B:** Questions to consider when identifying community strengths

**Appendix C:** Community Assets, by Organization Type

**Appendix D:** Understand the consequences of stresses

**Appendix E:** Questions to consider when identifying populations at risk

**Appendix F:** Using Geographic Information systems (GIS) to map community resources and hazards

**Appendix G:** Outreach Scripts

**Appendix H:** Sample partner survey

**Appendix I:** Sample interview protocol

#### *Appendix A: What are your organization's talents?*

Here is an activity to help your organization identify strengths and apply them to different disaster scenarios. Go through this section as a group. Just like people are unique, every organization is different. Some work only with people, while others focus on community improvement. Consider how these skills translate into resources that can be used for different stressors. For example, some talents that the organizations in your coalition might have include:

- Translation
- Phone tree
- First aid
- Cleaning up
- Social media
- Food preparation
- Manpower
- Construction

List the top 3 talents that your organization has. Then share your talents with the other groups.

- 1.
- 2.
- 3.

Now that you have a list of talents, it's time to test your talents. How can you use your talents in the following scenarios?

- Pets need to be rescued
- Elderly population needs to be checked on
- School age children are in distress after a stressful event

If these scenarios don't fit with your organizational goals, who will take care of it? Partnerships are critical to community resilience because one organization cannot do everything on their own. What other groups, resources, and skills do you need to be successful?

### *Appendix B: Questions to consider when identifying community strengths*

1. What resources are available to turn to for any identified problem?  
For example, if there are no designated shelters in a community, what resources might be used for this purpose?
2. What are the locations of assets or community based resources that can be leveraged for planning, response, recovery (preparedness and community resilience)?
3. What are the existing ways of getting messages out to community?
4. How does X agency communicate with disabled persons, or other at risk groups?
5. What assets/resources/events can you use to leverage for resilience building? Do they exist in this community? (Consider public health professionals, emergency workers, community based organizations including businesses, and other institutions like schools and churches.)
6. How well prepared is your community to recover from the disaster?
7. If one of disasters listed in Activity 2.4 occurred in your community who would people turn to for help and why?
8. Has your community experienced one of these disasters? Who did people rely on to get through it? (Consider residents, CBOs, and businesses.)
9. What organizations do residents in your community rely on for important information? Do they or have they ever provided disaster information?
10. What are some of the successes or skills you or your agency has had related to a disaster that you would be willing to share with others?

#### Additional Community Organizations and Resources

- A list of resources may be found on your council district's website.
- Larger organizations like the United Way, local government agencies, or community foundations may be able to identify community- and faith-based organizations that serve the different populations in your community. Similarly, the "Rainbow Resource Directory" can be consulted for organizations and social service providers for many other groups in the community: <http://www.resourcedirectory.com/>.
- The CDC provides a long list of such groups at: [http://www.bt.cdc.gov/workbook/pdf/ph\\_workbookFINAL.pdf](http://www.bt.cdc.gov/workbook/pdf/ph_workbookFINAL.pdf).
- To help identify resources, the LACCDR has created an overview of community resources. One of the roles of your coalition will be to identify which of these resources are relevant, active, and available in your community.



*Appendix C: Community Assets, by Organization Type*

<b>Sector</b> Brief definition	<b>Competencies</b> Knowledge, skills, and expertise	<b>Money</b> Financial or economic assets	<b>Infrastructure or Equipment</b> Physical assets & constructed facilities	<b>Services</b> Help or aid supplied	<b>Relationships</b> Social or professional ties, or connective organizations	<b>Data</b> Information collected
<b>Business</b>	Financial and organizational management, local supply chains	Investors and customers	Warehouses, transportation, trucks, goods (supplies, food, etc.)	Supply a variety of goods or services to local residents	With supply chains, transport, customers, connector to chambers of commerce	Purchasing patterns, supply chain disruptions
<b>Community Leadership</b>	Policy development/enforcement, advocacy	Community funds or foundations	Public buildings, local government, local law enforcement	Advocate for community change, develop and enforce policies	With constituency and other local leaders, connector to national leaders	Pending policies
<b>Cultural and faith-based groups and organizations</b>	Community values, spiritual and emotional support	Philanthropic support	Congregations or constituencies, churches or cultural centers, religious texts, donations of food or clothes	Donations and volunteer management, spiritual and emotional care, translation support	With congregations or constituencies, and other cultural and faith-based groups, connector to HHS Office of Faith Based and Neighborhood Partnerships	Needs and assets of congregations and constituents
<b>Emergency management</b>	ICS, disaster resources & financing, emergency plans	Disaster financing	ICS, operations or command center, emer. communication systems, surveillance systems	Manage emergency operations, conduct surveillance	ICS, with public health, government, connector to FEMA and Department of Homeland Security	Risks and hazards, damage and threat assessment
<b>Healthcare</b>	Patient triage, care, management, and transfer	Government programs (Medicare and Medicaid) and private insurance companies	Hospitals, community health centers, private practices, urgent care facilities, medical equipment, vaccines and other countermeasures	Coordinate and deliver physical health care	With patients, providers, pharma, medical suppliers, insurers, connector to Hospital Preparedness Program	Patient needs, service access and utilization, medical supplies, pharma supplies

# Resilience Builder

## Tools for Strengthening Disaster Resilience in Your Community

<b>Sector</b> Brief definition	<b>Competencies</b> Knowledge, skills, and expertise	<b>Money</b> Financial or economic assets	<b>Infrastructure or Equipment</b> Physical assets & constructed facilities	<b>Services</b> Help or aid supplied	<b>Relationships</b> Social or professional ties, or connective organizations	<b>Data</b> Information collected
<b>Social services</b>	Case management, employment, child protection, disability services	Primarily government programs	Intake centers, service agencies	Coordinate and deliver social services	With clients, social service providers and case managers, connector to Administration for Children and Families, Social Services	Client needs, service access and utilization
<b>Housing and sheltering</b>	Assessing housing needs (permanent and temporary), providing housing and shelter services	Primarily government programs	Temporary and permanent dwellings, intake center, cots, blankets, etc.	Short- and long-term housing	With builders, construction, lenders and mortgage/insurers, connector to Housing and Urban Development	Availability of housing (e.g., waiting lists, transition lists, etc.)
<b>Media</b>	Communication, information dissemination	Investors and customers	Print or networking center, broadcast center (video and radio), offices, mass printing, web capabilities, microphones, cameras and computers	Information dissemination	With other print/web/ radio media, connector to national media	Circulation statistics (e.g., demographics, reach)
<b>Mental/behavioral health</b>	Assessment of problems, inpatient & outpatient care	Government programs (Medicare and Medicaid) and private insurance companies	Assessment centers, emergency or after-hours care, mobile care units, inpatient facilities, outpatient clinics or private practice offices, psychotropic and other medications, evidence-based therapeutic approaches	Mental health care, substance abuse prevention and treatment	With clients, behavioral health providers, pharma, connector to Substance Abuse and Mental Health Services	Client needs, service access and utilization

<b>Sector</b> Brief definition	<b>Competencies</b> Knowledge, skills, and expertise	<b>Money</b> Financial or economic assets	<b>Infrastructure or Equipment</b> Physical assets & constructed facilities	<b>Services</b> Help or aid supplied	<b>Relationships</b> Social or professional ties, or connective organizations	<b>Data</b> Information collected
<b>State office of aging or its equivalent</b>	Surveillance, non-medical services, education, and resources for seniors, caregiver education	Primarily government programs	Government office, local service providers (transport, civic, nutrition, etc.), transport vehicles, senior resources directory, senior educational materials	Non-medical services for seniors	With seniors and senior service providers	Senior needs, senior service access and utilization
<b>Education and childcare settings</b>	Child development, multi-modal education, child transport and food service	Local tax base	Schools (pre-college) which house gyms and kitchens, day-cares (commercial and residential), program specific providers (e.g., Gymboree), books and toys, duplication and audio visual equipment, desks and chairs	Educational programming, Head Start, nutrition programs (e.g., free or reduced school lunch)	With children, parents, childcare providers, and educators, connector to	Student needs, academic performance, rates of students receiving free/reduced lunch, shifts in student demographics or enrollment

Acosta, J., Chandra, A., Ringel, J., Nongovernmental Resources to Support Disaster Preparedness, Response, and Recovery. Disaster Medicine and Public Health Preparedness, Available on CJO 2013 doi:10.1017/dmp.2013.49.

#### *Appendix D: Understand the consequences of stresses*

An important part of the process to identify and prioritize community stresses is to understand in detail what the consequences might be, should a particular hazardous event occur. The most critical considerations are:

- Will the entire community be affected? Scattered areas? The entire region? (Put another way: how close or how far away will help be?)
- When a disaster affects a broad area, will there be competition for repairs and inspections?
- What is affected: homes? businesses? schools? hospitals? public safety or government?
- Will evacuations be needed? Shelters? For how many? For how long?
- Will the power be out? For how long?
- Will roads be out? For how long?
- Will phones be out? For how long?
- Will water be out? In taps, sewers or both? For how long?

If power is out, then:

- you cannot call for help
- ATMs will not function
- gas pumps will not function
- stores and pharmacies will not open
- traffic lights will not work
- electronics cannot recharge
- refrigerators and freezers will not work
- internet service may not be available

If water is out, then:

- toilets cannot flush
- many small businesses (ex. restaurants, beauty salons) cannot function
- schools may not reopen
- firefighting will be disrupted

If roads are out:

- people cannot leave harmful situations
- rescuers cannot enter
- food and supplies cannot enter
- businesses cannot function
- loved ones can be cut off from one another
- commuters cannot commute

As you continue the process of building community resilience you'll want to update this list and reach out to more community members to find out what community stresses and problems they are most concerned about.

## Resilience Builder

### Tools for Strengthening Disaster Resilience in Your Community

Below are some ideas of problems that could result after natural disaster. The chart shows the expected extent and duration of infrastructure problems after various natural disasters.

