



Ready[®] Community

STEP TWO

Understanding the Situation

Vulnerability and Assessment

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This facilitator’s guide outlines the content, activities, and handouts that should be used to teach this section. Refer to this document for detailed guidance on how to deliver ReadyCommunity Step Two.

STEP Two

Understanding the Situation

Before Starting Step Two...

Prior to moving on to Step Two, the core and planning teams should complete these activities from Step One:

1. Contact the identified potential partners and invite them to Step Two meeting
2. If applicable, complete the readiness activities. (Handout –“Are We Ready?” from Step One)
3. Complete to-do items that were discussed and assigned during Step One’s “Questions & Discussion” at the close of Step One.

Step Two Overview

Studies have shown that resilient communities are those that can prepare for, respond to, and rebound quickly from disasters. These abilities do not happen by luck. In this step, participants learn how planning and reducing vulnerabilities contribute to resilience. They develop a better understanding of what makes residents, neighborhoods, and communities more or less vulnerable to extreme events. They learn how to identify and map the most vulnerable populations and locations in their communities.

Objectives

Participants will learn:

- Steps in disaster management
- What resilient communities look like
- How to assess vulnerability in their communities

Estimated Time to Complete Step Two Activities

Three hours plus additional time to complete the worksheets, and prepare for and host the Open House

References to CPG 101

Pages 4-7 – 4-10

Understanding the Situation

In Step Two – Understanding the Situation, Part I will be devoted to overview and discussion of disaster management, community vulnerability, and resiliency. During this period, participants will also create a disaster event time line. Part II will be hands-on, as the group learns how to conduct community vulnerability assessments. The vulnerability assessment consists of nine tasks and includes small group activities guided by worksheets. Some homework will be necessary in order for the group to complete worksheets. Worksheets are designed to provide background information to be used in the community planning processes in Steps Four, Five and Six. Finally, in Part III, participants will learn how to conduct an Open House to gather public input to ground-truth the information gathered in this section. They will also learn more about sources of information on vulnerable populations in their communities.

Advance Preparation

One Week Prior

- Follow up with local point person
 - Confirm final count
 - Discuss any questions/concerns that may have surfaced
 - Discuss any homework assignments
- Send a reminder to participants
 - Confirm date, time, location
 - Go over what they should expect, their responsibilities, homework (if any)
- Confirm food and beverages, if being provided, with local point person
- Double check logistical arrangements
- Print handouts (See “Supplies Needed” below)
- Add your contact information to the final slide in PowerPoint “ReadyCommunity – Step Two”

Day of event

- Arrange room so that participants from each county (or community) will be able to work together. A table for each group usually works well.
- Set up PowerPoint equipment with screen at front of room and tables on either side of projection equipment
- Load presentations on computer prior to session
- Place about 15 feet of heavy-duty brown paper on wall with blue painters tape
- Distribute handouts [PowerPoint presentation, Community Based Vulnerability Assessment Guidebook, extra worksheets (Worksheets 1-11 in Guidebook)]
- Place “super” balls on tables

Supplies Needed

Handout 1 – PowerPoint Presentation (optional)
Handout 2 – Community Based Vulnerability Assessment (CBVA) Guidebook
Handout 3 – Community Based Vulnerability Assessment Worksheets 1-11 (*these are also included in the CBVA Guidebook but committee members will appreciate a second set*)
Handout 4 – CBVA Task Organization Worksheet
Handout 5 – Open House Fact Sheet
Handout 6 – Ground-Truthing Open House Guide
Handout 7 – Sample Open House Flyer
*Handout 8 – County QuickFacts (or other similar county level data summary)
Handout 9 – Data Sources
Handout 10 – Using Census.gov
Computer
Projector
Extension cord
Screen or blank wall
Sign in sheet
Flip chart, easel, and markers
Brown paper or newsprint roll
Blue painters tape
County/local maps (can be locally available street maps, county road maps, Google maps) for each county/community group
Nametags and/or tents
Solid rubber ball
Beanbag (can be made with clear plastic sandwich bags – doubled and taped well)
“Super balls” (at least 2-3 per county/community tables)

***Note to facilitator: Handout 8** – County QuickFacts - You will need to locate this information for your county following the directions on Handout 10 “Using Census.gov”. Feel free to draw from other data sources if you choose as long as basic demographic and socio-economic information is included.

Resources

Developing and Maintaining Emergency Operations Plans: Comprehensive Preparedness Guide 101. FEMA.

Community Based Vulnerability Assessment: A Guide to Engaging Communities in Understanding Social and Physical Vulnerability to Disasters. Emergency Preparedness Demonstration Project. MDC, Inc. 2009.

STEP TWO Detailed Instruction

Slide 1

ReadyCommunity

Display the Welcome Slide so participants see it when they enter the room.

Welcome participants and allow time for introductions if participants are not already acquainted.

Warm up:

Ask each person to share the following information:

- Name (If they are not already acquainted)
- The first thing that comes to mind when you hear the word resilient (tell them to name something in one or two words – fast)
- (Alternate opener – Name one thing that bounces.)

Introduce today's session.



