



**RESOURCE**

# Community-Based Pre-Disaster Mitigation

*Resource Guide*



**FEMA**

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# RESOURCE GUIDE

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# RESOURCE GUIDE

## Introductory Workshop

### Cardstorming Technique

The cardstorming process is a simple and effective brainstorming technique that uses 4" x 6" index cards to capture thoughts, ideas, questions, concerns, and issues. It is effective for facilitating, sharing, and organizing very concrete, practical ideas among participants. It is a good process for the initial engagement of individuals and for assessing and valuing their prior knowledge and expertise on a particular topic. It is also a powerful tool for building consensus in a team and creatively solving real-world problems.

Initially, individuals respond to a particular question. Small groups of three or four are formed, and participants share individual ideas and record the group's ideas on 4" x 6" index cards. The ideas are then sorted, clustered, and categorized within each small group. Finally, each small group shares ideas with the whole group. The process can take from 45 – 90 minutes, depending on the size of the group.

Cardstorming can be used for the following specific purposes:

- Assessing knowledge, needs, interests, and attitudes
- Building a common vocabulary
- Building consensus
- Collecting and analyzing data
- Reflecting on practice
- Starting conversations
- Structuring learning
- Tapping prior knowledge and beliefs

### Before/After Self-evaluation

Consider asking participants to conduct a before/after self-evaluation. This can be a simple evaluation, like the following example, or more elaborate if you prefer. This tool also can be used before and after specific projects to help participants realize how much they gain through volunteering. Before beginning the curriculum, or a particular project, ask participants to respond on a scale of 1-5 on the following questions:

- 1= No
- 2= Very Unsure
- 3= Unsure
- 4= Fairly Sure
- 5= Yes

1. I understand the concept of pre-disaster mitigation.
2. I understand how pre-disaster mitigation helps my community.
3. I value pre-disaster mitigation.
4. I understand the value of partnership.
5. I have a firm understanding of the hazard risks in my community.
6. I have a firm understanding of steps I can take to reduce those risks.
7. I am involved in working with my community to reduce disaster risk.
8. I know the majority of people in this room very well.

Compare self-assessments from before and after the scheduled activity. Add or remove questions as you see fit, and feel free to be creative! Self-assessment is a great tool for showing volunteers how much their efforts benefit themselves and the community.

## Section 1 - Identifying/Working with CBO/FBO Volunteers

### Definitions of CBO, FBO, and Emergency Managers

- **Community-based Organization (CBO):** Non-commercial grassroots organization for community support; has visibility and influence; grounded in the community culture; may include politically focused organizations
- **Faith-based Organization (FBO):** A group that bases its gathering on a unifying faith or belief system; is visible and involved in the community; has formal or reputational influence
- **Emergency Managers:** Emergency managers have the knowledge, skills and ability to effectively manage a comprehensive emergency management program, including:
  - Working knowledge of all the basic tenets of emergency management, including mitigation, preparedness, response, and recovery
  - Experience and knowledge of interagency and community-wide participation in planning, coordination, and management functions designed to improve emergency management capabilities

### Community Risk Assessment (for risks facing individual communities)

- FEMA's Multi-Hazard Identification and Risk Assessment – Document available on line at [www.fema.gov](http://www.fema.gov)

### Terrorism

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

### Mitigation vs. Preparedness Checklist

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

Examples of preparedness activities include:

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

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

- Installing hurricane shutters
- Strengthening roofs
- Anchoring outdoor items that can become projectiles in hurricanes and high winds
- Implementing vegetation management – for example, removing fire-prone dry plant material from gutters and around residences and other buildings, or trimming tree limbs that overhang roofs to avoid roof damage during hurricanes, tornadoes, or high straight-line winds
- Clearing streams
- Adopting/enforcing stricter building codes
- Installing hail-resistant shingles
- Installing fire-resistant shingles
- Installing shatter-resistant window film



- Conducting a needs assessment – determining the level and type of mitigation needs present in the community, for example, identifying clogged drainageways and streams that could cause flooding during periods of high rainfall; can include specific details on the number of areas that need clearing and a prioritization of which areas need to be cleared first based on the severity of the problems that could result if the stream or drainageway remains uncleared.
- Bolting bookshelves to walls
- Installing backflow valves – special valves that prevent toilet overflows when the household sewer systems is infiltrated with floodwater
- Developing mitigation plans – specific plans for mitigation activities to address one or more hazards faced by a community
- Building Safe rooms – specially designed rooms built to withstand high winds generally associated with tornadoes; these are available in modular, pre-built form or are built using specified materials to pre-engineering specifications

### **Mitigation Partnership Case Studies (Emergency Managers working with CBO/FBO)**

- See Best Practices Report
- See Case Studies on Page 9 of Resource Guide
- [www.fema.gov](http://www.fema.gov)

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## **Brief History of CBO/FBO Involvement in Disaster Mitigation**

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

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

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

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

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

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

**Case studies of successful EM/CBO/FBO mitigation partnerships**  
**Credit: FEMA Mitigation Resources for Success CD, FEMA #372. CDs can be ordered by calling FEMA Publications at 1-800-480-2520**

**Shingletown, California – Fire Mitigation**

*Reducing potential fire damage and associated suppression costs resulting from the spread of uncontrolled wildfires in wild land/urban interface areas by reducing fire fuel loads (vegetation) is the goal of this project.*

The community of Shingletown, California, developed a Community Fire Safe Program in 1993 using a multi-solution approach to mitigate wildfire hazards. This program identified education as the most important factor to successful fire management practices.

As a result, the program established a residential vegetation disposal service to recycle local community vegetation waste (e.g., lawn clippings, shrub trimmings, etc.) at a nearby cogeneration plant. The project is located within the forested areas surrounding the community of Shingletown in Shasta County, approximately 40 miles east of Redding, California. Historically, the surrounding area has experienced numerous wildfires, most notably the Fountain Fire in 1992, which burned through similar terrain, destroying 636 structures, causing one death, and threatening the nearby community of Burney.

The California Department of Forestry and Fire Protection-Shasta County Fire Department (CDF) and the local community have implemented the Shingletown Community Fire Safe Program to educate residents about potential wildfire hazards, encourage them to reduce vegetation immediately adjacent to their homes, enforce fire-safe codes for new construction and replacement roofs, and implement a vegetation management program. This project reduces the potential of uncontrolled wildfires, improves wildfire containment, and reduces the potential risk to human life and safety.

The development of the Shingletown Community Fire Safe Program was a cooperative effort, which involved the coordination of the California Department of Forestry and Fire, Shasta County Fire Department, California Department of Fish & Game, professional resource managers, and local residents to evaluate and prepare a comprehensive plan.

**Tulsa, Oklahoma – Tornado/High Winds Mitigation**

Tulsa, Oklahoma, is prone to severe thunderstorms, high winds, flooding downpours, and tornadoes. Tulsa lies in the heart of Tornado Alley, one of the nation's worst tornado hot-spots. Tornadoes with major damage have hit Tulsa on the average of every four or five years over the past 25 years. Most recently,

the May 3, 1999, tornadoes killed 44 and decimated entire towns throughout Oklahoma.

There is a need for all citizens to understand that it is possible to reduce risk and, in addition, to know what their options are. Their vulnerability also provides a rich opportunity for community education and change, because Tulsa leaders, news media, and citizens are keenly aware of the hazard and eager to embrace ways to cut disaster losses.

A comprehensive tornado safe room program was established with a goal of a tornado safe room in every newly constructed and existing home by the year 2020. The Tulsa safe room initiative is a partnership among many levels of government agencies and private citizens. Safe rooms are anchored and armored rooms that provide shelter during tornadoes, even above ground. The concept was introduced in October 1998, by the Federal Emergency Management Agency (FEMA) and the Wind Engineering Research Center of Texas Tech University, with the release of FEMA Publication 320 "Taking Shelter from the Storm – Building a Safe Room Inside Your House."

Tulsa brought together a coalition of partners including FEMA, the Oklahoma Department of Civil Emergency Management, the Tulsa Public Works Department, Home Builders of Greater Tulsa, State Farm Insurance, and other community partners. The coalition agreed on building and construction standards, permitting, certification and compliance procedures, and public education and awareness activities, including workshops.

Oklahoma, working with FEMA Region VI staff proposed an innovative initiative focused on saving lives through building technology. Through the Hazard Mitigation Grant Program (HMGP), Oklahoma was provided with the opportunity to take advantage of construction technology in tornado-prone areas. The state used the HMGP for a safe room initiative providing grants to homeowners to build a safe room in their house. Thousands of Oklahoma homeowners now have safe rooms as a result of this program, and Oklahoma has laid the foundation for other states to implement similar initiatives.

The Safe Room Project will be deemed a complete success.....

- When most people in town know about safe rooms, understand that it is possible to reduce tornado losses by safer construction and other techniques, and are motivated to seek ways to reduce risk and curb losses.
- When builders, developers, engineers, architects, and other construction professionals embrace the concept of safer shelter, understand its market value, and voluntarily and eagerly offer options to buyers and remodelers.