Condition	Moderate earthquake	Major earthquake	Flood	Debris flow or landslide	Wildfire	Extreme temperatures	Wind or rain storm
<b>Power out</b>	Some areas: days to weeks	All areas: 3 weeks to 18 months	Some areas: 3 days to 1 week	Some areas: days to weeks	Some areas: days to weeks	Some areas: days to weeks	Some areas: days to weeks
<b>Water out</b>	Some areas: days to weeks	Most areas: 3 weeks to 6 months	Some areas: days	Some areas: days to weeks	Some areas: days	n/a?	Some areas: days to weeks
<b>Roads out</b>	Some areas: days to weeks	Many areas: days to months	Some areas: days to weeks	Some areas: days to weeks	Some areas: days to weeks	Some areas: days	Some areas: days to weeks
<b>Phones out</b>	All areas: hours to day	All areas: days	Some areas: days	Some areas: days	Some areas: days	Some areas: hours	Some areas: days

### *Appendix E: Questions to consider when identifying populations at risk*

While not all persons who are members of at-risk groups require special attention during disasters or in recovery, some will.

Questions of concern include:

- How to meet their needs when a disaster occurs
- How to notify each of an impending disaster
- How to transport them to where services are provided
- How to meet their long-term recovery needs

Community leaders can discuss which populations are most at risk to disasters in their community. Below is a sample of questions that can help guide this conversation:

1. What makes people at great risk to disasters?
2. Who in this community is most at risk and which groups or organizations representing them might help you? (Discuss this question with respect to each disaster described in Activity 2.4).
3. What is the best way to locate and communicate with these populations?
4. Are at risk populations included in the emergency operations base plans, annexes and appendices of your organization? Of other organizations in your community?
5. Where are the general locations and concentrations of groups at increased risk for increased harm in a disaster?
6. Which at risk groups are present? Which are at particularly high risk (during the event and afterwards in accessing relief and recovery help)? Which are a priority?
7. For certain community stresses are community leaders aware of community stresses? Are there plans for those community stresses?
8. Who in this community has been left out of planning?

9. Who is at particularly high risk (during the event and afterwards in accessing relief and recovery help)?
10. What's the best way to locate and communicate with these populations? How can their voices and input be added to your planning?



### *Appendix F: Using Geographic Information systems (GIS) to map community resources and hazards*

GIS mapping provides a unique tool to integrate information for locating the needs and resources for a disaster.

A community can use mapping tools to examine existing data or as part of a process to identify information that is only available in the community through a “survey” of community assets and resources.

Using community mapping, each community will be able to develop a neighborhood disaster action plan that gives special consideration to the following questions:

- What specific groups are at greater risk in the neighborhood? Where do they generally reside?
- What are the reasons that make these populations more at risk?
- What are the assets and resources for these groups at risk? (What is their capacity to respond or recover?)
- Can we help communities identify the gap between needs and these resources?

#### **Identifying Data**

Mapping requires data. Many sources of information may be available concerning the groups and locations that are more at risk in a disaster. Not all will be equally useful. Also, some data may be outdated or restricted due to confidentiality concerns. No data source will meet all the information needs for the community. Engaging a variety of methods for collecting data and a diverse group of people and groups in the process will help create buy-in from the community.



## facilitator notes

Discuss the questions below with other coalition members to identify who and what to map in your community. Take notes and identify the specific groups and resources that are discussed. Make a list of these to present back to your brainstorming group. Ask whether they agree with the list or have others to add.

The final list will help identify the organizations/resources and groups that may need extra help that you'll want to include in your map of the community.

Some questions to consider:

- Which data sources are available that identify the hazards, populations, and resources you identified?
- How can you get the data—who owns it?
- What information is not available that you require?
- Which data collection methods are practical and feasible in your assessment?
- What segments of your community are at risk and which groups or organizations representing them might help you map their resources and assets?

Local information sources include: municipal planning/development surveys, agencies (police, fire, schools, Meals on Wheels, EMS, etc.), local politician offices, local businesses (banks, real estate agencies), and local experts and community leaders that may have knowledge that is useful. Focus groups of people from the community may be a cheap and helpful way to “scope” the community, though they are unlikely to identify all the groups/locations one needs to identify. Surveys requesting information from the community residents will gather information, though it too will not identify all the people either. Sometimes service providers in the community, such as pharmacists or doctors can give questionnaires out from their offices.

Hitting the streets and directly observing and recording may be very useful. Open

street maps/Map My Neighborhood are some tools that can help with this and are easy to use and freely available. They help you map the people, vulnerabilities, and assets in the community.

## *Appendix G: Outreach Scripts*

### **Membership Invitation Script**

We invite you to become a member of {INSERT COALITION NAME}, a community-wide coalition of individuals and organizations engaging in community awareness, education, and trainings to strengthen the community. Our primary goal is to build partnerships that will help us prepare, respond, and recover from disaster. Our ultimate goal is support each other's efforts and participate in a number of activities.

We want to build a community that is resilient, meaning members:

- Connect and engage
- Work together to determine community goals
- Develop working plans
- Support each others efforts
- Discuss experiences
- Share their work



## facilitator notes

In some cases you may reach a skeptical audience or a sector that does not understand its role. If that is the case, you may use the following scripts to address concerns that they might share with you. The first set is organized by sector.

### **Talking with Diverse Sectors**

#### ***Business***

If you own a business, disaster resilience is important for a number of reasons. During a disaster, it is estimated that one in four businesses will have to close. This will impact you directly and disrupt your bottom line. You also want to consider your employees and customers. Participating in the coalition will help you stay up to date with the resources available to your employees and customers. Communicating this information to them will help employees return to work sooner

and encourage customer loyalty.

### ***Community leadership/Social services/Housing and shelter***

As a community leader you are probably interested in increasing our ability to prepare, respond, and recover from disaster. The next step is to build community capacity and identify what resources are available in our community. By bringing together members from multiple sectors, we will be able to not only prepare for disaster, but also accomplish our larger community goals.

### ***Cultural and faith-based groups and organizations***

After a disaster, community members typically turn to cultural or faith-based organizations first. It is important for you to be prepared. During this time people will be in need of multiple resources and knowing how to direct them is important. You may also find allies for other projects and increase your community impact.

### ***Emergency management***

As an emergency responder, you are probably aware of the importance of emergency preparedness, knowing community vulnerabilities, and knowing community resources. Establishing a partnership with the coalition will help you spread your message and increase your community knowledge.

### ***Healthcare***

As a healthcare professional, your role after a disaster is critical and you will want to know what resources are available to your patients and help them prepare prior to a disaster. Participating in the coalition will give you greater insight into your community. You'll be able to incorporate questions such as asking patients if they have anyone in their neighborhood to help them.

### ***Media***

As a member of the media, you will benefit from having an established relationship with the coalition members. During disasters, local media often competes with national media sources making it difficult to get necessary information out to local

community members. As a member of the coalition, you will be informed and know who to contact to get information. The coalition will also have knowledge about the community's experience. As a member of the media, you will be able to explain how the media works so that the coalition can effectively communicate its message.

#### ***Mental/Behavioral health***

As a mental/behavioral health professional, you will benefit from the partnership by establishing ties with schools and health professionals. You will be able to establish a plan to manage the community's mental health resources and distribute education materials to community members.

#### ***State office of aging or its equivalent***

The aging population is a population at risk and will likely need extra help after a disaster. State officials will benefit from having local partners who can help reach older adults in a timely manner and address their need.

#### ***Education and childcare settings***

As a school administrator, you will benefit from our coalition because you will be able to establish partnerships with emergency management, mental health professionals, and media. These sectors will help your school prepare for childrens' mental health during a disaster, communicating with parents, and strategies to reunite families.

#### **Communicating with Different Personalities**

Part of your work will also include being prepared when you receive pushback from community members. Below are some common examples that people mention when they aren't interested in participating. You can tailor these to your community.

#### ***Skeptics***

Our ultimate goal is to build partnerships that will help us prepare, respond, and recover from disaster. This includes improving communication, identifying resources, and establishing a plan of action. We are interested in achievable undertakings that

will make our community better able to deal with disaster situations. Your input is critical and we hope you will consider playing any type of role in our coalition. A resilience approach is not just about preparing for disaster, but strengthening the community to deal with any problem.

### ***Organizations that don't know where they fit***

It is okay if you are not sure where your organization fits in just yet. We will all work together to identify everyone's roles and responsibilities. By participating, you'll help us determine the best role for your organization. By partnering we hope to not only prepare for disaster, but also help each other reach our own community goals.

### ***Organizations that don't have enough time***

Yes, it is difficult to give time especially when you feel you don't have any. As a coalition we want to set-up realistic goals keeping in mind the constraints of our partners. We realize that not every group will be able to commit the same amount of time. We want to work with you to establish a role for your organization that fits with your availability, interests, and resources. It is important to stress that at times we may ask you to play a larger role in the work and at other times your role will be smaller.

### ***Emergency preparedness expert***

Great, you have emergency preparedness training and you know what to do in the case of an emergency. Disaster resilience is the next level. It isn't enough that you know what to do. Preparing your neighbors and larger community will not only help community residents, but it will also benefit you to connect and coordinate better.

### *Appendix H: Sample partner survey*

#### **Evaluating Public Health Collaboratives or Coalitions to Improve Disaster Resilience**

##### ***Instructions***

Thank you for taking this survey. To begin, you will be asked to answer a few questions about you (if you are not a part of an organization) or your own organization. You will then be asked to answer questions about other organizations.

##### ***Participating agency information***

1. Please list your name or organization (note: community members are listed by name, all others should select the organization they represent in the coalition). (Choose your organization from the list below.)

**Organization A**

**Organization B**

**Organization C**

**Organization D**

**Organization E**

**Organization F**

2. If you represent an organization in the coalition, what is your job title? (If you do not represent an organization please simply write community member.)
3. On average, about how many hours per month do you spend on any work related to preparedness in your community (e.g., meetings, trainings, documentation)? Please round to the nearest whole number of hours (e.g. 3, 25, or 40).
4. Please indicate which of the following resources and services you or your organization will contribute to the coalition. (Choose as many as apply.)