Supplies/Materials

Handout 1 – PowerPoint Presentation (optional)
Flip Chart
Easel
Markers
Brown paper on walls

Estimated Time

5-10 min. (depending on size of the group)

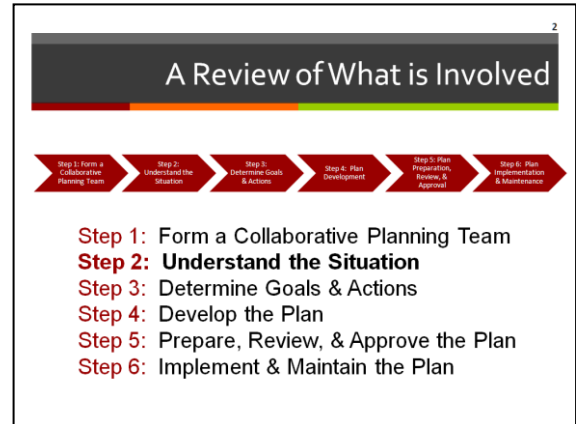
STEP TWO Detailed Instruction

Slide 2

A Review of What is Involved

As discussed in Step One, the ReadyCommunity process follows six basic steps as outlined in CPG 101 and shown here.

Today we are beginning our work on Step Two: *Understanding the Situation*.



Supplies/Materials

Estimated Time

1 min.

STEP TWO Detailed Instruction

Slide 3

Overview

Review the topics you will cover in today's session:

Part I. Setting the Stage – Disaster Management 101

Part II. Community Based Vulnerability Assessment

Part III. Ground-truthing

Now, let's get started with the first topic.



Supplies/Materials

Estimated Time

1 min.

STEP TWO Detailed Instruction

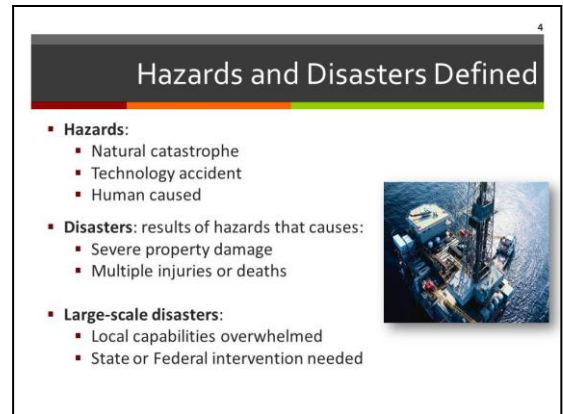
Slide 4 Hazards and Disasters Defined

It's easy to get confused when people talk about hazards and disasters. So let's talk about what we mean by each of these terms so that we are all speaking the same language.

We usually define **hazards** as situations that have the potential to be catastrophic such as natural events (tornadoes, ice storms, etc.), technological accidents (like failure of a dam), or human caused sources of harm (such as the release of toxic materials).

A **disaster** is generally the result of a natural catastrophic event, a technological or human caused incident that results in severe property damage, multiple injuries or deaths.

A catastrophic event that overwhelms local response capacities is usually referred to as "large scale." Typically, large-scale disasters require state and federal intervention.



Hazards and Disasters Defined

- **Hazards:**
 - Natural catastrophe
 - Technology accident
 - Human caused
- **Disasters:** results of hazards that causes:
 - Severe property damage
 - Multiple injuries or deaths
- **Large-scale disasters:**
 - Local capabilities overwhelmed
 - State or Federal intervention needed

Supplies/Materials

Estimated Time

5 min.

STEP TWO Detailed Instruction

Slide 5 Hazards in Your Community

Activity

This activity requires participants to create disaster timelines.

- Groups are to use the brown paper on the wall to develop a timeline of disasters experienced in their communities.
- Participants will have 10 – 15 minutes to develop a disaster timeline going back as far as they can remember.
- Each group will then *briefly* explain their disaster history to the rest of the participants.

Have each group identify the elements listed on the slide:

- What hazards are you likely to encounter in your community? List these hazards.
- Are these hazards related to the natural environment or the built environment (man-made)?
- How would you rank these hazards according to frequency and severity of risk?

Note to facilitator: As the groups briefly explain their disaster history, list each disaster on the flip chart.

Keep the timelines up on the wall. Participants will use this information later in the vulnerability assessment.



Hazards in Your Community

- Draw a **disaster timeline** going as far back as you can remember.
- Identify:
 - Hazards are you likely to face in your community
 - Source: natural environment or built environment
 - Rank by frequency and severity of risk

Supplies/Materials

Flip Chart
Markers
Brown paper on walls

Estimated Time

20-25 min.

STEP TWO Detailed Instruction

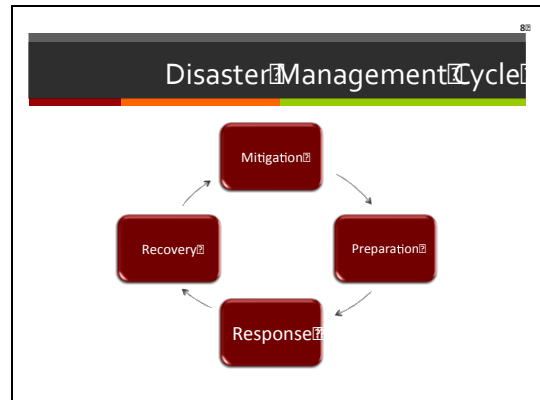
Slide 6 Disaster Management Cycle

This is an overview slide of the process of disaster management. Most organizations working in and with disasters break the process into *at least* the four components shown on this slide:

- **Mitigation and Prevention** – Efforts to reduce the loss of life and property by reducing impacts of disasters. Usually refers to physical or structural approaches such as implementing building codes.
- **Preparation** – Activities designed to assist in responding to hazards. These can be federal, state, local, family or individual levels. Individual example may be to develop a “go kit.”
- **Response** – Immediate actions to reduce physical, psychological, social, and economic impacts of an incident.
- **Recovery** – Longer term process for restoring social, economic, structural, financial conditions in a community.