- When the construction trades and vocational schools routinely provide training in safer construction techniques.
- When governments seek means to encourage safer shelter and construction through tax incentives or other means.
- When public institutions and private businesses enthusiastically seek ways to provide safer shelter throughout the entire community.
- When all persons have equal access to safe shelter, regardless of their income, neighborhood, race, and fitness or disability.
- When safe sheltering options are incorporated routinely into multiple-use schemes such as recreation rooms, so that they not only reduce risk but furthermore contribute every day to the livability of our community.

### **Miami-Dade County, Florida – Flood/Hurricane Mitigation**

In the aftermath of a disaster there is a political and social opportunity for making mitigation a fundamental aspect of the disaster recovery process. Media and public attention are focused on the effects of the disaster, and, generally, there is considerable discussion of the types of strategies that should be implemented to prevent or reduce future disaster loss and damage in a specific area.

In 1995, the Federal Emergency Management Agency (FEMA) developed and adopted a National Mitigation Strategy that is intended to “engender a fundamental change in the general public’s perception about hazard risk and mitigation of that risk and to demonstrate that mitigation is often the most cost-effective and environmentally sound approach to reducing losses.”

FEMA’s strategy recognizes that the key to accomplishing hazard mitigation rests firmly in the partnerships established with the State and local governments, private sector constituents, and most especially the general public.

Miami-Dade County has implemented a regional mitigation program with a unique approach to conflict-resolution and project prioritization. After Hurricane Opal in 1996, which caused massive coastal erosion, and the El Niño flooding events in 1997, many mitigation proponents were galvanized into action. The State of Florida realized that hazard mitigation projects could be more effectively moved into the implementation stage if local communities supported the measures and if local governments were empowered with planning and decision-making authority. In 1997, the Florida Department of Community Affairs launched a \$14,229,361 project to promote Local Mitigation Strategies (LMS). FEMA provided \$5,285,704 in HMGP funds allocated under seven disaster declarations. The State of Florida contributed the other \$8,943,656.

The State prompted counties and local communities into a Local Mitigation Strategy process that has evolved into a successful program of cooperative local mitigation planning and implementation. The project provided funding for cities and counties to work together to prepare a single, unified LMS that serves as a bridge between local government's comprehensive and emergency management plans, land development regulations, building codes, and other ordinances. The effectiveness of the program became immediately apparent in the aftermath of severe flooding in Miami-Dade County in early October 2000.

On October 3, 2000, a tropical low pressure center moved over South Florida, dumping more than 15 inches of rainfall on the Miami International Airport in less than 15 hours. Miami-Dade County was the most severely flooded with an estimated 94,350 homes and 500 businesses affected, and 15 schools closed. Standing water became contaminated with sewage and fuel, creating a serious public health threat in many parts of the city. Damages to the infrastructure have been estimated at \$100,000,000, and agricultural losses will exceed \$219,000,000.

Recent experiences with large-scale disasters have created a strong motivation for local officials to begin mitigation efforts. Miami-Dade County rests within a 12-mile wide stretch of land between the Everglades to the west, and the Atlantic Ocean to the east, that is particularly vulnerable to hurricanes and tropical storm systems, highlighted by the impact of Hurricane Andrew in 1992, Hurricane Irene in 1999, and the October floods of 2000. Its geographic vulnerability is magnified by a complex local government system that makes communication and coordination difficult. Miami-Dade County consists of a network of local governments made up of 30 municipalities, and the unincorporated municipal services area. Each of the 30 municipalities has signed on to participate in the LMS program. The goal of the LMS program is to pre-identify and prioritize county and community projects that could reduce that area's vulnerability to future disaster losses.

After Hurricane Irene, the Miami-Dade County Flood Management Task Force was created in 1999 to make region-wide recommendations. Immediately following the October floods, the state governor formed the Governor's South Florida Flood Management Working Group. This group represents an expanded effort to include more state and federal agencies, as well as local public and private sector interests to push forward the implementation of mitigation projects identified by the county and municipalities. The LMS program has become an important part of the strategies pursued by these groups, and a basis of local planning initiatives and projects.

The people of Miami-Dade County are dependent on gravity-driven spillway structures for the primary flood control. Since land elevations are so low, the tidal cycles influence how much flow can be removed in the critical hours after a



heavy rain. The county has little or no flood control capacity during incoming tides. Furthermore, because of the proximity of the canal system to Everglades National Park and Florida Bay, water control operations have the potential to create a significant negative environmental effect. Single focus flood control operational policies, such as extreme draw downs, could produce negative impacts to the water supply and to sensitive ecosystems in the region, and would not be allowed under state and federal environmental protection laws.

### ***Prioritization and the Creation of Local Mitigation Strategies***

The counties, in conjunction with their municipalities, were asked by the State to establish Mitigation Strategy Working Groups that would be responsible for developing the single, unified LMS. The working groups brought in other agencies and non-governmental organizations as active partners in the process. The state published an LMS Guidebook that established a consistent set of standards and procedures for each of the working groups, and the participants agreed to attend LMS workshops and technical training sessions. Funds were allocated according to population and to each community's vulnerability in terms of repetitive loss, risk, and mutual aid participation.

In South Florida, the LMS program has created an unprecedented degree of cooperation among local, state, and federal agencies, as well as educational institutions, private relief organizations, business, and community organizations. This has been demonstrated in the coordinated local response to the October, 2000, floods, and also by the region-wide commitment to a set of comprehensive flood control initiatives and projects.

A comprehensive tree trimming project based on experiences with wind damage during Hurricane Andrew. Tree trimming was given a high priority by the county as a whole, and by the separate municipalities. This initiative is to develop measures that reduce debris and protect the infrastructure from damaged sidewalks, curbs, water and sewer lines, power and phone lines (underground and overhead), and clogged storm drains. Also, the initiative identifies the best trees to plant; those that can stand wind, flood, or drought, and the proper pruning techniques to increase their survivability.

The ability to mitigate and respond to the effects of any hazard is largely determined by the social structures and processes in place when a community is impacted. Equally important as its physical infrastructure is the strength of its institutions and organizations, including the viability of local government, businesses, churches, schools, social organizations, and families, as well as the social processes in place to promote coordination, cooperation and effective decision-making. Keeping these organizations informed is the key to any successful mitigation effort.

In a multi-lingual and culturally diverse metropolitan area, such as Miami-Dade, community outreach and public information campaigns are necessarily multifaceted. Information has to be distributed through multiple media channels and materials must be available in languages other than English. Two of the communities that have been hit hardest by recent floods, North Miami, with a large, Haitian, Creole-speaking population, and Sweetwater, with a predominantly Hispanic population, placed public information and community outreach among their top priorities. The municipalities proposed to develop Spanish and Creole videos, brochures, and newsletters to promote awareness of emergencies, and to educate residents on possible mitigation measures that they can take in their homes and neighborhoods. Both of these communities have a long history of repetitive loss, and both are primary targets of proposed mitigation efforts. Community outreach provides the means for getting the local communities behind these efforts.

### ***Creating a Better Future***

The benefits of the LMS process became apparent in the October floods. The local response to the floods was strong, well organized, and coordinated. That coordination was created in the process of linking all of the different emergency response units in the context of the LMS. The prioritization tool reduced conflicts, and allowed communities to communicate their needs and interests. Increased communication meant a more coordinated response when the floods occurred.

With the prepared response in place, mitigation proponents were able to use the floods as an opportunity to push for the immediate implementation of mitigation initiatives and projects. The Governor announced that flood mitigation in Miami-Dade County was moving to the top of the state's agenda, and local agencies began to prepare to move their projects into the implementation stage. The Mayor of Sweetwater, one of the hardest hit municipalities in recent floods, highlighted the importance of the work on LMS. Speaking to the Governor's Working Group he said, "You are our solution and our salvation. Sweetwater from one point to the other was flooded. This is no longer acceptable. We need to solve this problem now. Is the next 100-year storm six months off?"

The long-term benefits of the Miami-Dade LMS are just beginning to materialize, and the city will certainly face another potentially disastrous flooding situation in the near future. The tropical storms and hurricanes will continue to visit the city. The rains will come and the canals will rise. Next time, however, the local communities may avoid the familiar scenes of flooded homes, streets, and schools. When that happens, the city can thank the hard-working and farsighted group of people that decided that they could bring their diverse communities together to solve a shared problem. They have taken on political, cultural, and economic obstacles that others have chosen to accept, and Miami may well be a much better place to live because of this.

## **Petersburg, Illinois – Flood Mitigation – Youth Involvement**

In the past few years, a group of high school students at PORTA High School have brought their community national recognition through a project centered on revitalizing flood-prone properties. Through a \$386,000 Hazard Mitigation Grant Program buyout project, the city purchased a neighborhood that suffered severe flooding in 1994. The students who belong to the PORTA Community Problem Solvers Club creatively involved the entire community in transforming a blighted, flood-prone area into a flood-resistant focal point for the city. The ambitious project incorporates a flower garden, children's playground, community grove, and prairie restoration.