Provide emergency supplies (e.g., clothing and food for families affected by disaster, medical supplies, technology such as computers)

Provide disaster preparedness training to a traditionally underrepresented or at-risk group (e.g. seniors, low-income households, persons with disabilities)

Provide space (e.g., for shelter, alternate sites of care, warehouse for supplies)

Organize or participate in community events (e.g. block parties, health fairs, vendor fairs)



- Provide animal services
- Provide emergency transportation
- Provide crisis counseling or psychological first-aid
- Provide community health workers trained in disaster support
- Participate in CERT disaster response
- Provide patient navigation
- Provide clinical care or mental health services
- Provide risk communication (e.g., notifications to the public regarding ongoing disasters or hazards)
- Provide disaster response training (First-aid, CERT, Psychological first-aid, etc.)
- Provide preparedness education for community members (e.g., classes, workshops)
- Build a "Community Speakers Bureau"
- Provide health education to the public
- Recruit new partners for the coalition
- Participate in a neighborhood committee (e.g. Neighborhood Watch or NextDoor)
- Participate in incident management
- Conduct response planning for specific underrepresented or at-risk communities
- Provide research support (e.g., helping with data collection or analysis)
- Provide exercise materials (e.g., guides, example after-action reports)
- Develop a community disaster response or recovery plan
- Participate in community mapping activities (e.g. Sahana, Map My Neighborhood)
- Provide financial support (not including membership dues)
- Provide space for coalition meetings
- Not sure what I or my agency will do for the coalition

## Resilience Builder

### Tools for Strengthening Disaster Resilience in Your Community

5. Which of the above resources and/or services would you say is your or your organization's MOST IMPORTANT contribution to the coalition? (Choose one.) (Please pick one from the list of those selected in question 4 and write it here.)

6. What benefits have you or your organization received as a result of being a part of the coalition? (Choose as many as apply.)

- |  |   |
|--|---|
| <input type="checkbox"/> Better emergency plans for my organization  | <input type="checkbox"/> Stronger relationships with other organizations in the community             |
| <input type="checkbox"/> Better emergency plans for my community   | <input type="checkbox"/> Stronger relationships with my neighbors                                     |
| <input type="checkbox"/> Improved communication with first responders during an emergency                  | <input type="checkbox"/> New information about how to prepare for disasters                           |
| <input type="checkbox"/> Improved communication with government agencies                                   | <input type="checkbox"/> New information on addressing the needs for vulnerable populations           |
| <input type="checkbox"/> A community disaster plan that incorporates my needs as a member of the community | <input type="checkbox"/> Additional funding   |
| <input type="checkbox"/> A community disaster plan that incorporates the needs of my organization          | <input type="checkbox"/> Access to disaster supplies (food, shelter, medicine, computers, telephones) |
| <input type="checkbox"/> Improved ability to communicate to the public about disasters                     |   |

7. What is the MOST VALUABLE benefit you or your organization has received as a result of being a part of the coalition? (Choose one.) (Please pick one from the list of those selected in question 6 and write it here.)

8. To what extent has the work of your coalition contributed to the overall disaster preparedness of your community? (Choose one.)

- Not at all
- A small amount
- A fair amount
- A great deal
- Not sure

9. Which of the following describes your coalition’s focus? (Choose all that apply.)

- My coalition takes a lead role in emergency response and recovery efforts in our community
- My coalition has a supporting role during emergency response (e.g., coordination, communication, information sharing) and recovery activities
- My coalition engages in preparedness activities only
- My coalition has an active role in the Incident Command Structure (ICS)
- My coalition’s is new and the role has not yet been defined
- My coalition has a different focus altogether

**Community Outcomes**

10. Which of the following activities has your coalition done to help build the community’s capacity to respond to or recover from disasters over the last year? (Choose as many as apply.)

- Made or translated disaster materials (e.g. brochures, posters, etc.)
- Exercised or implemented disaster communication plan during a disaster

## Resilience Builder

### Tools for Strengthening Disaster Resilience in Your Community

- |   |   |
|---|---|
| <input type="checkbox"/> Put disaster brochures or other materials into the community   | <input type="checkbox"/> Held community leadership training                                   |
| <input type="checkbox"/> Worked with the media (radio, TV, newspapers) to communicate about our coalition's activities                              | <input type="checkbox"/> Held psychological first aid training                                |
| <input type="checkbox"/> Developed plan to communicate with residents during a disaster (e.g. door-to-door, phone tree, rapid language translation) | <input type="checkbox"/> Held Community Emergency Response Team (CERT) training               |
| <input type="checkbox"/> Developed integrated emergency plans for coalition partners with roles and responsibilities defined                        | <input type="checkbox"/> Held psychological first aid training                                |
| <input type="checkbox"/> Participated in a community mapping (e.g. Sahana)  | <input type="checkbox"/> Held community health worker training                                |
| <input type="checkbox"/> Identified priority hazards in the community   | <input type="checkbox"/> We have not engaged in any activities                                |
| <input type="checkbox"/> Organized community events (e.g. health fairs, convening neighborhood watch)   | <input type="checkbox"/> Exercised or implemented community disaster plan during an emergency |

11. How has your community benefited from your coalition's activities?  
(Choose as many as apply.)

- |   |   |
|---|---|
| <input type="checkbox"/> People in our community have the knowledge they need to work together to prepare and respond in the event of a disaster. | <input type="checkbox"/> The public is more interested in disaster planning, response, and recovery                   |
| <input type="checkbox"/> Residents have learned more about public health issues (e.g. vaccines, vehicle safety, disease prevention)               | <input type="checkbox"/> Residents have more access to health or social services on a day-to-day basis                |
| <input type="checkbox"/> People in our neighborhood can help each other cope physically or emotionally after an emergency or disaster             | <input type="checkbox"/> We improved the ability of community based organizations to deliver services in an emergency |

- My community can take care of itself in the first few days after a disaster when rescue workers will be busy with emergencies throughout Los Angeles.
- Residents in our community are more educated about disasters in general
- We increased information and resource sharing between coalition members
- People in our community can rely on one another to help out in a disaster, for example come to each other's aid or provide each other with food
- The community has closer ties to the Los Angeles County Department of Public Health
- People in our community are more connected to one another
- Response agencies are better prepared to meet the needs of my community during an emergency
- We increased availability of emergency response and recovery services for the community
- Our coalition members have better emergency management skills
- We improved the emergency preparedness of our community
- We improved our ability to help at-risk populations in a disaster
- Our health or social services are reaching more of our vulnerable groups (youth, low-income families, persons with cognitive or physical disabilities)
- None of the above

12. To what extent has the work of your coalition contributed to the overall disaster preparedness of your community? (Choose one.)

- Not at all
- A fair amount
- Not sure
- A small amount
- A great deal

#### *Facilitators/Barriers to participation*

13. Which of the following factors have facilitated your or your organization participation in the coalition? (Choose as many as apply.)

- A good mix of coalition partners
- Funding from local/city/county grant
- History of collaboration and sharing among coalition members
- Interest in improving the community
- Interest in response and recovery during emergency event(s)
- Prior disaster experience in the community
- Strong sense of trust among members
- Strong coalition leadership (e.g., able to resolve conflicts)
- The coalition is responsive to needs of members (e.g., timely, helpful)
- Well attended and productive coalition meetings

14. Which of the following factors have been BARRIERS to your or your organization's participation in the coalition? (Choose as many as apply.)

- Competition amongst the organizations in the coalition
- Difficult to achieve regular participation by members in meetings and other coalition activities
- Funding limitations
- Lack of executive leadership support for coalition activities within my organization
- Lack of trust among members
- Members are already overburdened or too busy to fully engage

- Members do not work well together (e.g., high levels of conflict or transition)
- Poor leadership (e.g., does not resolve conflicts, not organized)
- The coalition is NOT responsive to needs of members (e.g., not timely, not part of organization's priorities)
- There are no barriers

**Funding**

15. Which of the following describes how your (or your organization's) participation in the coalition is currently funded? (Choose as many as apply.)

- Organization funds (i.e., through my salary, other organization support)
- Funding from state grant
- Funding from local/city/county grant
- I volunteer my time
- Other sources such as foundation grants or private sector funding

**Sustainability**

16. is your organization (or are you) to participate in the coalition and its activities if funding provided is not available? (Choose one.)

- |  |  |
|--|--|
| <input type="checkbox"/> Very likely     | <input type="checkbox"/> Likely            |
| <input type="checkbox"/> Somewhat likely | <input type="checkbox"/> Somewhat unlikely |
| <input type="checkbox"/> Very unlikely   |  |

#### *Membership*

17. How long have you (if you do not represent an organization for the coalition), or your organization been a member of the coalition (in months)?

- Less than 1 month
- Less than 1 year
- Between 1–5 years
- 5 or more years



## *Appendix I: Sample interview protocol*

1. How does the use of the term resilience fit with the mission of your program?
2. What do you think is the purpose of this resilience project? (How do you think the focus of community resilience is different from focus on preparedness?)

*Probe: What impact does this have on the work of your program?*

3. How is your organization currently building resilience in the community to disasters or other emergencies? In what ways can your program or division contribute to the aims or objectives of resilience?

*Probes about resources to contribute:*

- *Training*
- *Expertise working with vulnerable populations*
- *Ability to communicate with diverse audiences*
- *Policy support*

4. What activities or strategies have you built into your program to build community resilience? What, if any, plans do you have to create or integrate activities into your current program or division's activities to build resilience?

*Probe: Education, outreach, training, communication materials, other.*

5. What factors will help your program or division to build community resilience?

*Probes about facilitators may include:*

- *Previous community engagement work or emphasis*
- *Expertise working with vulnerable populations*
- *Efforts to build trust*
- *Successful communication activities*

6. What challenges does your program or division have to support the goal of building resilience? Are these challenges different than those faced for improving preparedness?