It is important to know and understand how the process of disaster management is organized so that all participants in the planning process are able to communicate with each other.

Take time to talk about examples of each stage to ensure that all participants understand the cycle components.



Supplies/Materials

Estimated Time

10 min.

STEP TWO Detailed Instruction

Slide 7 Vulnerability and Resilience

Not everyone in a community is affected equally by disasters. Pre-existing structures and conditions, *including social structures and conditions*, are often responsible for responses and impacts to disaster. Attention to vulnerability can reduce the impacts of disasters.

The impacts of hazards will vary according to how vulnerable communities are. For example, a community where there are a large number of poor residents who don't have the means to evacuate as floodwaters rise, will be hit much harder than a community in which most of the residents can protect their property with sandbags and evacuate.

Vulnerability and Resilience

Hazards
+
Community
Vulnerability
=
Impacts

Supplies/Materials

Estimated Time

1 min.

STEP TWO Detailed Instruction

Slide 8 Vulnerability in Your Community

It is important to consider all members of the community, and to do that, we must consider the socially vulnerable.

Ask participants to review the list of Vulnerable Populations that they generated in Step One.

And then ask participants:

- Who else may be vulnerable in the community?

- Why are these groups of people vulnerable? (Some possible answers listed below.)
 - Economic conditions?
 - Social conditions?
 - Physical disabilities?
 - Special needs?

Add responses to the flip chart.


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Vulnerability in Your Community

DISCUSSION:

Use Vulnerable Populations list from Step One.

- Who else may be vulnerable in your community?
- Why are these groups of people vulnerable?



Supplies/Materials

Flip Chart
Markers

Estimated Time

10 min.

STEP TWO Detailed Instruction

Slide 9

Community Action and Resiliency

Building local capacity refers to the ability of the community to mobilize resources. How well communities build local capacity is dependent on how community members communicate and work with each other.

Discuss the points on this slide (listed below):

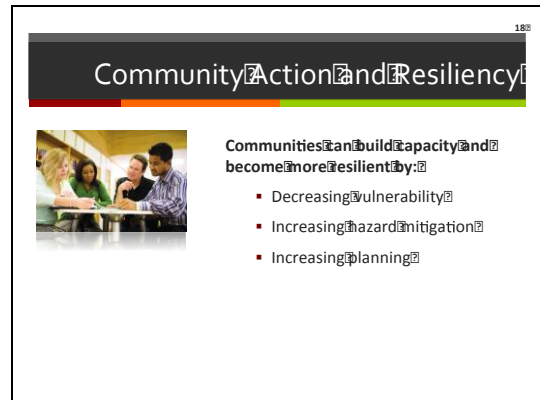
- Decreasing vulnerability
- Increasing hazard mitigation
- Increasing planning

What we are trying to point out here is that communities, even communities that are physically or environmentally vulnerable, can take local action to decrease their vulnerability and increase their resiliency.

Remember, it is important that they build local capacity to mobilize resources. Local capacity is dependent on social interaction within the community.

Two very positive and concrete steps to decrease their vulnerability are to:

- a) Increase local hazard mitigation and
- b) Increase local planning.



Supplies/Materials

Estimated Time

5 min.

STEP TWO Detailed Instruction

Slide 10 Resiliency Defined

Let's take a closer look at "resiliency." Read FEMA's definition of resiliency:

"The ability to resist, absorb, recover from, or adapt to an adverse occurrence."

[Click to introduce "bounce"]

Bounce discussion points:

- What does the word "bounce" suggest to you?
- What kind of communities do you think would bounce back the best?
- Why?

This will require a demonstration using a beanbag, solid rubber ball, and small, high-bounce "super" balls. Remind participants that resilience is all about *bounce*. Drop the beanbag on floor and ask participants. How well did it bounce? When they reply it did not, ask "why?" (Let them look at the beanbag.)

They should be able to see that it is loosely packed and all the components (beans) are independent of one another.

Then bounce a rubber ball on the floor. Ask participants:

- Does it bounce better?
- Why? (Dense particles inside are well integrated)
- How does the size of a community affect resilience? (It could affect resilience because smaller communities might have fewer resources. Larger communities and cities typically have more resources to draw upon in an emergency situation. On the other hand, a small community might be resilient because it is more cohesive.)

Ask participants to bounce the "super" balls, which should bounce high and rebound rapidly, showing that size does not necessarily affect resilience.



Supplies/Materials

Beanbag
Rubber ball
Super balls

Estimated Time

10 min.

STEP TWO Detailed Instruction

Slide 11

Resilient Community Characteristics

Resilient Communities are characterized by (as listed on the slide):

- Sound and/or fortified infrastructure
- Access to diverse community resources (financial and human)
- Processes available for providing information to business and households
 - Diverse planning partners working together
 - The ability to work together and mobilize collective resources is dependent on ***social interaction***.

Discussion points:

- What do we mean by a sound or fortified infrastructure?
- We talk about ***diverse*** community resources – what examples can you think of?
- What are some ways we can provide information to businesses and households especially in those communities we consider being vulnerable?
- What are some pros and cons of having diverse partners?
 - Hearing different viewpoints
 - Bringing different talents and resources to the table
 - Sometimes more difficult to work with diverse groups



Supplies/Materials

Estimated Time

5 min.