Acting on a request by the students, the Petersburg City Council turned the land over to the students, empowering them to develop a plan, obtain funding, and implement the project. The Problem Solvers formed an initial partnership with the Petersburg Rotary Club. The Rotarians assisted in applying for grants, provided a sizable donation to the playground, and carried out a letter writing campaign to solicit donations from local businesses. They sought funding from a local bank and were rejected. The students demonstrated persistence. They obtained in-kind assistance from a master gardener to assist in planning the flower garden. Another resident offered the use and operation of his earth-moving equipment to prepare the land for planting. The American Legion joined in the cause, providing a flagpole and U.S. flag for the garden. The legion has since volunteered to provide long-term garden maintenance. Another student group, sponsored by AmeriCorps, assisted in planting.

The Problem Solvers surveyed local elementary school children to plan the playground. Elementary school children throughout the district also grew flowers for the garden as part of a science project. Awesome Angels, a group of pre-school – 1<sup>st</sup> grade students from the local Presbyterian Church, helped to clean up the playground area. The Problem Solvers also received assistance from junior and senior high school church youth groups who helped to install the playground equipment.

The students worked with state environmental and planning officials to apply for and obtain the necessary permits and clearances to install the playground. Funds were raised through an "Abe Auction." Large plywood silhouettes of Abe Lincoln were cut by vocational technical students at PORTA High School and painted in Abe's characteristic look. Local businesses were offered an Abe to dress in a manner reflecting the nature of their business (pharmacist for the local drugstore, etc.). The Abes were displayed in the business locations, with a place for donations provided nearby. At the end of the display period, the Abes were sold at a community auction.

The students applied for a grant from the state of Illinois and were rejected upon their first application. A subsequent grant request was successful. As the project became better known, the flow of donations increased. The Problem Solvers presented their project at state, regional, and national conferences, gaining supporters and donors along the way. The community turned out to support the "First Citizens Grove." Trees have been planted to honor community leaders, officially known as "First Citizens." The trees are purchased and planted by another local group. Presently, the prairie restoration is in the planning stages; the students have partnered with a nearby university to strengthen their team for this component.

In addition to other fundraising approaches, the Problem Solvers created laminated place mats highlighting interesting individuals from Petersburg history, including Ann Rutledge and Edgar Lee Masters. The place mats were offered to local restaurants in limited quantities to increase the project's visibility. They also were offered for purchase.

The fundraising effort has been so successful that the students have been able to fund the majority of the project, with money left over to establish a capital maintenance fund for the children's playground. The students identified the following strategies as key to their success:

- Be persistent; never give up. Keep stepping over obstacles; just because you are turned down once doesn't mean that you won't be successful a second time or under different conditions.
- Plan and execute for the long term to achieve lasting results of benefit to the community.
- Think as broadly as possible with regard to potential partnerships; look at individuals as well as community-based and faith-based groups.
- Enable others to feel a sense of ownership in the project.
- When you need money, send a kid to ask for it! It's hard to turn down a sincere young person.
- Visibility is important. Once people become aware of your success, they are more willing to jump on the bandwagon.

## Brainstorming Techniques

Brainstorming is designed to encourage a group to express various ideas and to defer critical judgment until later. Everyone offers ideas that are listed, combined, improved, and changed into various other ideas with the end results being agreement on a final resolution. You want to create an uninhibiting environment – no idea is a bad idea – to encourage out-of-the-box thinking.

Procedures:

- Usually a group of 6-12 people discuss a specific problem, question, or issue.
- One person records all the comments.
- Encourage any and all ideas – the more creative the better! Quantity breeds quality – the more ideas you get, the more likely you are to arrive at the best solution.
- Defer judgment – although it's instinctive to immediately judge an idea, deferring judgment, and reviewing all the ideas and evaluating them is the best way to get at the best ideas.
- Evaluate the ideas at the end of the session.
- At the end of the brainstorming, make three lists:
  1. Ideas of immediate usefulness
  2. Areas for further exploration
  3. New approaches to the problem, question, or issue

## **Section 2 – Setting up for Success**

### **Red Cross Contact Information**

<http://www.redcross.org/where/chapts.html>

### **VOAD Contact Information**

<http://www.nvoad.org/membersdb.php?members=State>

### **Project Lists**

See Section 5 of Resource Guide on Page 37

### **How to Recruit Volunteers**

[www.nonprofits.org/npofaz/keywords/5s.html](http://www.nonprofits.org/npofaz/keywords/5s.html) (extensive tips and articles on volunteer recruitment)

### **Mitigation Opportunities List**

See Section 5 of Resource Guide on Page 37

## **Section 3 – Program and Project Development**

### **Mentoring**

[www.mentoring.org](http://www.mentoring.org)

### **Funding Resources List**

See General Resources Section of Resource Guide on Page 58

### **IBHS – Institute for Business & Home Safety**

[www.ibhs.org](http://www.ibhs.org)

### **Safe Rooms**

[www.fema.gov/mit/saferoom/faq.shtm](http://www.fema.gov/mit/saferoom/faq.shtm)

[www.fema.gov/mit/saferoom/resources.shtm](http://www.fema.gov/mit/saferoom/resources.shtm)

### **NVOAD – National Voluntary Organizations Active in Disaster**

[www.nvoad.org](http://www.nvoad.org)

### **How to Find a Facilitator**

International Association of Facilitators

[www.iaf-world.org](http://www.iaf-world.org)

Facilitators work and consult with public, private, and non-governmental sectors. They practice organizational and social change using group process methodologies that include:

- Group problem solving and decision-making
- Strategic planning
- Team building
- Participatory planning
- Idea generation and experiential learning
- Large group facilitation
- Online facilitation
- Training, mentoring, and coaching
- Leadership training
- Electronic meeting support
- Focus groups/discussion moderation
- Technology of Participation (ToP™)
- Group process consultation
- Board development
- Information systems development

Local school districts, community colleges, universities, education associations, and utilities often supply facilitators on a variety of subjects and sometimes at no charge.

## **Community Organization and Public Consensus**

International Association for Public Participation

[www.iap2.org](http://www.iap2.org)

## **Citizen Corps**

[www.citizencorps.gov](http://www.citizencorps.gov)

Citizen Corps was created after September 11 to help all Americans know how they can make a difference through volunteer service. Citizen Corps Councils help drive local citizen participation by coordinating Citizen Corps programs, developing community action plans, assessing possible threats, and identifying local resources.

Citizen Corps is coordinated nationally by the Federal Emergency Management Agency (FEMA).

## **Environmental Protection Agency (EPA)'s Community Cultural Profiling Guide: Understanding a Community's Sense of Place**

[www.epa.gov](http://www.epa.gov)

The *Community Cultural Profiling Guide* is designed to help develop a more sophisticated, comprehensive understanding of the social dynamics involved in community-based efforts. The guide outlines a flexible step-by-step process for building a Community Cultural Profile by identifying local values, beliefs, and behaviors as they relate to community life and the surrounding natural environment. Profiles reveal such things as local knowledge about particular issues, the language community members use, key subgroups within the community that influence these issues, historical trends in natural resource use, and other social factors. This information is crucial in developing sustainable strategies for community participation and planning regarding environmental protection.

The guide introduces the concepts of "community" and "culture" and the guide's social science premise. It presents reasons for conducting a community profile, steps on how to proceed in a profiling project, and ways to use the results for strategic planning purposes. Users of the guide can choose from a list of community characteristics to investigate, including: demographic information, jobs and the economy, environmental awareness and values, governance and community decision-making, information flow and leadership, and community capacity.

The guide describes methods for collecting needed information, such as surveys and polls, focus groups, interviews, census and economic data investigation, idea mapping, and content analysis. In most cases, it provides detailed directions on how to use a particular method. In other cases, it provides references to other publications, websites, or sources of expertise for more information. The guide



also includes easy-to-use worksheets and a case study illustrating a community cultural profiling project.

### **AmeriCorps**

[www.AmeriCorps.org](http://www.AmeriCorps.org)

AmeriCorps is a network of national service programs that engage more than 50,000 Americans each year in intensive service to meet critical needs in education, public safety, health, and the environment. AmeriCorps members serve through more than 2,100 nonprofits, public agencies, and faith-based organizations.

### **Volunteer Management and Recruitment**

The following web sites include a wealth of information on recruiting and managing volunteers:

[www.energizeinc.com](http://www.energizeinc.com)

[www.serviceleader.org](http://www.serviceleader.org)

### **Mentoring**

[www.mentoring.org](http://www.mentoring.org)

The National Mentoring Partnership is an organization that promotes, advocates, and is a resource for mentors and mentoring initiatives. This web site offers a wealth of tools and ideas you can use to be a great mentor or run a great mentoring program.

A mentor is defined as someone, who through knowledge and experience, can offer guidance, knowledge, experience, encouragement, and motivation.