*Probe: Community buy in, conflicting priorities, funding, materials, vision, etc.*

7. [Optional] Review of data from survey. Use survey data to explore other themes, reasons for the survey responses, etc.



## community resilience booster

### increase your community's resilience

This section provides additional tools to help you continue to build your coalition and enhance the quality of your meetings over the long term. This section also offers a useful refresher on how to maintain and strengthen your engagement with diverse partners.

#### *Community Resilience Booster*

**Use these tools to “boost” your efforts to increase your community’s resilience!**

To boost community resilience you have to engage your community. Building a community’s resilience simply cannot happen without intentionally bringing together the diverse leaders, residents, and workers who live, work and play there.

Engagement takes work. But if you bring the people in your community together to learn and prepare before hard times hit, more people in your community will care about resilience, will understand what it means, and will want to work together to build it.

To boost your resilience, there are many things to consider. This guide will go deeper on these important topics:

#### **1: Getting Started**

- Principles of community engagement
- Different ways to engage the community

#### **2: Getting the Most Out of Meetings and Trainings**

- How to plan effective meetings and trainings
- Tips for managing challenging group dynamics

#### **3: Understanding Coalition Structure**

- Finding the right structure for your coalition
- Approaches to leadership and decision making
- Improving collaboration
- Keeping the group going

#### **4: Additional Resources**

- Resources to help you learn more
- Sample templates and handouts

### *1: Getting Started*

Community engagement is the process of working collaboratively with groups of people with some common affiliation in order to address issues affecting the well-being of those people. It is a powerful vehicle for bringing about changes that will improve the health of the community and its members. It involves partnerships and coalitions that help bring together resources, build relationships, and change policies, programs, and practices.

### **Principles of Community Engagement**

To engage and connect with potential partners in your community, it's important to begin with an approach that is authentic. This means that you demonstrate how much you value the partnership by listening, learning and being open to change.

The Centers for Disease Control and Prevention have developed nine Principles of Community Engagement for your group to consider. Use these principles and questions to help your group clarify its goals for engaging the community and where you need a boost!

## Resilience Builder

### Tools for Strengthening Disaster Resilience in Your Community

Principle	Questions to ask your group
<p>1. Be clear about the <b>purposes or goals</b> of the engagement effort and the populations and/or communities you want to engage.</p>	<p>Why are we engaging the community? What do we want to accomplish? What are the expectations for their participation?</p>
<p>2. <b>Learn about the community's culture</b>, economic conditions, social networks, political and power structures, norms and values, demographic trends, history, and experience with efforts by outside groups to engage it in various programs. Learn about the community's perceptions of those initiating the engagement activities.</p>	<p>What do we know about the community? What do we still need to learn? What are the community's strengths and weaknesses? What resources are available? What issues are most important to the people who live here?</p>
<p>3. Establish relationships, <b>build trust</b>, work with the formal and informal leadership, and seek commitment from community organizations and leaders.</p>	<p>Do we have good relationships with community leaders? How can we build and strengthen these relationships?</p>
<p>4. Remember and accept that <b>collective self-determination</b> is the responsibility and right of all people in a community. No external group should assume it can bestow power</p>	<p>Do we support the community to determine their own needs and solutions? Do the solutions we support include the community?</p>
<p>5. <b>Partnering with the community is necessary</b> to create change.</p>	<p>Do we agree that partnering with the community is necessary? Do we show the community that we value and recognize their role?</p>
<p>6. All aspects of community engagement must recognize and <b>respect the diversity of the community</b>. Awareness of the various cultures of a community and other factors affecting diversity must be a priority in planning, designing, and implementing approaches to engaging a community.</p>	<p>Are the diverse populations within our community represented in our group? Are we hosting meetings and conducting outreach that is welcoming and inclusive?</p>

Principle	Questions to ask your group
7. Community engagement can only be sustained by identifying and mobilizing community assets and strengths and by <b>developing the community's capacity and resources</b> to make decisions and take action.	How are we building the community's capacity? Are we building upon the strengths of people, organizations, services, and agencies in our community?
8. Organizations that wish to engage a community as well as individuals seeking to effect change must be prepared to <b>let go of control</b> of actions or interventions to the community and be flexible enough to meet its changing needs.	Are we willing to give up control? Are we incorporating the issues that important to people in our community? Are we including a range of community leaders in our planning and activities?
9. Community collaboration requires <b>long-term commitment</b> by the engaging organization and its partners.	Are we committed for the long-term? Do we have a timeline that matches our goals and activities? Have we planned for changes in membership and activities to avoid burnout and promote retention?

Based on these principles, you can see that community engagement is not simply about outreach. It's not just about setting goals and planning meetings and then inviting community members to attend. That is fine as a first step, but over time, you will need to make space for community members to take a more active role—with the end goal of sharing ownership over the project. Use the Continuum of Community Engagement on the next page to see what your group is ready to do and make sure that you're using the right messaging and activities.

If your group is in the earlier stages of engagement, an important strategy to keep people interested in the project over the long-term is to host meetings and workshops where participants can actively participate and learn and share information and experiences. People want to come to meetings that are well-organized, where they can learn useful information and have a chance to speak and interact with others, and where they feel like a valued member. See the next section on how you can do just that.

### Continuum of Community Engagement

*Adapted from the International Association for Public Participation*

	Engagement Goal	Message to the Community	Sample Activities
<b>Inform</b>	Provide the community with objective information to help them understand the problem, alternatives, opportunities, and solutions	We will keep you informed.	Fact sheets Websites Open houses Toolkits
<b>Consult</b>	Obtain community feedback on analysis, alternatives, and decisions	We will keep you informed, listen to and acknowledge your concerns and desires, and share back how the community's input influenced the decision.	Focus groups Surveys Community meetings
<b>Involve</b>	Work directly with the community throughout the process to ensure that community concerns and aspirations are consistently understood and considered	We will work with you to ensure that your concerns and desires are directly reflected in the solutions and share back how your input influenced the decision.	Workshops Training Polling
<b>Collaborate</b>	Partner with the community in each aspect of the decision, including the development of alternatives and the identification of the preferred solution	We will look to you for advice and innovation in developing solutions and incorporate your advice and recommendations into the decisions to the maximum extent possible.	Advisory committees Consensus-building Participatory decision-making
<b>Partner</b>	Place final decision-making in the hands of the community	We will implement what you decide.	Citizen juries Ballots Delegated decision

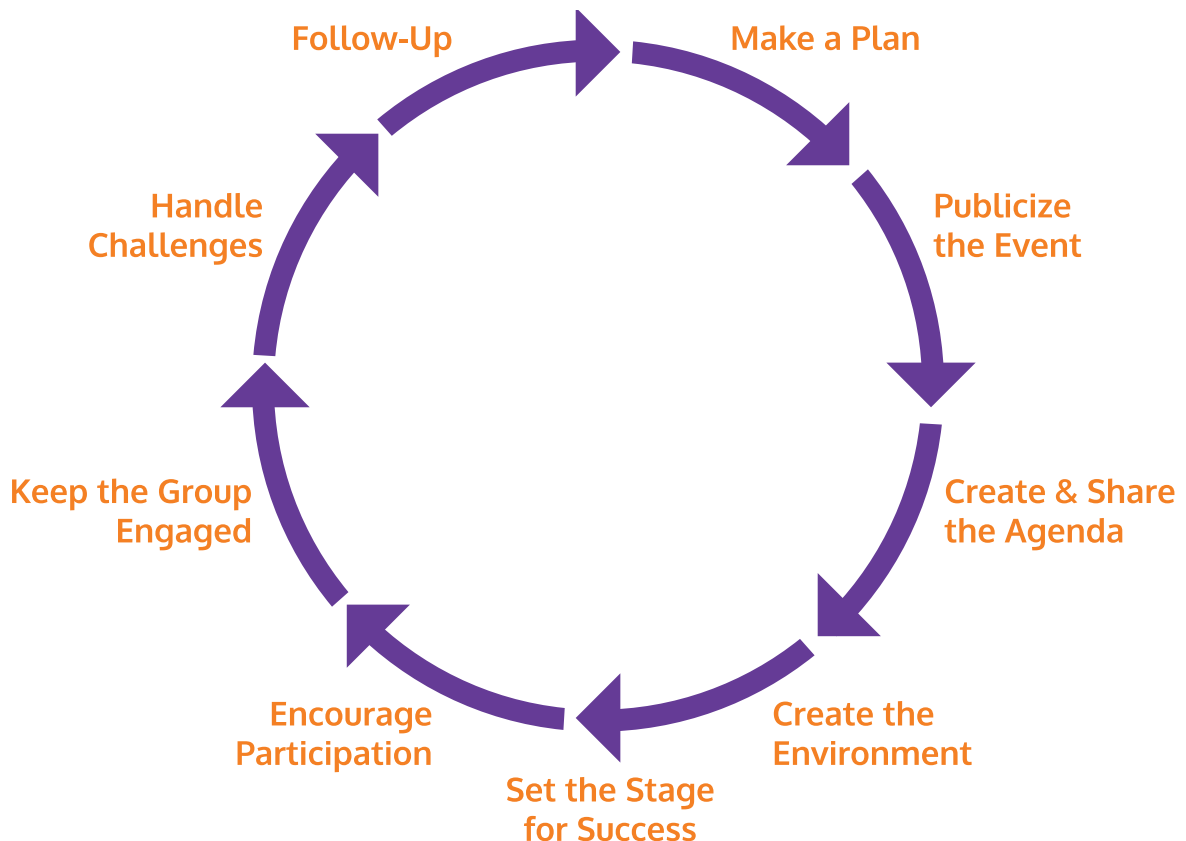


## 2: Getting the Most Out of Meetings and Trainings

Meetings and trainings can be effective tools for encouraging and furthering collaborations, sharing knowledge, and building a more organized, connected network of organizations working towards shared goals. Make your gatherings meaningful with a well thought out planning process.