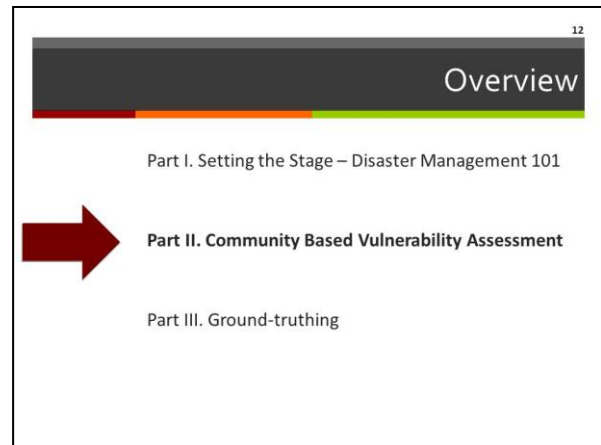
STEP TWO Detailed Instruction

Slide 12 Overview

Note to facilitator: You are now beginning Part II of Step Two. It will take approximately one hour.

Now let's move on to the next topic:

- Part I. Setting the Stage – Disaster Management 101
- **Part II. Community Based Vulnerability Assessment**
- Part III. Ground-truthing and putting it all together



Supplies/Materials

Estimated Time

1 min.

STEP TWO Detailed Instruction

Slide 13 Community Based Vulnerability Assessment

The CBVA helps the community assess:

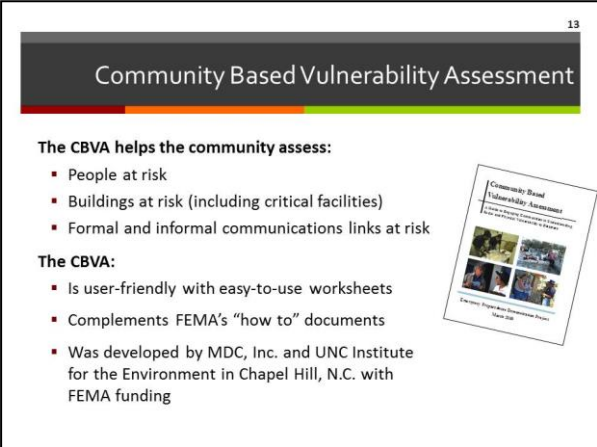
- People at risk (including those with special needs)
- Buildings at risk (including critical facilities like hospitals and schools)
- Formal and informal communications links that may be vulnerable to disruptions during and after disasters

The CBVA:

- Is user-friendly
- Complements FEMA's "how to" documents on mitigation planning
- Was developed by MDC, Inc. and UNC Institute for the Environment in Chapel Hill, NC with FEMA funding.

Discussion point:

- Why would it be important to gather this information?



Community Based Vulnerability Assessment

The CBVA helps the community assess:

- People at risk
- Buildings at risk (including critical facilities)
- Formal and informal communications links at risk

The CBVA:

- Is user-friendly with easy-to-use worksheets
- Complements FEMA's "how to" documents
- Was developed by MDC, Inc. and UNC Institute for the Environment in Chapel Hill, N.C. with FEMA funding

Supplies/Materials

Handout 2 – Community Based Vulnerability Assessment Guidebook (CBVA)

Handout 3 – CBVA Worksheets 1-11

Estimated Time

5 min.

STEP TWO Detailed Instruction

Slide 14 Community Based Vulnerability Assessment

CBVA Task 1. Getting Started

This next few slides, which correspond to CBVA Tasks 1-7, are designed **to show you how** to conduct the community based vulnerability assessment.

You will not be completing this assessment as part of today's activity.

Rather, you will go through each slide and each task so the group can learn the process and the different stages of the assessment. **THEN, the group will need to make plans to complete, compile, and review the assessment.**

The slides will reference the worksheets needed to complete the referenced task. The worksheets are in the back of the CBVA (Handout 2) and in Handout 3.

You will find that many of the exercises you completed in ReadyCommunity Steps One and Two (Part I) will be helpful as you undertake the community based vulnerability assessment.

At the end of this section, you will talk about how you can organize these tasks to complete the assessment. There is also information on where and how to get the resources you need. **Let's get started reviewing the CBVA.**

Turn to page 9 of the CBVA. Task 1 involves identifying the people who make up your community (especially the more vulnerable populations) and thinking about where you might find existing plans that would be useful in the vulnerability assessment.



Task 1 – Getting Started

1. Organize a group or team to conduct the assessment
2. Identify and list vulnerable populations in the community
3. Start with what you have (existing plans, reports, data)

Tools: Worksheets 1-4



Supplies/Materials

Handout 2 – CBVA Guidebook

Handout 3 – CBVA Worksheets 1-11

NOTE: Task 1 Worksheets 1, 2, 3, 4

Estimated Time

5 min.

STEP TWO Detailed Instruction

Slide 15 Community Based Vulnerability Assessment

Task 2 – Identify and Rank Hazards

Turn to page 14 of the CBVA.

- List different types of hazards that have occurred in the community
- Rank each hazard based on the frequency and severity of risk

Note to facilitator: Find the flip chart page developed earlier today in the disaster timeline exercises on Slide 7 of Step Two Part I: Hazards in Your Community.

Ask participants:

- Using that flip chart page ask the group to rank each hazard based on the frequency and severity of risk.


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Community Based Vulnerability Assessment

Task 2 – Identify and Rank Hazards

- List different types of hazards that have occurred or could occur in the community
- Rank each hazard based on the frequency and severity of risk

Tools: Timeline from Part 1 of this Session
Worksheets 5 and 6



Supplies/Materials

Handout 2 – CBVA Guidebook

Handout 3 – CBVA Worksheets 1-11
NOTE: Task 2 Worksheets 5, 6

Estimated Time

5 min.