The Institute of Cultural Affairs

[www.icaworld.org](http://www.icaworld.org)

The Institute of Cultural Affairs is a world-wide private, non-profit organization whose aim is to develop and implement methods of individual, community, and organizational development. ICA activities include community meeting facilitation, educational research and training, organizational transformation, youth and women's programs, sustainable rural development symposia and projects, leadership training, personal development workshops, strategic planning seminars, conference facilitation, documentation, and evaluation.

### **Tax-Exempt/Tax-Deductible**

Often, businesses or individuals will ask if their donation is tax-deductible. Technically, the IRS recognizes donations to 501(c)(3) designated, non-profit organizations as tax-deductible. If your organization is a 501(c)(3) organization, then the donation should be deductible. Information on forming a 501(c)(3) is

available in the Resource Guide. It is always advisable to have donors contact their accountants for advice on tax write-offs.

## **Contacting Local Schools and Higher Education**

### Higher Education:

Colleges and universities can be an excellent source for enthusiastic volunteers, logistical support, and, at times—even funding. Many colleges and universities employ a full-time community service liaison or can direct you to a student-run service group. In addition, many large universities have departments that may study mitigation or incorporate study of natural hazards into their curriculum. Professors who study weather, geology, public administration, community development, or community planning may be interested in partnering with your group on mitigation projects.

Similar to approaching volunteers or new organizations, approaches to universities should be framed to present your program as corollary to the mission of the college/university or program. Volunteer experiences are often attractive to higher education.

### Local Schools:

Local schools, particularly high schools, can be a valuable resource as well. Many schools have community service programs and can act as a great volunteer resource. When contacting local school districts, attempt to work within established channels of communication. Most school districts have contact information listed on the Internet or in your local phone book. Larger districts may have an information officer you could contact, while smaller districts may require you to contact vice principals directly at the schools you're interested in working with. Either way, working with local schools can enrich your program immensely.

**SAMPLE: HOMEOWNER’S/RESIDENT’S/TENANT’S ASSUMPTION OF RESPONSIBILITES AND RISKS LIABILITY RELEASE FORM**

I \_\_\_\_\_ have received an orientation or have read and understand all the information presented about the \_\_\_\_\_ mitigation project and agree to accept the risks and responsibilities associated with participating in the event.

I authorize \_\_\_\_\_ volunteers to perform the following work (“Work”) in my home or apartment unit: **(Check the items that are authorized)**

- \_\_\_\_\_ Conducting a survey of my home or apartment (Hazard Hunt)
- \_\_\_\_\_ Installing latches on cabinet drawers and doors
- \_\_\_\_\_ Anchoring/bolting bookcases and/or china cabinets
- \_\_\_\_\_ Securing safety straps on heavy items such as appliances
- \_\_\_\_\_ Attaching safety hooks to pictures and/or wall hangings
- \_\_\_\_\_ Rearranging furniture items for safety purposes
- \_\_\_\_\_ Using museum wax on breakable/valuable items

I understand the Work may require drilling holes in the walls of my home or apartment unit, use of museum wax on breakable/valuable items, installing industrial Velcro on my furniture, equipment, appliances, and walls and may cause other damage or alterations to my personal property and my unit.

In the event of injury, I give my consent to \_\_\_\_\_ volunteers and representatives to administer first aid and to secure medical services on my behalf.

I understand that my participation in the \_\_\_\_\_ event is voluntary and that the Work will be performed free of charge by volunteers. I further understand that all of the supplies used to perform the Work are also free of charge and provided by \_\_\_\_\_ and/or its supporting partners.

I have been advised and understand that the Work will not guarantee or insure my safety during an emergency or disaster and that the anchored property may move, fall, injure or damage other property, me or other persons during an emergency or disaster.

Further, I \_\_\_\_\_, hereby release and forever discharge \_\_\_\_\_, its volunteers, representatives, sponsors, partners, and each of their officers, agents and employees from any and all liability, expenses and claims of any kind, nature and character, including attorney fees and costs, for injuries and/or damages, that may occur to me or my personal property, in connection with the Work.

**Tenant's Assumption of Responsibilities and Risks**

Liability Release Form

By signing my name below, I agree to the above conditions of participation and acknowledge that I have read and understand the conditions of participation as described above.

\_\_\_\_\_

Signature of Tenant

Date

\_\_\_\_\_

Address of Tenant:

\_\_\_\_\_

Signature of Property Owner  
or Landlord on behalf of Property Owner

Date

\_\_\_\_\_

Address of Property Owner or Landlord

**TENANT'S SATISFACTORY COMPLETION OF WORK STATEMENT**

I, \_\_\_\_\_, hereby attest that the non-structural mitigation work (the "Work") that was performed by \_\_\_\_\_ volunteers, meets my approval and has been completed to my satisfaction.

I have been advised and agree that, if I find any discrepancies, I will contact the \_\_\_\_\_ coordinator immediately and that any discrepancies will be addressed in a timely manner and not later than the last day of the event.

\_\_\_\_\_  
Signature of Tenant / Date

## **Volunteer Liability**

Liability is always a concern for volunteer groups. Mitigation work could potentially expose your volunteers to dangerous situations. Liability concerns should not deter your group from pursuing your goals, but you should be aware of the available information.

There is general information regarding the Volunteer Protection Act of 1997 available online at the following locations. The web sites contain information on when organizations can and cannot be held liable for volunteer behavior and/or injury:

<http://www.canonprofits.org/risk/articles/insuring.html>

<http://www.eriskcenter.org/knowledge/normac/insuring.html>

<http://nonprofitlaw.com>

Understand that the majority of information presented here applies to recognized non-profit organizations. Information on becoming a registered non-profit is available in the resource guide. In addition, volunteer law may vary from state to state. Please consult with a local resource for laws in your state.

Information on obtaining insurance coverage for your group can be obtained here:

<http://www.cimaworld.com>

<http://www.nonprofitlaw.com> – a web site for tax-exempt organizations with information about how to start a nonprofit, nonprofit resources, and publications and information about the Volunteer Protection Act of 1997

### **Brief Synopsis: Volunteer Liability and the Volunteer Protection Act of 1997**

If your organization takes advantage of this dedicated, unpaid labor force, you should be aware of how to protect both your organization and your volunteers from legal claims. The Volunteer Protection Act of 1997 removes volunteers (any individual performing services for a non-profit organization or governmental entity who does not receive compensation – other than reasonable reimbursement or allowance for expenses – in excess of \$500 per year) from liability for negligent acts or omissions committed while acting within the scope of their duties as volunteers. The Act does not, however, relieve a volunteer from all responsibility for his or her actions. Specifically, the Act does not protect volunteers if their acts or omissions result from:

- Willful or criminal misconduct
- Gross negligence
- Reckless misconduct

- Conscious, flagrant indifference to the rights or safety of the individual the volunteer harms

In addition, the Act does not cover volunteers if the harm is caused by the operation of a motor vehicle, vessel, aircraft, or other vehicle for which the state requires an operating license or insurance. Also, any misconduct that constitutes a crime of violence, a hate crime, a sexual offense, or violates a federal or state civil right law is not protected by the Act. Finally, the volunteer is not protected if he or she was under the influence of intoxicating alcohol or any drug at the time of misconduct.

Be sure to find out if your state has made any changes to the Act. States can preempt the Act if they have other laws that provide volunteers with additional liability protection or opt out of coverage under the federal law. States also have the authority to (1) require nonprofit organizations to provide mandatory training for volunteers; (2) be liable for the acts or omissions of their volunteers to the same extent that they are liable for their employees and agents; and/or (3) carry insurance for individuals who may be harmed by volunteers.

To limit the legal exposure of your organization and its volunteers:

1. Treat your volunteers like you treat your paid staff:
  - Develop volunteer position descriptions
  - Use and carefully screen volunteer applications
  - Train and closely supervise your volunteers
2. Promptly investigate and respond to any complaints or concerns regarding a volunteer's actions.
3. Secure insurance protection for your volunteers, as well as your staff, officers, and directors.

## Section 4 – Media, Publicity and Recognition

### How to Write a News Release

When used properly, a news release can be the most valuable public relations vehicle for gaining publicity for an organization and its events. However, a poorly written or poorly designed story will fail to serve its purpose as it blends into the stacks of news releases that arrive at an editor's desk everyday. The most important thing to remember when writing the news release is that the story will have to appeal first to the editor and then to the general readership. Therefore, it must cover interesting subject matter, be written professionally, and organized in proper format to even gain initial consideration. The following tips will help in generating a news release that both stands up to the competition and endures the editor's scrutinizing eye.