The model outlined over the following pages details the principles for planning an effective meeting. The process can be applied to bringing people together to learn from this toolkit or for a variety of other types of gatherings like coalition meetings.

### The Planning Process Cycle



#### #1 LEADING UP TO THE MEETING

##### *Plan to Plan*

Before you launch into the planning process, take a little time to sit down to imagine the meeting or session that you want to put together, the objectives that you want to accomplish, and the group that you want to assemble.

- **Prepare in advance.** Start by thinking through the “who, what, why, and where” of the session to help you figure out the “how.” This step will make the other planning pieces easier.

**Who:** who is the intended audience for the session?

**What:** what is the most important thing we want the session to accomplish?

**Why:** why is it important that I bring this group together?

**Where:** where would be the most appropriate location to assemble this group?

*Use the Meeting Planning Worksheet in the Additional Resources section to help you walk through these initial steps.*

- **Think about what you want to accomplish in the session.** Ask yourself “At the end of the session, what do I want the group to have learned?” Try and be realistic about what you can and should accomplish. Decide what you want partners to contribute or agree to, and what role you want them to play.
- **Decide whom you want to bring together.** Now that you know what you want to achieve, who should be in the room? Who would benefit from this information? You can start with just the members of your group, or you can invite others to join you. Are there groups of community members that should meet and learn together? For example: potential partners or members of neighboring communities.

### *Publicize the Event*

Now that you've envisioned the type of meeting that you want to facilitate, it's time to publicize the event and bring everyone together.

- **Make your invite list.** Put together a list of the people whom you have decided to bring together. Before you finalize the list, look it over and make sure there aren't any gaps.
- **Spread the word.** Create an invitation or flyer to send out and publicize the event. Use email, social media, announcements at other meetings and events, and personal conversations. Make sure to include the date, location, purpose, and a contact person for RSVPs and questions. Send reminders out so people don't forget.
- **Build excitement.** Leading up to the event, share the agenda to build excitement. Share your enthusiasm when you speak to people about the session. Increase awareness of the event by posting details about your vision, goals, and plans on social media.

### *Craft and Share the Agenda*

Once you've considered the meeting's purpose, desired outcomes, and participants, you're ready to create a written agenda and share it.

- **Give the group what they want.** Try to match the session content to the needs of the group and what they feel is relevant and appealing to them. A short survey of the potential participants before the session will help ensure that the group's interests and needs are addressed. If the focus of the meeting is the toolkit, you may want to ask which sections are most interesting to the group and start from there. It's also helpful to get an idea of how familiar the group is with the topic you are planning to cover. Consider asking the potential participants what issues they have already worked to address in the community.

- **Select and prepare presenters thoughtfully.** The presenters set the tone for the entire session. It is important that the content and speakers be motivating, energizing, and engaging. Leading up to the session, set some time aside to meet with the presenters to walk through the agenda, run through the activities, and preview who will be in the room.
- **Make the agenda interactive.** Attendees appreciate interactive sessions. It is important to incorporate plenty of opportunities for the group to participate. The toolkit itself has several group activities already laid out. Some examples of creative and engaging session formats include small group discussions, role plays/simulations, large group discussions, case studies, debates, presentations with time allotted for extensive Q & A, and fishbowls.

*More detailed information about these various session formats is included on the following pages.*

- **Distribute the agenda.** Share the agenda before the actual session so participants know what to expect and how to prepare. It's great to include a draft agenda with the session invitation to get people excited early on.

*Use the sample agenda found in the Additional Resources section as a template.*

## Session Formats

Attendees appreciate interactive sessions. As a session organizer or facilitator/presenter, it is important to incorporate opportunities for group participation. The list below includes some examples of creative and engaging session formats. We encourage you to use a mixture of these formats in your own session and to come up with new interactive formats on your own.

**Small Group Discussions:** Participants divide into small groups to discuss specific topics or questions. This format allows active involvement by everyone and encourages those who are shy to contribute. Depending on the topic being discussed, you may want to consider having each group assign a timekeeper and a note taker.

**Large Group Discussions:** When using presentation formats, it is critical to dedicate adequate time in the session agenda for questions and group discussion. Ideally, 1/4 to 1/3 of the session should be devoted to group discussion. Ways to accomplish this include limiting the number of presenters on panels, enforcing time limits for each comment from the audience, and using index cards to gather and prioritize questions.

**Role Plays/Simulations:** Participants take on the role of specific characters in a designed setting and either brainstorm or provide reactions in that role. The primary goal of this format is to build first-person experience in a safe and supportive environment.

**Case Studies:** Present participants with an example of the concept/theory/issue/topic being covered in the sessions. The example is usually something that the participants may actually encounter in real life. Participants then discuss and analyze the case provided by the facilitator, applying the information covered in the presentation.

**Debates:** This is an effective way to present opposing views about a topic. The debate begins with the moderator stating a position. One team then presents arguments that affirm the proposition and the other team presents arguments against the proposition. Each team member has a fixed amount of time to present arguments. Time for rebuttal can be also incorporated into the session.

**Fishbowls:** A small group sits in a circle and discusses a topic while participants listen or join in by moving their chair to the middle. Fishbowls allow the entire group to participate in a conversation and lessen distinctions between the speakers and the audience.

**Presentations:** are generally short talks or panel discussions delivered by one or more individuals. The speakers may discuss the topic using visual aids such as a PowerPoint presentation. For presentations with more than one panelist, it is important to have someone facilitate the conversation and keep track of time. Be sure to leave lots of time for questions.

#### *Create the Environment*

Now that you've figured out how you want the agenda to go, you will want to make sure that the environment supports what you intend to accomplish. Taking steps to make attendees comfortable will allow the group to focus on the content.

- **Spend time on planning and logistics.** Attending to logistics is an invisible act that allows the program to shine. It's important to spend time on logistical planning and coordination so that everything goes smoothly. Examples of logistical planning and coordination tasks include:
  - Creating a list of supplies that you will need and purchasing those supplies in advance
  - Testing audio-visual (AV) equipment prior to the start of the meeting
  - Providing clear directions and parking or transit instructions
- **Choose the right space.** In picking a venue, try to predict the needs of the group. Location, available parking, ease of getting there, accessibility to people with disabilities, size, and overall feel of the space should be thoughtfully considered.
- **Pick the best meeting time.** Think about meeting times that are most likely to meet the availability of your partners.
- **Set up the room to promote interaction and engagement.** If possible, arrange the seating so that the group is able to see one another's faces. Round tables or a u-shaped table configuration are good options.
- **Plan the sign-in process.** Create a sign-in sheet so that you can track participation and have the information you need to follow-up. Make name tags available.
- **Think about signage.** Before the session, revisit the venue layout to decide where signage is needed. Make sure that the sign-in area is clearly marked and easy to locate. Have someone at the entrance to welcome, greet, and direct people as they arrive.

- **Consider interpretation and translation.** During the registration process, ask invitees if they require interpretation and translation services. The toolkit is also available in Spanish so you won't need to get that translated, but any other materials, such as agendas and signage, should be translated. During the session, ask someone to be responsible for helping those attendees who require interpretation.
- **Provide meals or snacks.** It may be important to provide snacks and drinks throughout the day to help keep attendees energized. Remember to keep the preferences of the group in mind and to select a variety of healthy options.

### #2 AT THE MEETING

#### *Set the Stage for Success*

Before launching into the content, it's a good idea to take a few minutes to set the tone and participant expectations for the session. Here are a few suggestions that can help you get off on the right foot and support the success of your gathering.

- **Warm welcome and introductions.** Make people feel welcome. If the group is relatively small, invite everyone to share their name with the group. If you are working with a larger group, prompt participants to share their name and affiliation with fellow table members or the people sitting next to them.
- **Share the intended objectives at the beginning of the meeting.** Ensure that the group understands what the intended goals are for the session. Ask the group if there is anything else that they were hoping to learn.
- **Establish guidelines for meeting participation and sharing.** State ground rules up front and get agreement from the group to help participants establish appropriate ways to interact with each other during the discussion. Some common ground rules include having participants to raise their hand when they would like speak, asking everyone to put their mobile phones on mute/silent/vibrate, and striving to be positive and open to new ideas.

- **Get to know your participants.** Leading groups with varied levels of experience and knowledge can be challenging. Conducting a quick survey of participants at the start of the session is a helpful technique to get a sense of who is in the room. For example, you could ask people to raise their hands if they have ever completed emergency training, lived in a community that experienced a disaster, or work in the health profession. This extra step helps focus the conversation, making the discussion more valuable.
- **Be energetic and positive.** The group's enthusiasm will never surpass yours, so even if your style is low-key, it's your job as the facilitator to be energetic.

#### *Encourage Participation*

Now that you've done a great job of framing the session, it's time to delve into the toolkit material. As you are going through the agenda, include plenty of time for participants to interact and engage with each other. See the list of approaches and try different types to see what meets the needs of your group.

- **Stimulate group discussion.** People value group discussion. It is important to dedicate a good amount of time for questions and group discussion. Ideally, one quarter to one half of the agenda should be devoted to group discussion. Ways to accomplish this include limiting the number of presenters, enforcing time limits for each comment from the audience, and using index cards to gather and prioritize questions.
- **Guide the group in sharing information.** As the facilitator, part of your job is to engage everyone. Try to include everyone in the discussion and prevent one or two people from talking too much. Make a special effort to engage those who seem less comfortable. Everyone may not talk, but everyone should feel included in the conversation. If someone is taking up too much "air time," try standing by them and even putting a hand on their shoulder. Saying "let's hear from someone we haven't heard from yet" can help encourage quieter participants to share.



- **Involve different voices.** Throughout the session, gather ideas and thoughts from the group. Some examples of ways to do this include brainstorming, journaling followed by group sharing, working in pairs or small groups followed by sharing, or using note cards or post-its to share ideas.
- **Get help from the group.** As leaders emerge within the group, invite them to lead discussions, help take notes, summarize, and other tasks. Allowing others to lead the conversation can help encourage ownership.
- **Listen carefully.** Repeating what you hear from the group can be powerful. It lets people know that their voices have been heard and understood by the rest of the group.