STEP TWO Detailed Instruction

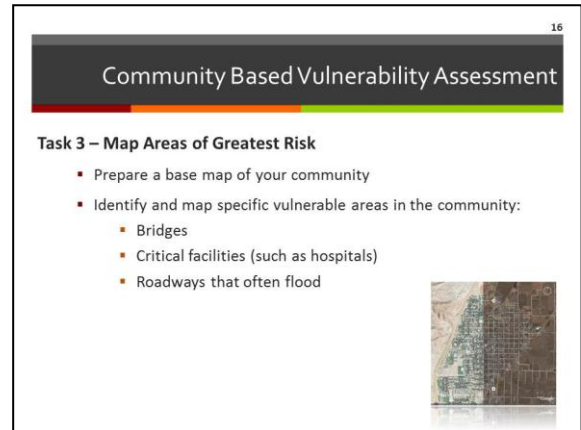
Slide 16 Community Based Vulnerability Assessment

Task 3 – Map Areas of Greatest Risk

Turn to page 17 of the CBVA.

In this stage of the vulnerability assessment, you will need to identify and map specific areas in the community that are vulnerable to disasters.

- This map will include:
 - Bridges
 - Hospitals
 - Roadways that have flooded in the past
 - Neighborhoods that have flooded in the past
 - Other features of the landscapes the vulnerability assessment team thinks are important in considering vulnerability.




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Community Based Vulnerability Assessment

Task 3 – Map Areas of Greatest Risk

- Prepare a base map of your community
- Identify and map specific vulnerable areas in the community:
 - Bridges
 - Critical facilities (such as hospitals)
 - Roadways that often flood



Supplies/Materials

Handout 2 – CBVA Guidebook

Handout 3 – CBVA Worksheets 1-11

NOTE: Base Map & overlays will need to be prepared by the group following today's session

Estimated Time

5 min.

STEP TWO Detailed Instruction

Slide 17 Community Based Vulnerability Assessment (cont.)

Task 4 – Identify and Map Physically Vulnerable People and Property

Turn to page 23 of the CBVA.

- Inventory and map the critical facilities located in hazard-prone areas
- Estimate the number and value of residential structures currently located in hazard-prone areas
- Estimate the number of people who live in these structures
- Estimate future numbers and values of residential structures that will be located in hazard-prone areas

Ask participants:

- Where are the most vulnerable neighborhoods in your community?


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Community Based Vulnerability Assessment

Task 4 – Identify and Map Physically Vulnerable People & Property

- Map critical facilities located in hazard-prone areas
- Estimate the number and value of homes in hazard-prone areas
- Estimate the number of people who live in these structures
- Estimate future numbers and values of homes that will be located in hazard-prone areas

Tools: Worksheets 7-9.



Supplies/Materials

Handout 2 – CBVA Guidebook

Handout 3 – CBVA Worksheets 1-11

NOTE: Task 4 Worksheets 7, 8, 9

Estimated Time

5 min.

STEP TWO Detailed Instruction

Slide 18 Community Based Vulnerability Assessment (cont.)

Task 5 – Identify and Map Socially Vulnerable Populations

Turn to page 31 of the CBVA.

- Contact nonprofits, faith-based organizations, and government agencies for information on number, location, needs, and capabilities of socially vulnerable people.
- Prepare maps of social vulnerability.

Ask participants:

- Which organizations in your community would have this information?


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Community Based Vulnerability Assessment

Task 5 – Identify and Map Socially Vulnerable Populations

- Contact nonprofits, faith-based organizations, and government agencies for information on socially vulnerable people
- Prepare maps of social vulnerability

Tool: Maps from Task 3



Supplies/Materials

Handout 2 – CBVA Guidebook

Handout 3 – CBVA Worksheets 1-11

*NOTE: You will use the maps you create for Task 3
“Map Areas of Greatest Risk”*

Estimated Time

5 min.

STEP TWO Detailed Instruction

Slide 19 Community Based Vulnerability Assessment

Task 6 – Identify and Map Employment Centers

Turn to page 34 of the CBVA.

- Prepare list of employers or employment centers in the community
 - Include current and future locations
 - Estimate the number of employees
- Map location of major employers and highlight those located in known hazard-prone areas


This information is usually available through Chambers of Commerce and business organizations. Don't forget to include public and local government employers, especially in rural areas.

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Community Based Vulnerability Assessment

Task 6 – Identify and Map Employment Centers

- Estimate the number of employees
- Map location of major employers
- Highlight those located in known hazard-prone areas



Tool: Worksheet 10 and map created in Task 3

Supplies/Materials

Handout 2 – CBVA Guidebook

Handout 3 – CBVA Worksheets 1-11

NOTE: Task 6 Worksheet 10 and maps created for Task 3

Estimated Time

5 min.

STEP TWO Detailed Instruction

Slide 20

Community Based Vulnerability Assessment (cont.)