Tips for creating a successful news release:

- Research and become familiar with publications.
  - Research what kinds of stories and topics are published
  - Explore basic facts about readership and circulation
- Localize story or tailor to specific audience and reader interest.
  - Consider what makes the story interesting to the publication or readers you are addressing, and highlight these aspects in the release
- Write news releases that are newsworthy.
  - Make news releases timely
  - Search for unique angles on otherwise ordinary events
  - Explain how the story affects the lives of the readers
- Begin with an effective and captivating lead that states the basics.
  - Hook readers with an interesting first sentence
  - Provide details about who, what, where, when, why, and how
- Use journalistic form and style.
  - Write objectively; avoid sounding like an advertisement
  - Practice proper grammar and spelling (Associated Press Stylebook)
  - Order information from most important to least important
- Keep the release simple; do not exceed one page unless necessary.
  - Include only relevant information
- Follow up important releases with phone calls that both ensure the release was received, and allow contact with the editor to further pitch the story.

## News Release Template

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

**NEWS RELEASE**

**For Immediate Release**

### **Headline Explaining What News Release Is About**

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

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

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

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

At the bottom, the organization can include a statement, called a “motherhood” statement, that explains who the organization is and what it does. This should be the same on all news releases by the organization and is similar to a mission statement. Double space the copy.

**###**

(the # symbol indicates the end of the release; center it at the bottom)



## **Media Relations – How to Work with Media**

### **Media Relations**

Developing a relationship with members of the media that will potentially print your news release can be the most successful way to see your articles in print on a regular basis. Aside from writing professionally and maintaining high standards in the news releases that are sent out, it is helpful to form partnerships with editors and reporters. These partnerships can range from knowledge of professional preferences to genuine friendships. By fostering respect and personal relationships, an organization can avoid the complications and misunderstandings that often accompany faceless media relations.

### **How to Write a Publicity Plan – courtesy of Annmarie Marek (slightly modified)**

Annmarie Marek is the principal of Marek & Company, a Dallas-based consulting firm that specializes in business publicity and promotion. She has lectured widely on “How to Market Your Small Business.”

**PR Point #1** — Know your organization’s and/or project’s goals. Define the goals of your organization/project and the means to reach them through effective publicity.

**PR Point #2** — Identify the media that will best serve those goals. Many people like the prestige of securing publicity in a popular medium, such as their local newspaper or on television. The reality is that unless this medium delivers results that relate to your goals, the publicity is of little value.

**PR Point #3** — Stay “niche-oriented” with your news. Target news about your project to the specific audiences that you want to engage.

**PR Point #4** — Create a separate media database of information. Include the name of the publication and for broadcast medium, the editor’s name, the street address, the direct phone line, the fax number, and the e-mail address. These contacts will get to know everything about your organization over the long-term so that you become “visible.”

**PR Point #5** — Contact the media for editorial calendars or programming schedules, and create a year-long media planning calendar. Become familiar with the “feature of the month, week, day, or hour.” Understand what the editor or news department wants in order to match your project/goals with the various news/editorial cycles.

**PR Point #6** — Match your news to the interests of the editors.

**PR Point #7** — Pitch your story or news idea to editors via fax or email, not mail. It’s faster, cheaper, and can actually aid an editor under deadline. Develop a

one-page format that allows the editor to respond to your story idea with a “fax back” response on the same page.

**PR Point #8** — Keep plugging away with news angles that sell your project/organization to the editors. Editors will become familiar with your mission as you send them newsworthy press releases on a regular basis. The key is to stay in touch.

**PR Point #9** — Don’t expect publicity to work like advertising — it is not a controllable medium. With advertising, you plan your schedule, the frequency of the ad, and the related costs. With publicity, you’ll never know its length and, often, you may not know when it is scheduled to run.

Be constant in your news making, and you will constantly find your organization/project in the news. By staying focused with your media and your message, you will also discover the payback in terms of increased visibility and increased Emergency Manager and CBO/FBO participation in mitigation activities.

## **News Story Formats**

### Hard News Stories

- Hard news stories often are structured in the traditional Inverted Pyramid style. The Inverted Pyramid organizes information with the most important information at the top of the story – often the “Who, What, When, Where, Why, and/or How.” This method allows readers to gain the most interesting and pertinent information quickly in anticipation that they may not read the entire article. In addition, the Inverted Pyramid allows editors to delete information from the end of the story without cutting critical material.
- Use the hard news format when announcing basic information on a mitigation activity or in recognizing volunteers for an outstanding effort.

### Feature Stories

Common types of feature stories:

- A personality profile: A story on an unusual person who has interesting incidents, experiences, and anecdotes to tell
- An advice story: A "how-to" story with useful information, especially from a recognized expert or person with documentable experience
- An experience story: How someone did something unusual yet valuable to readers

- An explanation of a current issue or problem, or of science or research
- Use the feature story format when you want to share more detailed information.

In writing a feature story, follow these steps:

- Select a clear, strong focus, and organize the content to achieve your purpose based on what kind of feature you are writing.
- Make a list of main points to cover in any interview(s) you plan to conduct.
- When you interview, get many specifics to back up general facts or quotes your interviewee gives you: numbers, examples, incidents.
- Remember to cover the 5 Ws and 1 H (who, what, when, where, why, how).
- Put lots of human interest in the story via people and quotes.
- Let the interviewee tell the story through paraphrases, direct quotes, and partial quotes, with attribution in every paragraph.
- Especially work hard on the headline, lead, and ending.

### News Writing Language & Style

The Associated Press (AP) Stylebook is often the preferred standard writing tool for most journalists. It will help you win over editors and news-seekers and ultimately help get your information placed if you follow the AP style as closely as possible. Common references in the Stylebook include: the differences between "effect" and "affect" and "ensure" and "insure"; correct usage of prefixes and suffixes; accurate and ethical use of direct quotes; references to the race, sex, religion, disability, and/or ethnic origin of a newsmaker; use of first names and titles; and capitalization and punctuation. The AP Stylebook is readily available at most bookstores.

## Special Event Planning

Special events are creative tools that can bring organizations and their publics together while simultaneously creating positive publicity. The events can range from small-scale events that bring affected parties together to large-scale, community-wide events that create a fun atmosphere for an entire public. In addition, the events can be related directly to a specific centralized theme or can be a general method for developing awareness. Either way, the special event needs to be a positive experience for all people involved, and so planning becomes an important step of the process. Following are some ideas for how to plan and promote a successful special event.

- Consider what type of event would be most relevant for your organization and would most effectively fulfill its need.
  - Formal or informal community meetings
  - Barbecues/picnics
  - Volunteer charity events
  - **Anything is a possibility**
- Brainstorm ideas
  - List creative ideas, big or small, that can make the event unique.
  - List all possible problems that could occur, and consider ways to prevent them before they occur.
- Consider a range of potential promotion vehicles relevant to the event
  - News releases, advertisements
  - Posters
  - Personal invitations
- Create a step-by-step list of all tasks that must be completed before the event can be carried out.
  - Include minor tasks, and assign people to carry out each task.
  - Write them down, whether they seem self-explanatory or not.
- Recruit sufficient volunteers to ensure that the event runs smoothly.
  - Plan far in advance so that the day of event doesn't find you scrambling to place people where you need more help.
  - Assign one person a management/public relations role to direct everybody where they need to go (including media) and to answer questions anyone might have.
- Create emergency/alternate plan if something goes wrong.
  - Avoid assumptions about what is going to happen.
  - Be creative when considering things that could damage the effectiveness of the event.

## Sample Media Timeline for Special Event

### One Month prior To Event Day

- Designate one person who will coordinate activities and information-gathering from local participants.
- Set agenda/schedule for kick-off events.
- Identify speakers/presenters for events.
- Prepare contact list for those involved in planning and media outreach. List should include at least one contact for each partner involved in kick off events.
- Obtain folders to use for media kits.
- Obtain materials to use for media kit folders.

### Three Weeks prior to Event Day

- Draft one-pager identifying activities as they pertain to your community.
- Identify spokespeople (i.e., business leaders, retro-fitted family, civic officials) that will be made available for media interviews. (Spokespeople are generally those individuals involved in kick-off events.)
- Draft media advisory based on event schedule.
- Develop talking points for people to use while pitching the media.
- Develop local media list.
- Contact photographer to cover events.
- Contact local camera crew to record events.
- Begin the production of banners/signage to post at event sites.

### Two Weeks prior to Event Day

- Initiate information gathering from partners to obtain necessary information for partner bios/profiles.
- Draft news release.
- Draft city profile.

- Draft condensed schedule.

#### Ten Days prior to Event Day

- Distribute media advisory to local media list.
- Begin contacting media to encourage them to cover the events.

#### Five Days Prior to Event Day

- Copy all approved documents to prepare for media kit compilation.
- Determine role for photographer at events (designate types of photos for the photographer to take during the events – i.e., action shots, photos with families, etc.)
- Continue media calls/media pitching.
- Compile media kits.

#### Two Days prior to Event Day

- Alert monitoring service to look for stories in the local media.
- Continue media calls/media pitching.

#### Event Day

- Distribute news release to local media.
- Distribute media kits at kick-off events.

#### Within 24-48 hours of Event Day

- Monitor for stories in local media. Send copies to FEMA, state emergency management, and state, local, and national organizations that were involved.
- Obtain from photographer a contact sheet of event photos.