### *Keep the Group Engaged*

At some point in the meeting, you may notice that the group's interest and attention is waning. Here are some ways to keep people engaged throughout the session.

- **Make time for networking.** Participants find a lot of value in networking and informal discussion. It is good idea to incorporate unstructured time into the agenda. If you are serving food, allow for a little extra break time to give everyone space to get to know each other and talk about topics of interest with one another. During day-long meetings, multiple short breaks and an unstructured lunch offer additional opportunities for attendees to mingle and get to know one another.
- **Keep things on track.** A good facilitator is also an attentive timekeeper and unafraid to let presenters know when they are over their allotted speaking time. Time cards with "5 minute warning," "2 minute warning" and "0 minute warning" can help. If you realize the session isn't going the way you planned, ask the group's permission to make changes along the way. During small group discussions, give the group a 5 minute warning to let them know it's time to wrap up their conversations.

- **Use visuals.** Many of us are visual learners. Try using charts, slides, videos, short handouts, or images to allow the group to see what they are hearing and reinforce the ideas being presented. The toolkit includes plenty of helpful images and charts to include in your sessions.
- **Provide takeaways.** Concrete takeaways are important. Participants appreciate being able to walk out of sessions with tools and ideas that they can use immediately. Examples of takeaways include next steps, resource lists, activities they can do at home, and handouts.

### **Managing Challenging Group Dynamics**

No matter how much time you spend planning and preparing for the session, a few challenges are bound to happen. Here are several techniques for getting through some of those common obstacles.

#### **What to do when...**

##### **The group looks bored or distracted:**

- Remind the group of the session objectives and the time frame
- Re-focus the group on a particular topic
- Try to close the item or set it aside in a “parking lot” for discussion later
- Ask the group if they would prefer to continue or move on to the next agenda item
- Change the activity. For example, if you are in a large group discussion, change to pair discussions.

##### **Someone exhibits disruptive behavior:**

- Use gentle and appropriate humor for redirection
- Restate the session ground rules  
*“Please remember that we all agreed to not interrupt each other”*
- Direct your questions to the individual for clarification  
*“Do you mind telling us a bit more?”*

- Seek help from the group  
*Ask the group “what do you all think?”*
- Be honest and say what you observe  
*“It feels like you’re trying to change the topic of the conversation”*
- Make both sides feel heard  
*“What I’m hearing is...”*
- Take a break to stretch and breathe  
*“It sounds like this is a heated topic. Why don’t we all take a minute to take a deep breath.”*

### People are really quiet and hesitant to talk:

- Pose thoughtful and engaging questions
- Invite the experts to speak up
- Call on individuals in the group
- Mix people up—use small groups or pair sharing and then have report-backs
- Use brainstorming to engage the room

## #3 CONCLUDE THE MEETING

### Follow-Up

It’s important to wrap up the meeting as strongly as you started it. Here are a few steps to consider as you conclude the meeting and start to plan the next session.

- **Summarize next steps.** At the end of the meeting, take a few moments to talk through the outcomes of the day and highlight any next steps. If the group is planning to meet again to discuss another section, consider asking a few people who have been thoughtful contributors to this meeting to help lead the next session.

- **Distribute and collect an evaluation.** Set aside a few minutes at the end of the meeting for the group to fill out a brief evaluation form.

*A sample evaluation is included in the Additional Resources section.*

- **Thank the group.** Thank and acknowledge everyone for their attendance and participation. Acknowledge special invited guests, guest speakers, volunteers, community leaders and other valued representatives.

#### #4 AFTER THE MEETING

- **Thank the group again.** The week after the meeting, send a brief follow-up email thanking the group again for participating. You will also want to include any additional resources that were offered during the session along with details on the next meeting. Send a more formal thank you note to any presenters.
- **Review the evaluations and plan the next meeting.** Look through the evaluations to help determine the “who, what, why, and where” of the next session.

### *3: Understanding Coalitions*

This section is about the nuts and bolts of how coalitions function. You will most likely want to jump into the exciting work that is bringing you all together, but in order for your coalition to be successful, it's important to dedicate some time to think about how you want to work together, not just what you want to work on. This includes your coalition type and structure, how you make decisions, and how you collaborate.

Having a clear idea or goal for what your coalition will look like will help your group have the right expectations for your activities and goals, your timeline, roles of all participants, and how you will work together.

#### **Determining Your Coalition Structure**

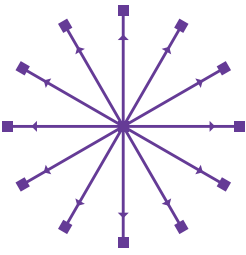
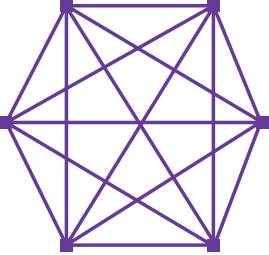
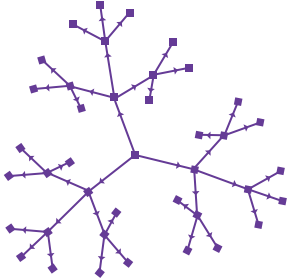
There are many ways to structure a coalition and getting on the same page about which structure is most appropriate can save some headaches in the future.

Structure matters because it determines the level of expectation for each member. Many of the common conflicts that arise in coalitions are due to members not having the same understanding about what they're working on, the purpose of the work, and the commitments needed. Use the following chart to help determine what kind of coalition you are or want to be.

There are three main coalition types. Choose which description best fits your coalition. One is not better than the other and there are benefits and drawbacks of each type. Ask yourselves: Are we happy with where we are at? If yes, what will it take to sustain? If not, where would we like to be and what would it take to get there?

# Resilience Builder

## Tools for Strengthening Disaster Resilience in Your Community

	Cooperating Networks	Coordinating Networks	Collaborating Networks
<b>Organizational Chart</b>			
<b>Main Coalition Purpose</b>	Main goal is to share information and elevate mutual awareness	Main goal is to identify and pursue joint planning, funding, service delivery, or policy advocacy priorities	Main goal is to pursue fundamental, long-term system creation or reform
<b>Relationship Type</b>	Creates a social environment that leads to better personal and professional relationships	Strengthens individual and institutional relationships by engaging in activities that require greater mutual reliance	Builds relationships by reaching shared agreement, working together, using robust methods for addressing and resolving conflicts, and redefining how each member operates as a result of the collaboration
<b>Participation Focus</b>	Focus is on showing up, learning, and discussing	Focus is on negotiation, joint projects, and developing interdependence	Focus is on authentic, long-term participation that can radically shift organizations
<b>Member Commitment</b>	Relatively easy to join and exit	Time, resource, and energy commitments are negotiated with other network members	Requires that members come with the authority to speak on behalf of and bind their organizations to network decisions

## Leadership & Decision-Making

Leading a coalition is very different from leading an organization. The leader in a typical organization is at the top of a hierarchy and they have the authority to tell their staff what to do. In a coalition, where everyone is coming of their own free will and with their individual interests and priorities, no single member has authority over another member. In the absence of power based on position or title, effective leadership in a coalition is more focused on influence, flexibility, and building a shared vision. If a coalition leader attempts to make decisions like a typical organization, there will inevitably be resistance or members may choose to leave.

### Leading a Coalition

Coalition Approach	Traditional Organizational Approach
Influence	Authority
Flexibility and change	Activity observations
Guide interactions and provide opportunities	Develop systems and guide processes
Focus on shared vision	Focus on day to day activities

Here are some steps to help support a coalition approach to leadership:

- Decide together what the top responsibilities are and then divide those up among the members. Even though most coalitions don't have a director running everything, it doesn't mean that members don't have specific roles, responsibilities and accountability to the group. That division of responsibilities can be formal or informal. For example, if your coalition is prioritizing recruiting new members, you can have someone be the formal "membership chair" or "membership coordinator" for a year's term and they are responsible for developing recruitment plans. Or, on the looser end, someone can simply volunteer to manage a month-long recruitment campaign and their responsibility ends when the campaign ends.
- Have a few people within the coalition form a small leadership team or steering committee. You will not be able to anticipate what will arise and it always helps to have a team who will take responsibility for addressing these items, rather than hoping someone will volunteer each time.
- Have a clear decision-making process. This process should be developed by the coalition and be connected to leadership. In the absence of authority, process becomes more crucial to the smooth running of a coalition. Here are the four common types of coalition decision-making processes:



## Types of Coalition Decision-Making Processes

Type	Process	Example
<b>Authoritative: conditions set by others</b>	This is most common when there is a member who has more power than the others, often a funder of the coalition or the agency that brought everyone together to begin with.	For example, in a funding agreement for the coalition, the funder stipulates that the coalition must work on a particular issue.
<b>Community consensus: group decides together</b>	All members discuss, deliberate, and decide. Unanimous consent is required for a decision.	For example, a coalition requires 100 percent agreement to take a position on a certain policy. In the absence of consensus, members are allowed to individually take a position but the coalition itself will not.
<b>Democracy: majority votes of members</b>	Decisions are brought to a vote and the majority decision stands. This is a very common process, especially since consensus can be difficult to achieve, but majority vote can also cause rifts in a coalition if efforts aren't made to compromise between disagreeing parties.	For example, a coalition brings its annual budget up for approval and a simple majority vote of a quorum passes it.
<b>Emergence: actions of members</b>	The coalition itself makes no decisions, but it brings up issues and the members decide for themselves what to do. This is more common in cooperating networks, where members are more loosely connected.	For example, a funder approaches a coalition with a funding opportunity to work in a particular neighborhood. Only some of the members want to do it, so they take advantage of it, while the others do not get involved.