Task 7 – Inventory and Map Environmental Threats


- List all facilities in or near the community that treat, handle, store, manufacture, or transport substances that may pose a threat to health or safety
 - This will take some homework. Much of this information is available through EPA offices, local agencies concerned with health and/or safety, state emergency managers, and sometimes state police.
 - You should also think about transportation corridors in your community where hazardous materials may be transported.
- Mark the location of these facilities or highways on base map, highlighting those in hazard-prone areas
- Determine the number of persons that could be at risk
- Rank facilities in order of the severity of threat

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Community Based Vulnerability Assessment

Task 7 – Inventory and Map Environmental Threats

- Map facilities that handle chemicals that may pose a threat to health or safety
- Highlighting those in hazard-prone areas
- Determine the number of persons that could be at risk
- Rank facilities in order of the severity of threat



TOOL: Worksheet 11 and maps created in Task 3.

Supplies/Materials

Handout 2 – CBVA Guidebook

Handout 3 – CBVA Worksheets 1-11

NOTE: Task 7 Worksheet 11 and maps created for Task 3

Estimated Time

5 min.

STEP TWO Detailed Instruction

Slide 21

Organizing the CBVA for Your Community

Now that you understand the process for conducting a vulnerability assessment, let's talk about how you are going to organize the assessment.

Pull out Handout 4 – CBVA Task Organization Worksheet and discuss each bullet point on the slide (listed below):

- Identify members of the Planning Team who would like to be part of the CBVA Taskforce.
- Determine which Taskforce member(s) will take the lead on each task.
- Review worksheets associated with each task and identify resources for addressing questions
- Determine dates for completing Tasks 1-7
- Set a date for assembling report
- Plan for Task 8 Ground truthing (we will discuss Task 8 in a few minutes).

The completion date column is there to help you keep track of what information you have gathered.

Organizing the CBVA for Your Community

- Identify members of the CBVA Taskforce.
- Assign Taskforce member to lead each task.
- Identify resources for addressing questions
- Select dates for completing Tasks 1-7
- Set a deadline for assembling the report
- Plan for ground truthing (Task 8)



TOOL: CBVA Taskforce Organization Worksheet

Supplies/Materials

Handout 4 – CBVA Task Organization Worksheet

Estimated Time

25-30 min.

STEP TWO Detailed Instruction

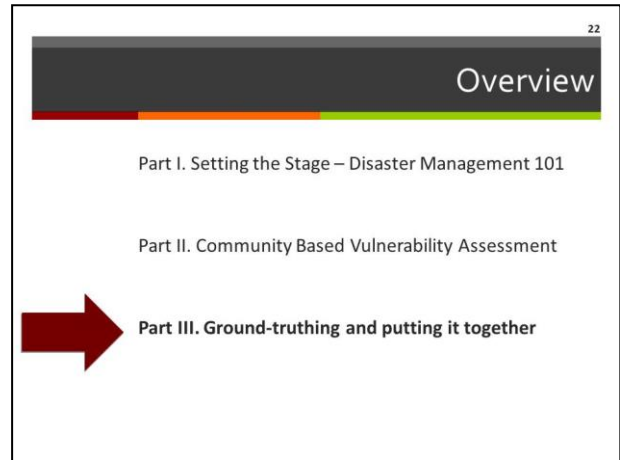
Slide 22 Overview

Now let's move on to the final part of this step:

- **Part III. Ground-truthing and putting it all together**

The final task in the community assessment is to ground truth the findings in order to finalize the vulnerability assessment.

To do this, the greater community must be involved.



Supplies/Materials

Estimated Time

1 min.

STEP TWO Detailed Instruction

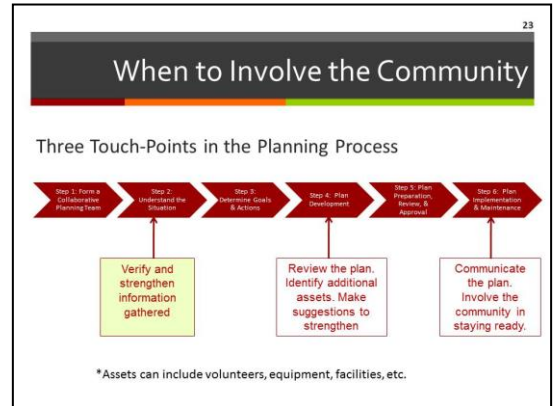
Slide 23

When to Involve the Community

This slide is repeated from Step One as a reminder that the community's involvement is needed in three places.

This section discusses the first of these:

Verify and strengthen the information gathered.



Supplies/Materials

Estimated Time

1 min.

STEP TWO Detailed Instruction

Slide 24 Community Based Vulnerability Assessment (cont.)

Task 8 – Community Ground-truthing

- The **goal** of the ground truthing is to ensure that all of the maps and data you have collected are accurate before the planning stage begins.
- The **strategy** for assuring the accuracy of the information is to host a **Community Open House**.


Note to facilitator: Remind the team they will need to complete CBVA Tasks 3-7 before hosting the Community Open House.

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Community Based Vulnerability Assessment

Task 8 – Community Ground-Truthing

- **Goal:** to ensure the accuracy of the community's maps and data
- **Strategy:** Community Open House



Supplies/Materials

Estimated Time

1 min.

STEP TWO Detailed Instruction

Slide 25

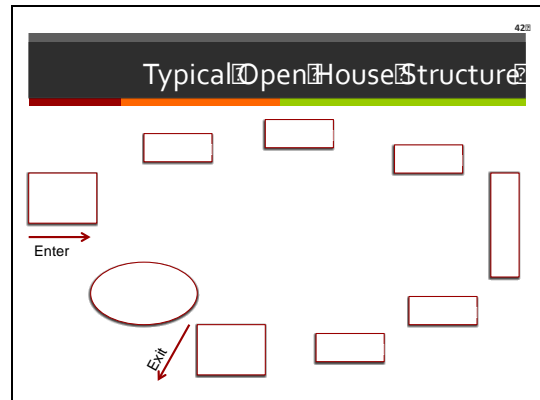
Typical Open House Structure

Note to facilitator: This basic Open House structure is used for all three touch-points in the ReadyCommunity Process when the greater community involvement is needed.