## Inspirational Quotes to Use in Volunteer Recognition

- "Some succeed because they're destined; others succeed because they're DETERMINED!"  
Author Unknown
- "If you can see the obstacles in front of you, then you have taken your eyes off of the goal."  
Author Unknown
- "Positive thoughts bring positive results."  
Author Unknown
- "Challenges can be stepping stones or stumbling blocks. It's all in your perspective."  
Author Unknown
- "We all have that spark within us to do something great. We just have to find the motivation and the determination to get the fire going."  
Author Unknown
- "Clear your mind of can't."  
Author Unknown
- "The actual is limited, the possible immense."  
Author Unknown
- "Dream and dare. Let no one demoralize you. Do not allow anyone to deter you. Pursue your goal even in the face of difficulties. Convert difficulties into opportunities; for difficulties are divine surgeries to make you better and not bitter." Author Unknown
- "You will never plough a field by turning it over in your mind."  
Author Unknown
- "Things won are done, your soul lies in the doing."  
Shakespeare
- "Admire those who attempt great things, even if they fail."  
Seneca
- "The beginnings of all things are small."  
Cicero
- "An overnight success usually takes about ten years."  
--- Author Unknown

- “Great are those who dare to try...”  
--- Author Unknown
- “Once you set your mind with enthusiasm and persistence, nothing is impossible.”  
--- Author Unknown
- “Great things are not done by impulse, but by a series of small things brought together.”  
--- Vincent Van Gogh
- “Silent gratitude isn't much use to anyone.”  
--- G.B. Stern
- “Gratitude is the memory of the heart.”  
--- Massieu
- “How far that little candle throws his beams!  
So shines a good deed in a weary world.”  
--- William Shakespeare
- “The content of a man's character is not where he stands in times of comfort and convenience, but where he stands at times of challenge and controversy.”  
--- Martin Luther King Jr.
- “When you dig another out of their troubles, you find a place to bury your own.”  
--- Anonymous
- “Never give in -- never, never, never, never.”  
--- Winston Churchill, 1874-1965, British Statesman, Prime Minister
- “There is one thing stronger than all the armies in the world, and that is an idea whose time has come.”  
--- Victor Hugo



## **Section 5 – Identifying Projects**

### **Mitigation Project Ideas**

#### **Flood**

- Working with your local planning office, use Global Positioning Systems (GPS) to map the longitude and latitude of structures at risk from flooding. Alert residents and provide information about how they can mitigate.
- To increase public awareness of flood hazards in the community, post markers showing the Base Flood Elevation.
- Post signs showing height of past flooding events. Provide information about how people can prevent damage in a similar event.
- Remove all debris from culverts, streams, and channels to allow the free flow of potential floodwaters.
- Clean storm drains and gutters, and remove debris from residential properties to allow free flow of potential floodwater.
- Build or provide platforms for residents to raise their appliances.
- Construct a rain garden to help minimize flooding.
- Rehabilitate abandoned lots into gardens that provide drainage.
- Plant vegetation in areas that are at risk for mudslides/landslides.
- Perform stream restoration activities.
- Help a licensed plumber distribute and install backflow valves.

#### **Fire**

- Conduct a wildfire risk assessment.
- Install smoke alarms.
- Distribute smoke alarm batteries and/or reminders to change batteries or check alarms.
- Move shrubs and other landscaping away from the sides of homes, public buildings, businesses – replace with plants that resist or retard fires, where possible.

- Clear dead brush and grass from properties so that it will not be there to fuel a spreading fire.
- Assist licensed professionals in removing trees near homes.

### **Earthquake**

- Install cabinet locks.
- Secure televisions, computers, or other heavy appliances and equipment using flexible straps.
- Anchor bookshelves/large cabinets to walls.
- Strap water heaters to walls.
- Work with local building department to inspect homes and identify and implement improvements. This may include adding foundation walls or strengthening cripple walls.
- Use museum wax to secure small items, such as knick-knacks or pictures.
- Distribute and/or display FEMA 74, Non-Structural Guide, in appropriate places.

### **Wind**

- Work with a local arborist to identify species of trees that are more resistant to high winds. Help promote the use of these trees.
- Check and repair security devices, such as windows and door locks, and other light maintenance work.
- Secure or remove items that could become projectiles in high winds.
- Conduct minor repairs to the homes of the elderly.
- Install and/or secure storm shutters.
- Distribute and/or install hurricane clips and straps.
- Strengthen windows and doors.
- Build a demonstration safe room.
- Assist licensed professionals in removing trees near homes.

- Distribute and/or display FEMA 320, Taking Shelter from the Storm.

### **Activities for Any Hazard**

- Identify and publicize natural hazard risks in the community.
- Distribute disaster mitigation information packages to residents and businesses.
- Identify and disseminate information about easy, cost-effective ways that home and business owners can protect themselves against potential dangers on their properties and in their neighborhoods.
- Help the elderly and/or physically challenged prepare personal disaster plans.
- Survey area with emergency management officials to identify risks and ways to mitigate against them.
- Create tool lending library with tools and how-to guides necessary to perform simple, appropriate mitigation activities.
- Research and create a map of elderly, home bound, disabled, and less accessible rural citizens who need to be located during a disaster.
- Present Masters of Disaster modules to younger students.
- Hold classes to educate residents about steps they can take to minimize their risks.
- Retrofit child care centers, nursing homes, or other important facilities for multiple or most threatening hazards.

### **Safety**

#### **Volunteer Safety Tips**

- **Avoid placing yourself in hazardous situations:** If a situation looks dangerous, avoid it! Report the circumstances immediately to your supervisor.
- **Always remember Safety First:** Always conduct yourself in a safe manner. Make sure you have appropriate clothing and equipment for your assignment.
- **Be calm and keep a positive attitude:** Your reactions to situations will affect the reactions of others around you. A calm and positive demeanor will be helpful not only to you, but also to those around you.

- **Be Alert:** Many safety problems can be avoided by being alert. If you spot a problem, inform your supervisor immediately.
- **Be aware of your surroundings:** If you are working around heavy equipment or debris, be aware of what's going on around you. Remember, a heavy equipment operator may not be able to see or hear you. Take special care to avoid being injured.
- **Wear appropriate clothing:** While in the field, you should always wear appropriate clothing. Long pants, a shirt, sturdy shoes (preferably boots), a hard hat, goggles, and gloves are all strongly recommended.
- **Think ahead about evacuation:** Always keep evacuation routes in mind. You should have one route for each compass direction.
- **Avoid power lines:** Power lines can be dangerous when they come down. Always assume they are electrified. Never try to drive over or through downed power lines.
- **Take care of yourself:** Try to eat nutritious foods. Avoid excessive consumption of caffeine and sugar. Drink plenty of water. Avoid alcohol or drugs.
- **Recognize stress:** Some of the symptoms of stress include agitation, irritability, anger, disorientation, confusion, apathy, and despair. Elevated stress levels can even lead to physical symptoms.
- **Understand Critical Incident Stress:** If you or a co-worker encounters an extremely stressful event such as a death, or a life-threatening event, contact your supervisor immediately.
- **Don't attempt a job you are not qualified for:** Working beyond your abilities can lead to stress and possible injury. Don't be afraid to say "No."
- **For any emergency, call 911:** If the 911 system is not operational, check with your supervisor for emergency call procedures.

## Liability

[www.law.cornell.edu](http://www.law.cornell.edu)

[www.nonprofitrisk.org](http://www.nonprofitrisk.org)

[www.explorium.org](http://www.explorium.org) (Volunteer Protection Act 1997)

## Section 6 – Assessment – Learning from Our Experiences

### Evaluation Tools/Techniques

Friedman, M. 2001. **Results and Performance: Accountability, Decision-Making and Budgeting**. Workshop Materials. Fiscal Policy Studies Institute, 8 Charles Plaza, Suite 1407, Baltimore, Maryland 21201.  
[www.resultsaccountability.com](http://www.resultsaccountability.com)

### Before/After Self-evaluation

Consider asking participants to conduct a before/after self-evaluation. This can be a simple evaluation, like the following example, or more elaborate if you prefer. This tool also can be used before and after specific projects to help participants realize how much they gain through volunteering. Before beginning the curriculum, or a particular project, ask participants to respond on a scale of 1-5 on the following questions:

- 1= No
- 2= Very Unsure
- 3= Unsure
- 4= Fairly Sure
- 5= Yes

1. I understand the activity.
2. I understand how the activity helps me/my community.
3. I value the activity.
4. I understand the value of partnership.
5. I have a firm understanding of the hazard risks in my community.
6. I have a firm understanding of steps I can take to reduce those risks.
7. I am involved in working with my community to reduce disaster risk.
8. I know the majority of people in this room very well.

Compare self-assessments from before and after the scheduled activity. Add or remove questions as you see fit, and feel free to be creative! Self-assessment is a great tool for showing volunteers how much their efforts benefit themselves and the community.