Your coalition may actually decide to use a combination of decision-making processes. For example, it may require consensus for funding and budget decisions but only majority vote for program decisions. Again, there is no right or wrong process here, each has its benefits and drawbacks. Your coalition just needs to choose the one that is the best fit.

### Collaboration

Developing strong partnerships depends on several different factors and it's worth assessing them regularly to check in on how the partnership is going. People assume that if they like each other then they know how to work together, but it's not usually that simple. Important factors to consider are:

- The environment you're working in, including community dynamics
- The characteristics of the membership, such as representation and mutual respect
- The structure of the collaboration, including opportunities to participate
- The quality and frequency of communication
- Having a valued and clear purpose
- Having sufficient resources, including funds and time

Please refer to the resource section to find a simple assessment form called "Factors Influencing the Success of Collaboration," which provides more description of these six key factors. Your coalition can use and adapt the assessment tool to get a picture of what is working well and what needs more attention. You can use this tool at the beginning of a collaboration to see which success factors already exist and which ones may need to be cultivated. Then refer back to it on a regular basis, such as annually. It can help initiate needed conversations on things that may not be working well.

*The collaboration assessment tool is included in the Additional Resources section.*

If you are interested in making the collaboration or partnership more formal, one tool you may want is a Memorandum of Understanding (MOU). This is a simple document outlining each member's responsibility to the coalition that is then signed by each party promising to fulfill these responsibilities. Because there may be turnover in agency representatives and because it's easy to misunderstand each other in this kind of setting, it is always helpful to have any commitments in writing.

*A sample MOU is included in the Additional Resources section.*

### Keeping Your Coalition Going

After the initial excitement of coming together and some initial successes, coalitions often reach the stage where they start thinking about how to keep their work going for the longer term. It's important to remember that a coalition will likely change and evolve over time. Just because something worked well during one period of time doesn't mean that it will continue working well. That's the wonderful thing about coalitions: groups come together to meet a need, work together, build relationships with each other, and experiment. Once the need has been met and the relationships have solidified, it is easy to evolve into something else or to disband if interest has waned.

### Understanding the Phases

In order to be successful and have appropriate expectations and goals, it's important to consider what phase your coalition is in. Depending on the phase, you may not need to worry about long-term plans quite yet. You may just want to focus on getting to the next phase. There are four phases that are common in coalition settings:

- Planning Phase
- Action Phase
- Growth Phase
- Advanced Phase

Please see the chart for more information on what each phase looks like—what tends to be going well, what is challenging, and what tools are appropriate. When thinking about how to move to the next phase, discuss together the following questions to help you choose and plan your next steps:

1. What do we value most about our coalition?
2. What parts of our work do we want to build and sustain?
3. What parts of our work would we consider letting go?

## Phases of Coalition Building

*Adapted from Collective Impact Forum*

	<b>Phase I: Planning Phase</b>	<b>Phase II: Action Phase</b>	<b>Phase III: Growth Phase</b>	<b>Phase IV: Advanced Phase</b>
<b>What tends to be going well</b>	<p>Diverse group of key leaders at the table</p> <p>There is inspiration and momentum around solving the problem</p> <p>Alignment with existing collaboratives</p>	<p>The initiative has a clear and compelling goal</p> <p>Diverse partnerships and stakeholder engagement</p> <p>Beginning to use data to inform governance and action</p>	<p>Influence on policies and policy makers</p> <p>Reflecting and building on earlier successes</p> <p>Using shared metrics to increase cohesion and engagement</p>	<p>Members speak with a common voice</p> <p>All key community stakeholders are engaged in some way</p> <p>Group is structured for action and to take advantage of quick wins</p> <p>Data has been streamlined and linked to accountability</p>
<b>What tends to be challenging</b>	<p>Shifting leaders' mindsets to focus on systems change</p> <p>Clashing egos from those unused to this type of collaboration</p> <p>Finding and attracting funders</p>	<p>Identifying quick wins while avoiding distractions</p> <p>Effectively capturing and utilizing data for action</p> <p>Balancing funding needs to reach financial sustainability</p> <p>Sharing power and credit</p>	<p>Meeting fatigue</p> <p>Moving from planning to action</p> <p>Unequal progress among different facets of the initiative</p>	<p>Educating funders on the power of the work and importance of sustaining it</p> <p>Managing changes in leadership over time</p> <p>Ability to evolve the initiative to changing circumstances and scale</p>

# Resilience Builder

## Tools for Strengthening Disaster Resilience in Your Community

	Phase I: Planning Phase	Phase II: Action Phase	Phase III: Growth Phase	Phase IV: Advanced Phase
<b>Tools to help break through</b>	<p>Regular meetings</p> <p>Piggybacking collective impact meetings on existing meetings already attended by some partners</p> <p>Clear definitions around the problem the initiative is seeking to solve, the roles of the partners, and the responsibility of the steering committee and backbone organization</p> <p>File sharing, calendar sharing, etc.</p> <p>Asset mapping techniques</p> <p>Partnership tools</p>	<p>Memorandums of Understanding</p> <p>Building capacity through outside technical assistance providers</p> <p>Identifying best practices among initiative members and then scaling them across the entire group</p> <p>Identifying and achieving quick wins in order to maintain momentum</p>	<p>Online report card around shared metrics</p> <p>Utilizing prototyping to test new projects</p> <p>Mapping efforts to determine who is doing what and reinforce activities</p> <p>Proactively reaching out to those still “not getting it” and bringing them in</p> <p>Creating a brain trust of advisors to help think about next steps</p>	<p>Joint fundraising by partners to support the initiative’s activities and backbone infrastructure</p> <p>Strong use of diverse marketing tools to build awareness and develop common narrative around issue (blogs, newsletters, e-blasts, website, editorials, billboards, etc.)</p> <p>Making time for reflection as individual partners and as a group</p> <p>Landscape mapping to identify changing realities</p> <p>Written theory of change or strategic action plan</p>

### Getting Started on Sustainability

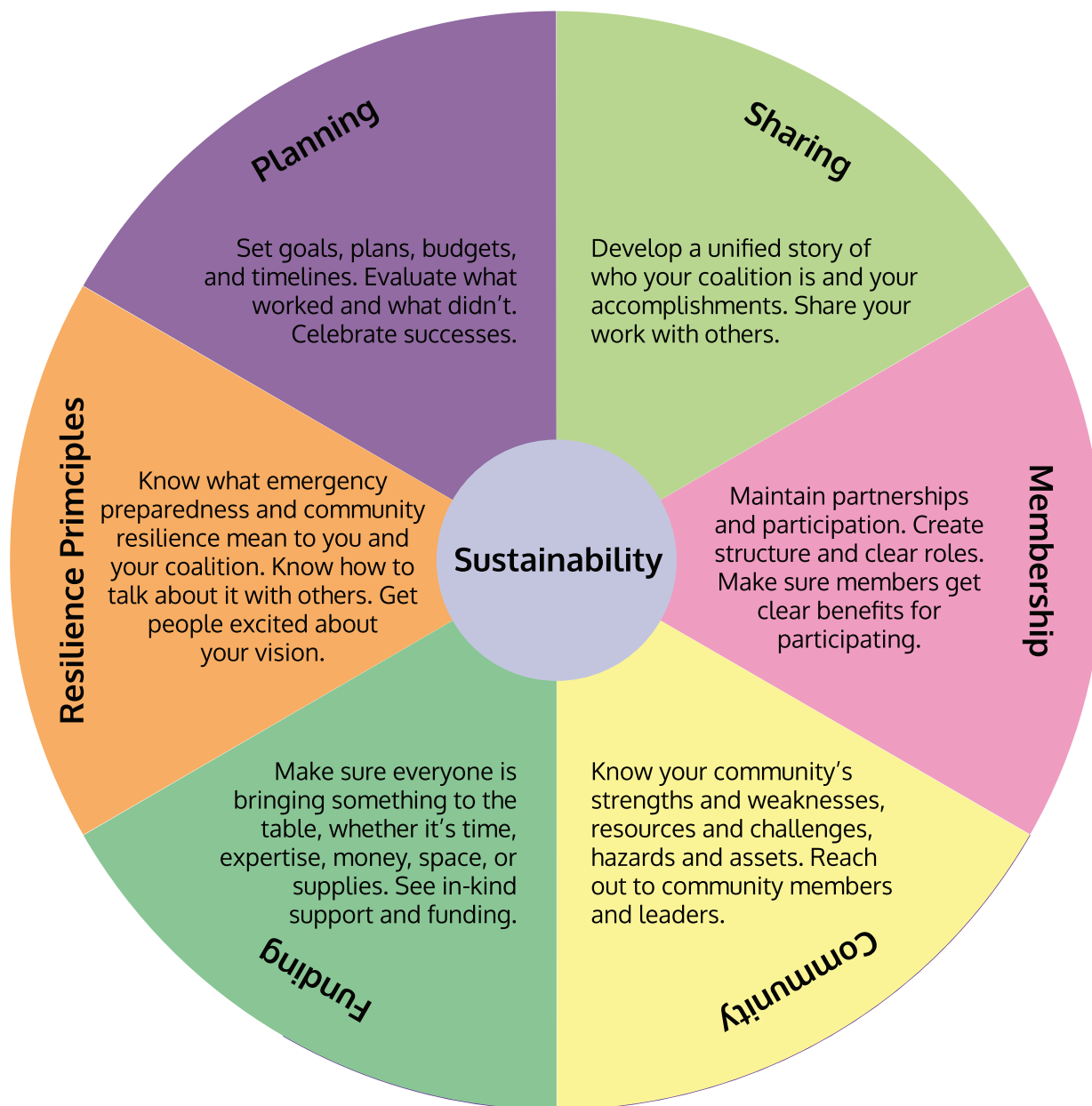
Sustainability usually refers to a set of plans and processes that are put in place to help ensure the ongoing success of an effort, while taking into account the different external circumstances and financial demands that will affect it. Sustainability is difficult to plan for because there are many things to consider and many unknowns for the future. But to help your coalition get started, we’ve highlighted the six most important aspects.