The information on this slide will help the group visualize the flow of the open house and assist them in making the logistical arrangements.

While the actual room setup can be adapted to the available meeting space, this diagram shows a typical structure, and includes:

- A welcome table placed at the entrance to greet and orient guests as they arrive.
- Stations placed around the room so that participants can easily move through them to review and add to the maps.
- A final comment area placed near the exit table so that participants can post final comments and learn about how to stay involved as they leave.



Supplies/Materials

Handout 5 – Open House Fact Sheet

Estimated Time

5 min.

STEP TWO Detailed Instruction

Slide 26

Preparing for the Community Ground-Truthing Open House

This slide gives a brief overview of preparing for the Open House. Greater detail is provided in Handout 6 – Ground-Truthing Open House Guide. The information on Handout 6 will be used to prepare the stations for the event, including the community maps that will be used.


1. Complete CBVA Tasks 3-7 and Worksheets 1-11.
2. Prepare community maps
3. Determine locations, dates, and times
4. Send invitations and announcements

Be sure that locations, dates, and times are convenient for a wide range of community members. You may even want to consider hosting the event in multiple locations, dates, and times.

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Preparing for the Community Ground-Truthing Open House

1. Complete CBVA Tasks 3-7 and Worksheets 1-11 .
2. Prepare community maps
3. Determine locations, dates and times
4. Send invitations and announcements



Supplies/Materials

Handout 6 – Ground-Truthing Open House Guide

Handout 7 – Sample Open House Flyer

Estimated Time

10 min.

STEP TWO Detailed Instruction

Slide 27

Where is Everyone?

Note to facilitator: Answers to these questions will give some insights into where to host the Open House event(s) and where to advertise. Some ideas are provided under each category to get the discussion started if needed.

This could be a good “get up and stretch” activity.

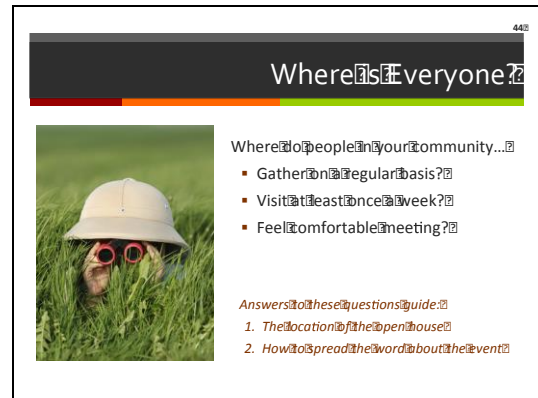
- *Place the three bullet points from the slide on charts around the room and ask people to visit each chart and write down their ideas.*
- *This can be done informally or you can divide the group into three teams and have them visit each chart “round robin” style, asking each group to build on what the previous group has added.*

As you consider hosting a ground-truthing open house, keep in mind the following:

Where do people in your community:

- Gather on a regular basis? (Church, school, work place, civic clubs, other?)
- Visit at least once a week? (Grocery store, beauty shop, gas stations, other?)
- Feel comfortable meeting? (Community centers, local restaurants, park, other?)

Bring the group back together and then ask them to go back to their list of vulnerable populations and consider how those individuals would answer the above three questions. Their involvement is crucial to the planning process since they are the ones most likely to suffer. The team needs to reach out to them and ensure their participation in the Open House. Add that information to the flip charts if not already included.



Supplies/Materials

Flip Charts
Markers

Estimated Time

10 min.

STEP TWO Detailed Instruction

Slide 28 After the Ground-Truthing Open House

The planning team needs to set aside time to examine the feedback received from the Open House participants.

Use the feedback to adjust maps and other assessment data to ensure that planning rests on the most accurate assessment.

Assign a person or team to provide follow up to participants that requested it. At a minimum, a thank you postcard or email would be a nice gesture. This could also include a reminder of the next Open House session if the dates are set. If the dates are not set, at least a “coming soon” note would be in order.

Also include a summary of how the community input helped the planning process. This could be a few short summary bullets such as:

- Helped identify additional homes vulnerable to flooding
- Added details to the challenges faced in the last flood (or whatever events were on the timeline)
- Helped us identify other neighborhoods that could be cut off in bad weather.



Supplies/Materials

Estimated Time

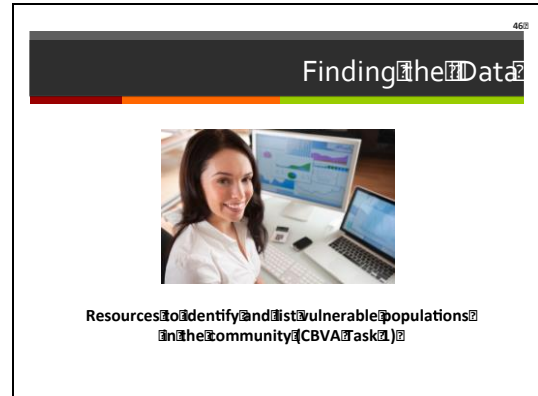
2 min.

STEP TWO Detailed Instruction

Slide 29 Finding the Data

This is a transition slide to help the group begin thinking about where to find information on the community for the vulnerability assessment. Knowing the make up of the community is vital to ensuring that all voices are heard.