## **Section 7 – Sustainability – Keeping Volunteers Engaged**

See Best Practices Report

[www.fema.gov/fima/plansustain.shtm](http://www.fema.gov/fima/plansustain.shtm)

### **Leadership Styles, Decision-making, and Consensus**

The following materials were developed by:

*Ball Foundation Consensus Tools*, Ball Foundation, accessed May 2003,  
<<http://www.ballfoundation.org/ei/tools/consensus.html>>

#### **Consensus Decision Making > Steps to Reaching Consensus**

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

When to Use: Whenever making a consensus decision

Whom to Involve: All team members

#### **Tool: Steps and Tips**

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

1. Identify areas of agreement
2. Clearly state differences
  - State positions and perspectives as neutrally as possible.
  - Do not associate positions with people. The differences are between alternative valid solutions or ideas, not between people.
  - Summarize concerns and list them.
3. Fully explore differences
  - Explore each perspective and clarify.
  - Involve everyone in the discussion - avoid a one-on-one debate.
  - Look for the "third way": make suggestions or modifications, or create a new solution.

#### 4. Reach closure

#### 5. Articulate the decision

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

#### Tips for Consensus Building

##### *Do's*

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

##### *Don'ts*

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

## Consensus Decision Making > Consensus Indicator

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

When to Use: Whenever making a consensus decision

Whom to Involve: All team members

Time Needed: 1-5 minutes

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

**FIVE:** I'm all for the idea. I can be a leader.

**FOUR:** I'm for the idea. I can provide support.

**THREE:** I'm not sure but I am willing to trust the group's opinion and will not sabotage its efforts.

**TWO:** I'm not sure. I need more discussion.

**ONE:** I can't support it at this time. I need more information.

**ZERO (FIST):** No. I need an alternative I can support.

### Greenleaf Center for Servant Leadership

[www.greenleaf.org/](http://www.greenleaf.org/)

### Center for Community Leadership

<http://www.communityleadership.org/>

The following materials were developed by:

*Out of the Box Coaching* and *BREAKTHROUGHS WITH THE ENNEAGRAM*, Bast, Mary R., Ph.D., accessed May 2003, <<http://breakoutofthebox.com/>>

### LEADERSHIP STYLE ONE: *The Idealist*

A self-observing *Idealist* can be a wonderful leader: wise, tolerant, balanced, and focused on standards of excellence in ways that provide an exemplary vision for followers. Ones are often the purveyors of quality in an organization.

When less well-developed, they show their *fixation* on **perfectionism**. They carry an internal judging voice, which chastises themselves (or others) for falling short of perfection (**preaching**) or, in a very healthy individual, invokes higher attainment (**teaching**). Their *driving force* is **anger**, which is typically over-controlled until it erupts as **resentment** when someone has failed to live up to their expectations. They're good at



moral tirades, yet they also show a "running amuck" side that allows them to escape their own high standards.

Developmental skills include reducing the power of their internal critic, channeling anger more effectively, learning to respond to criticism non-defensively, and moving away from black-and-white thinking with positive reframing and creative problem-solving. The key development need for this leadership style is **patience**, the willingness to accept conditions that do not conform to one's ideal.

### **LEADERSHIP STYLE TWO: *The Mentor***

The most interpersonally oriented of all the leadership styles, healthy *Mentors* are unconditionally caring leaders who derive deep satisfaction from seeing and encouraging the development of others; they are typically great supporters of customer service. Well-developed Twos will also be aware of their own needs, which provides balance in their lives and allows them to give freely, without expectation of return.

Their *driving force* is **pride**, which is attached to their self-image as helper; out of this they tend to be in the middle of things, giving **help and advice** whether others want it or not. When less developed they have a *fixation* on **entitlement** and can use **manipulation** to influence people. If they feel betrayed they may even become **vindictive** ("after all I've done for you!"). Their key development need is **humility**, which accompanies true compassion without expectation.

Developmental skills include acknowledging their own needs, seeing how they contribute to their own workload and saying no, setting clearer boundaries, and asserting their interpersonal power more directly.

### **LEADERSHIP STYLE THREE: *The Star***

*Star* leaders are often expansive, risk-taking go-getters who ensure high productivity for their organizations. Formidable models for others, they are efficient and supremely goal-oriented; consequently, they tend to rise to top organizational levels, or to run their own companies.

What under-developed Threes personify for *all* of us is our **image-making**. They're good at **self-promotion** and can be perceived as showcasing themselves at the expense of the team. Threes tend to look outward for their reflection in the eyes of others – and their inner life can be lacking. Their *driving force* is **vanity**, which shows up in the *fixation* of **self-deception** (e.g., convincing oneself that a failure to involve the team in a major business coup was not important because of the results achieved).

Developmental skills include learning to collaborate instead of compete, clarifying their own values/developing internal criteria (vs. external validation), learning from failure, and accessing their feelings. Their key development need is truthfulness, speaking from the essential self and not through personality needs.

#### **LEADERSHIP STYLE FOUR: *The Innovator***

*Innovators* are vital to the health of an organization because they are able to view things from a new slant and are not bound by tradition; they can keep an organization from slowly dying out of untested and outdated assumptions.

More in touch with their feelings than other types, they are in danger of sinking into moodiness if they meet with resistance to their ideas. The same talent that allows Fours to "look outside the box" can lead them to wonder why they never see things the way others do, and subsequently to question if they are flawed – their conversation is ripe with **sad stories**. Their *driving force* is **envy**, which shows up in the *fixation* of **dissatisfaction**, a perception that "the grass is always greener somewhere else."

Developmental skills include focusing more on strengths and resources and less on the "tragedy" of life, learning to develop the possibilities of their current jobs, shifting their moods through physical exercise or creative outlets, reframing self-criticism in more positive ways, and championing a program or process they believe in. Their key development need is **equanimity**, the ability to live in the moment.

#### **LEADERSHIP STYLE FIVE: *The Synthesizer***

Because of their ability to take in the whole picture and integrate its components in creative ways, well-developed *Synthesizers* can be consummate strategists and visionaries. Often very bright, they are extremely capable of influencing others through their **knowledge**.

Sometimes they sound like they're giving a **dissertation**. Although Fives can be profound and passionate leaders, they tend to disdain the role of emotions in human interaction. They are the most independent of the nine styles and prefer to be surrounded by other highly capable people who need no direction or external reinforcement. Their *driving force* is **hoarding**, which shows up particularly in their *fixation* on **detachment** from emotions, a "stinginess" of feelings.

Developmental skills include debating less and probing/listening more with the goal of mutually satisfying solutions, taking their role as coach more

seriously – including giving attention to group process (meetings, teamwork, etc.), and affirming others' positive efforts. Their key development need is **nonattachment**, engaging with others without fear of being overwhelmed.

### **LEADERSHIP STYLE SIX: *The Partner***

*Partners* at their best are highly team-oriented leaders and excellent managers who bring out the best in everyone. These are energetic executives who attend to interdependent organizational needs, which shows up in their language as **thoughts about the group**.

Their *driving force* is **fear**, which is manifested in less well-developed Sixes as a *fixation* on **accusation** of others (particularly those in authority). Sixes also look for hidden agendas, and experience self-doubt. They may procrastinate and/or blurt out their feelings with a kind of **reckless courage** (driven by their anxieties), and then worry that they've shot themselves in the foot – and they may have. The good news is that they challenge others in ways that hold them accountable; the bad news is that they're always looking for the bad news!

Developmental skills include getting a reality check on their fears, empowering themselves vs. blaming others, focusing more on possibilities vs. worries, and centering their verbal presentations on a central theme and several key points. Their key development need is **courage**, consistent with a certain kind of "morality:" recognizing their own contribution to situations instead of playing "victim."

### **LEADERSHIP STYLE SEVEN: *The Futurist***

Charming and easy to talk to, highly evolved *Futurists* are the organization's cheerleaders because of their natural optimism. They focus on long-term perspective and possibilities. Equality is important to them, so Sevens sometimes have to work around organizational constraints.

Less developed leaders of this type can seem egotistical because they love to tell **anecdotes** and may forget to invite others to talk. They're sometimes perceived as lacking analytical ability because of oversimplifying or skating over the surface. The Seven's *driving force* is **gluttony**, a seeking of pleasure in order to avoid pain; consequently they are over-focused (*fixated*) on **enthusiasm** (the "bad" news is that they only want to hear the good news) and **uneasy activity**.

Developmental skills include contingency planning for problems, eliciting and accepting feedback, using negative reframing to counter their optimism, and – particularly – disciplining themselves to follow through on

their own development (it's hard work)! Their key development need is **temperance**: seeking moderation and letting go of materialism.

### **LEADERSHIP STYLE EIGHT: *The Advocate***

*Advocate* leaders who have paid attention to their own development are able to shoulder huge responsibility without having to control everything. Right beneath the surface they are soft-hearted; when this is tempered with their typical self-confidence, they have loyal followers and can truly move mountains.

Unfortunately, Eights have the reputation of power mongers and tyrants because it is difficult for them to feel enough trust to acknowledge any vulnerability. Their *driving force* is **lust/excess**. Often, they feel it is their responsibility to intervene in and direct situations, and they pursue **power and control** (their *fixation*) aggressively. They hold a value for **justice** – as **self-defined**! *Advocates* can have a "bull-in-the-china-shop" approach because they speak in **imperatives**.