- **Resilience Principles.** Stay true to your overall goal of building community resilience and understanding what that means. Don’t worry if how it looks changes over time.

- **Planning.** Set goals, plans, and timelines to help your group get on the same page of what you are trying to accomplish and what you each need to do to get there.
- **Sharing.** Once you have developed a clear idea of who you are and have had some successes to celebrate, be sure to share your story and your work with others.
- **Membership.** Maintain the partnerships and participation that you've already developed. Make sure the ongoing benefits to participating are clear.
- **Community.** Keep in touch with the community and stay informed about what they care about. Keep reaching out to community members and leaders.
- **Funding.** Make sure everyone is bringing something to the table, whether it's time, money, expertise, space, or supplies. Develop a plan for how to continue bringing resources in.

# Resilience Builder

## Tools for Strengthening Disaster Resilience in Your Community



Prepared for the LACCDR Project  
by Community Partners, 2015



## 4: Additional Resources

### Learn More

Many of the ideas presented here are adapted from other resources. Check them out to go deeper on the topic of community engagement, coalitions, networks, and collaboration.

- Principles of Community Engagement of the Centers for Disease Control and Prevention, <http://www.atsdr.cdc.gov/communityengagement/>
- International Association for Public Participation, <http://www.iap2.org/>
- *Networks that Work: A Practitioner's Guide to Managing Networked Action* by Paul Vandeventer and Myrna Mandell, 2011, <http://www.communitypartners.org/networks>
- *Net Gains: A Handbook for Network Builders Seeking Social Change* by Peter Plastrik and Madeleine Taylor, 2006
- *Collaboration: What Makes It Work* by Paul W. Mattessich, Marta Murray-Close, and Barbara R. Monsey, 2001
- Collective Impact Forum, <http://collectiveimpactforum.org/>

**Meeting Planning Worksheet**

**Who**

*Who is the intended audience for the session?*

**What**

*What are your desired outcomes? What are the most important things we want the session to accomplish?*

**Why**

*Why is it important that we bring this group together?*

**Where**

*Where would be the most appropriate location to assemble this group?*

**Revisit Your List of Participants**

*Given what you hope to accomplish, are the right people in the room? Is there anyone else you should invite?*

**Create Your Basic Agenda**

*What topics will you cover? How will you address the topic? How much time will you need? Who will facilitate each piece?*

What	How	Time	Who

**Who will play what roles in the session?**

**Who should you discuss the agenda and roles with ahead of time?**

**Do you have any concerns leading or planning this session?**

## Sample Agenda

### **Name of Meeting**

*Date and Time*

*Location*

### **Objective or Purpose:**

In a few brief sentences, describe the goals of the session.

**10:00 am Welcome and Introductions**

*Name of Presenter*

**10:15 am Objectives and Ground Rules**

*Name of Presenter*

**10:30 am Icebreaker**

*Name of Facilitator*

**11:00 am Topic 1: Brief Description**

*Name of Presenter*

**12:00 am Networking Lunch**

**12:45 am Topic 2: Brief Description**

*Name of Presenter*

**2:15 am Aha Moments and Next Steps**

**2:30 am Session Ends**

### Sample Evaluation

#### Template [NAME OF SESSION] Evaluation

*Thank you for attending our [NAME OF SESSION] session on [DATE]. We hope that you found the session valuable and informative. As we plan future programs, we would like to get your feedback. Please assist us by filling out this brief evaluation.*

#### 1. Overall, how useful was [NAME OF SESSION] session for you?

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
Not Useful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Very Useful

#### 2. What was the most important or useful aspect of this session for you?

#### 3. How useful was this meeting for you as:

	Not Useful			Very Useful	
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
An opportunity to network with community members?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
An opportunity to learn about [TOPIC]?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
An opportunity to share your interests with others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
An opportunity to access tools and resources?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### 4. What topics or speakers related to emergency preparedness and resilience would you like to see at a future learning session?

#### 5. Any additional comments you would like to share?

## Factors Influencing the Success of Collaboration

*Adapted from Collaboration: What Makes It Work, 2nd Edition*

These six success factors are those that are cited most often for a collaborative effort to be effective. Rate your coalition on how strongly each factor is present and use these results to help your coalition prioritize important discussions and steps.

### Rating Scale:

1. Not present
2. We have it somewhat but it needs work
3. Good enough for now
4. Good but we want to actively improve it
5. We have it and are proud of it

1. ENVIRONMENT	1	2	3	4	5
<p><b>A.</b> History of collaboration or cooperation in the community</p> <p>A history of collaboration or cooperation exists in the community and offers the potential collaborative partners an understanding of the roles and expectations required in collaboration and enables them to trust the process.</p>					
<p><b>B.</b> Collaborative group seen as a legitimate leader in the community</p> <p>The collaborative group (and, by implication, the agencies in the group) is perceived within the community as reliable and competent—at least related to the goals and activities it intends to accomplish.</p>					
<p><b>C.</b> Favorable political and social climate</p> <p>Political leaders, opinion-makers, persons who control resources, and the general public support (or at least do not oppose) the mission of the collaborative group.</p>					

2. MEMBERSHIP CHARACTERISTICS	1	2	3	4	5
<p><b>A.</b> Mutual respect, understanding, and trust</p> <p>Members of the collaborative group share an understanding and respect for each other and their respective organizations: how they operate, their cultural norms and values, their limitations, and their expectations.</p>					
<p><b>B.</b> Appropriate cross section of members</p> <p>To the extent that they are needed, the collaborative group includes representatives from each segment of the community who will be affected by its activities.</p>					
<p><b>C.</b> Members see collaboration as in their self-interest</p> <p>Collaborating partners believe that they will benefit from their involvement in the collaboration and that the advantages of membership will offset costs such as loss of autonomy and turf.</p>					
<p><b>D.</b> Ability to compromise</p> <p>Collaborating partners are able to compromise, since the many decisions within a collaborative effort cannot possibly fit the preferences of every member perfectly.</p>					

3. PROCESS AND STRUCTURE	1	2	3	4	5
<p><b>A.</b> Members share a stake in both process and outcome</p> <p>Members of a collaborative group feel “ownership” of both the way the group works and the results or products of its work.</p>					
<p><b>B.</b> Multiple layers of participation</p> <p>Every level (upper management, middle management, operations) within each partner organization has at least some representation and ongoing involvement in the collaborative initiative.</p>					

4. PROCESS AND STRUCTURE	1	2	3	4	5
<p><b>C. Flexibility</b></p> <p>The collaborative group remains open to varied ways of organizing itself and accomplishing its work.</p>					
<p><b>D. Development of clear roles and policy guidelines</b></p> <p>The collaborating partners clearly understand their roles, rights, and responsibilities, and they understand how to carry out those responsibilities.</p>					
<p><b>E. Adaptability</b></p> <p>The collaborative group has the ability to sustain itself in the midst of major changes, even if it needs to change some major goals, members, etc., in order to deal with changing conditions.</p>					
<p><b>F. Appropriate pace of development</b></p> <p>The structure, resources, and activities of the collaborative group change over time to meet the needs of the group without overwhelming its capacity, at each point throughout the initiative.</p>					

5. COMMUNICATION	1	2	3	4	5
<p><b>A. Open and frequent communication</b></p> <p>Collaborative group members interact often, update one another, discuss issues openly, and convey all necessary information to one another and to people outside the group.</p>					
<p><b>B. Established informal relationships and communications links</b></p> <p>In addition to formal channels of communication, members establish personal connections - producing a better, more informed, and cohesive group working on a common project.</p>					

## Resilience Builder

### Tools for Strengthening Disaster Resilience in Your Community

6. PURPOSE	1	2	3	4	5
<p><b>A. Concrete, attainable goals and objectives</b></p> <p>Goals and objectives of the collaborative group are clear to all partners and can realistically be attained.</p>					
<p><b>B. Shared vision</b></p> <p>Collaborating partners have the same vision, with clearly agreed-upon mission, objectives, and strategy. The shared vision may exist at the outset of the collaboration, or the partners may develop a vision as they work together.</p>					
<p><b>C. Unique purpose</b></p> <p>The mission and goals, or approach, of the collaborative group differ, at least in part, from the mission and goals, or approach, of the member organizations.</p>					

7. RESOURCES	1	2	3	4	5
<p><b>A. Sufficient funds, staff, materials, and time</b></p> <p>The collaborative group has an adequate, consistent financial base, along with the staff and materials needed to support its operations. It allows sufficient time to achieve its goals and includes time to nurture the collaboration.</p>					
<p><b>B. Skilled leadership</b></p> <p>The individual who provides leadership for the collaborative group has organizing and interpersonal skills, and carries out the role with fairness. Because of these characteristics (and others), the leader is granted respect or “legitimacy” by the collaborative partners.</p>					



## Factors Influencing the Success of Collaboration

This document serves as a Memorandum of Understanding (MOU) between:

[*Your Agency Name*] AND [*Community Organization Name*]

General Purpose: To provide [*Your Agency Name*] with: \_\_\_\_\_

This collaboration supports improved communication with [*Group You Are Working With*] for emergency preparedness planning and information dissemination during emergencies.

Agreement:

[*Community Organization Name*] agrees to:

- 1.
- 2.
- 3.

If [*Community Organization Name*] staff have any questions that cannot be answered through [*Community Organization Name*], they should contact [*Your Agency Contact Person*] at [*Your Agency Name Contact Person*] [*Phone Number*].

This document is a statement of understanding and is not intended to create binding or legal obligations with either party.

Agree to and accepted by:

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Title: \_\_\_\_\_

Name of Community Agency: \_\_\_\_\_

\_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_ Zip: \_\_\_\_\_

Telephone Number: \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Title: \_\_\_\_\_

Name of Community Agency: \_\_\_\_\_

\_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_ Zip: \_\_\_\_\_

Telephone Number: \_\_\_\_\_





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