Note to facilitator: On CBVA Task 1 was a note indicating that sources for finding data would be discussed later. This slide begins that section. It may be that you only review this section with the Task Force rather than the whole group. However, it may also be helpful for the entire planning team to review these sources so that they can fill in the blanks to other local data sources that are not included.



Supplies/Materials

Estimated Time

2 min.

STEP TWO Detailed Instruction

Slide 30

How Well Do You Know Your Community?

Inform the group that we are going to talk about community demographics.

Demographics help:

- Describe the community
- Identify most vulnerable populations during a disaster

Elements of the population's demographics to consider:

- Race/Ethnicity
- Age
- Socioeconomic status
- Family structure

Demographics can tell us a great deal about the residents of our community and help ensure that all segments of the population are considered in the planning process.

To ensure all segments of the population are represented, it is important to consider race/ethnicity, age, socioeconomic status, and family structure.

A presentation slide titled "How Well Do You Know Your Community?" with a small number "473" in the top right corner. The slide features a photograph of a diverse group of people on the left. On the right, there are two sections of text with bullet points. The first section is titled "Demographics help:" and lists two points: "Describe the community" and "Identify most vulnerable during disaster". The second section is titled "Elements of the population to consider:" and lists four points: "Race/Ethnicity", "Age", "Socioeconomic status", and "Family structure".

473

How Well Do You Know Your Community?

Demographics help:

- Describe the community
- Identify most vulnerable during disaster

Elements of the population to consider:

- Race/Ethnicity
- Age
- Socioeconomic status
- Family structure

Supplies/Materials

Estimated Time

2 min.

STEP TWO Detailed Instruction

Slide 31 Population Trends: Windows to the Future

Considering population trends in disaster preparedness is another way to ensure all populations of the community are included.

Discuss the national trends on the slide.

Recent national trends show increasing:

- Minority populations (especially Hispanics)
- Elderly populations
- Number of economically disadvantaged
- Single-parent households
- One-person households

Ask participants:

- Are these trends happening in your area?
- Why might these national trends be important to your community as you form the planning team?

List the responses on the flip chart.

Next, distribute Handout 8 – County QuickFacts and walk them through the data and allow time for discussion.

31

Population Trends: Windows to the Future

Recent national trends show increasing:

- Minority populations (especially Hispanics)
- Elderly population
- Number of economically disadvantaged
- Single-parent households
- One-person households

DISCUSSION:

- Are these trends happening in your area?
- Why might these national trends be important to your community as you form the planning team?

Supplies/Materials

Flip Chart
Markers

*Handout 8 – County QuickFacts

Estimated Time

15 min.

*Note to facilitator: You will need to locate this information for your county following the directions on Handout 10 “Using Census.gov”

STEP TWO Detailed Instruction

Slide 32

Where is the Data?

Understanding the importance of identifying and reaching out to ALL segments of the population in the community, how do you get this information?

Distribute Handouts 9 and 10.

Numerous resources are available. Review the list on the slide that includes:

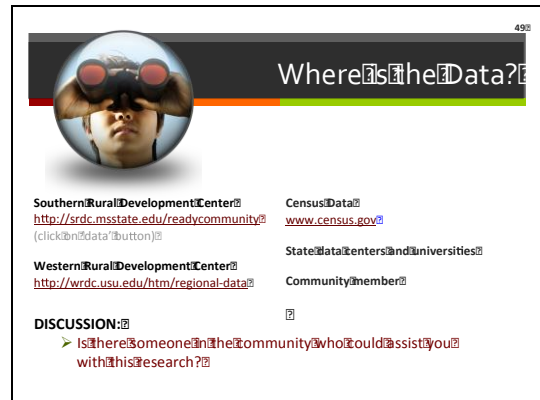
- Southern Rural Development Center
- Western Rural Development Center
- Census.gov
- State Data Centers
- Community Member

Also refer them to Handout 9 – Data Sources.

Census.gov is a very good resource. Handout 9 is a guide to navigating that website – Using Census.gov.

Ask participants the following questions and list responses on the flip chart:

- Do you know of someone in the community who could assist you with this research?
- Who on the planning team could assist with finding the data?



Supplies/Materials

Flip Chart
Markers

Handout 9 – Data Sources

Handout 10 – Using Census.gov

Estimated Time

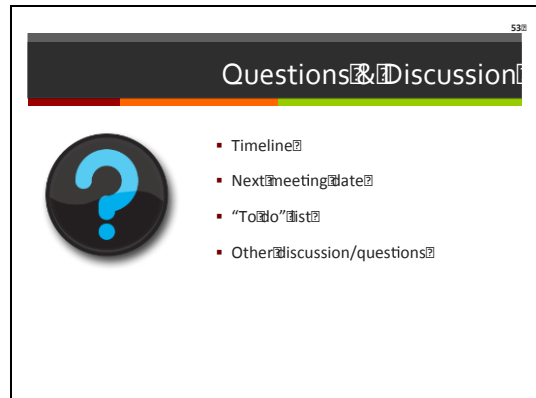
10 min.

STEP TWO Detailed Instruction

Slide 33

Questions and Discussion

- Next meeting date
- To do list
- Other discussions/questions



Supplies/Materials

Estimated Time

5 min.

STEP TWO Detailed Instruction

Slide 34

Contact Information

Thank participants for coming.

Be sure to include your contact information as well as the local point person's contact information so that all participants can stay connected to the planning process.



Supplies/Materials

Estimated Time

1 min.