Developmental skills include enhancing their ability to put themselves in others' shoes, collaborative negotiation and active listening skills, and respecting and mentoring others. Their key development need is **innocence** – a regaining of the child they never were, accompanied by a shift to more altruistic and benign modes of operating, a focus on service to the world.

### **LEADERSHIP STYLE NINE: *The Diplomat***

Serene and centered, well-developed *Diplomats* bring cooperation to any organization; they are highly capable of dealing with others' problems and building consensus. They have a natural tendency to honor diversity, and can get along with almost anyone.

Unexamined Nines tend to merge with others' preferences, however, and to forget their own. Taking a strong position is particularly difficult for them, because they see all sides of an issue and because they are essentially non-aggressive. Their *driving force* is **indolence** – not that they're lazy (they're very hard workers) but that they are out of touch with their own wishes, a *fixation* on **self-forgetting**. Though quiet, once they get started they tend toward **epic tales** (they hold so many alternative views it's hard to focus).

Developmental skills include learning to speak up/confront others, recognizing passive-aggressive behavior/becoming more assertive, setting priorities/sticking to them, staying focused, and initiating change.

Their key development need is **active engagement**, the willingness to stay focused on their own purpose, without distraction.

### **A Toolkit for Volunteer Leaders**

From the 4H of Nebraska: <http://4h.unl.edu/volun/ahlen/newpage1.htm>

Contains a wealth of information on group dynamics, leadership, mentoring, and decision making for volunteer groups.

### **Leadership Styles**

The following materials were developed by:

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

#### **The Autocrat**

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

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

#### **The Laissez-Faire Manager**

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

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

## **The Democrat**

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

The democratic leader can be seen in two lights:

A good democratic leader encourages participation and delegates wisely, but never loses sight of the fact that he or she bears the crucial responsibility of leadership. He or she values group discussion and input from the team and can be seen as drawing from a pool of team members' strong points in order to obtain the best performance from the team. He or she motivates the team by empowering the members to direct themselves, and guides them with a loose rein.

However, the democrat can also be seen as being so unsure that **everything** is a matter for group discussion and decision. Clearly, this type of "leader" is not really leading at all.

## **Decision Making Techniques:**

*Decision Making Techniques*, Harris, Robert,

Version Date: July 3, 1998 <<http://www.virtualsalt.com/crebook6.htm>>

## **ORID**

The following materials were developed by:

*Roundtable Associates Homepage*, Roundtable Associates, accessed May 2003, <<http://www.roundtableassociates.com/orid.htm>>

Objective (What):

- What words or phrases do you remember from the presentation?
- What are some key ideas or images in the presentation?

Reflective (Gut):

- Where were you surprised?
- What was a high point of the presentation for you?

Interpretive (So What?):

- What were the presenters saying? What was it about?
- What issues does this dialogue bring up for you?
- What are some of the deeper questions we could explore?

Decisional (Now What?):

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

What would be our first step?

## Section 8 – Examples of Success

### Lessons Learned:

The following “Lessons Learned” were tips gained from the 10 communities nationwide who implemented community-based pre-disaster mitigation programs based on a workshop structure.

#### ***1. Timing is Everything***

- Select time periods when volunteers are most available and disaster potential is low. People are often most receptive to mitigation some months after recovery from a disaster.
- Allow sufficient amounts of time to establish networks and liaisons; build relationships among participating groups; and develop, plan, and complete a project.
- Notify volunteers with sufficient lead time and follow-up on invitations.
- Focus attention on potential projects that are achievable and likely to end in success.

#### ***2. Do Homework on the Front End***

- Gain as much information as possible about potential stakeholders prior to initiating a project.
- Identify and visit with key leaders and stakeholders to create and establish connections.
- Research ways to incorporate mitigation into existing community projects or future plans.
- Assess the best times and locations for meetings. Consider community needs, such as security concerns, and general work schedules within the community.
- Understand potential partner organizations and their missions. Be able to articulate how mitigation projects tie in to the group’s primary purpose and the benefits to its members.

#### ***3. Organize the Organized***



- Build on relationships already woven into the fabric of the community.
- Involve key players and stakeholders.
- Identify and develop leadership in more than one individual or group.
- Be prepared to suggest specific contributions that are compatible with each organization's activities and capabilities. However, be willing to accept whatever contribution they feel they can make.

#### **4. Utilize those Available**

- Try to incorporate underutilized volunteer groups such as youth, seniors, environmental groups (Sierra Club), and even prisoners (Habitat for Humanity has utilized their help) and others needing to fulfill community-service requirements.
- Look for organizations or individuals looking for volunteer opportunities. Possibilities include boy and girl scouts trying to earn top awards, high school and college honor societies, fraternities and sororities, civic organizations (Lions, Rotary, Elks, etc.), AmeriCorps program participants, etc.
- Avoid overworking the already overcommitted; those who are already involved in many projects can be a resource for identifying others who may be more available.
- Think of ways to make it easy for people to volunteer. Schedule multiple work times, identify contributions that can be made before and after the actual project, utilize existing skills, and/or provide opportunities to develop new ones.

#### **5. Educate, Educate, Educate**

- Teach the reasons for mitigation as well as how to implement mitigation.
- Demonstrate how mitigation really benefits the community. Tie mitigation to other community goals and values.

- Share successes of other communities. Provide inspiration as well as actual ideas for activities.
- Start small and build on initial successes.

## **6. Tap into Existing and Potential Resources**

- Identify funding for programs, incentives, and materials. Find out what funding the state or community is receiving for disaster assistance. Tie into existing FEMA or state-funded programs such as the Hazard Mitigation Grant Program or the Flood Mitigation Assistance Program.
- Learn how to seek donations/grants/funding (this activity requires sufficient technical assistance).
- Piggyback existing programs (recognize what is already being done in the community and how that can be built upon). Be creative with this approach.
- Engage major corporations and businesses in the community. Ask them for support: financial assistance, technical support, staff resources, tools/equipment/space, etc.
- Make friends with the media. They can be tremendous resources. Find out how you can help them help you.

## **7. Tap into Technical Support**

- Recognize the importance of resources for involving a wide variety of community-building and “soft” skills, including media relations, organizational management, communication, issue framing, etc.
- Identify resources and other sources of information on training, organization, programs, and potential funding assistance.
- Get to know state and Federal officials who could provide technical assistance. Contact your State Hazard Mitigation Officer, State Floodplain Manager, State Community Development and Chamber

of Commerce organizations, and Regional FEMA, EPA, and HUD liaisons. Learn about their programs and services.

- Learn from other communities who have succeeded. Don't be afraid to ask them for ideas and assistance.

#### **8. Value the Importance of Personal Relationships**

- Schedule time to create/acknowledge/develop important relationships.
- Recognize that personal relationships build commitment among volunteers and are valuable in recruiting new workers.
- Express appreciation for each contribution, no matter how small. Try to give credit publicly.

#### **9. Build Relationships with Communities; Build Relationships across Communities**

- Solicit input from other involved communities across the nation.
- Stay in contact with the network, and make information brief, specific, helpful, and encouraging.
- Offer support to other communities.
- Include neighboring jurisdictions. What you do will affect them and vice versa. Think about combining resources to work together.

#### **10. Utilize Community Expertise**

- Identify existing community expertise and experience.
- Work within your community's plans, expectations, and desires.
- Be flexible to challenges, disasters, and internal issues.

- Share responsibilities – the more people feel ownership, the more successful the program will be.

### ***11. Repetition is the Mother of Success***

- Don't expect everyone to understand or absorb material immediately; provide repeated exposure to important materials. Also provide information in a variety of formats to cater to different people with different perspectives.
- Provide repeat visits, contacts, and follow-up with involved organizations.
- Appraise, evaluate, and celebrate success toward completion at every step.

### ***12. Safety is First***

- Be sure to educate and inform regarding safety issues; regulations; and local, state, and Federal laws (e.g., hazardous materials, roadside work, open-meeting laws, etc.).
- Take precautions. Protect volunteers, beneficiaries, sponsors, and yourselves.
- Work with professionals to determine safe activities and approaches.

### ***13. Focus on Shared Values***

- Listen to CBO/FBO goals and what their organizations hope to achieve. Find mitigation activities, recipients, and approaches that work with each organization.
- Create understanding of why FBOs, CBOs, and individuals should be involved, how this project matches their mission, what they will get from participating, what and how they can contribute, and how important their leadership is.

#### ***14. Celebrate and Share Success***

- Publicly celebrate accomplishments, and recognize contributions.
- Share the completion of steps and final success of each project with others; expand on who did what and how it was accomplished. Show and tell.
- Focus on how people and organizations are working together and how others can get involved.
- Honor every contribution and the person or organization that made it.

## General Resources

Note: All resources are subject to change due to legislation, expiration or unforeseen circumstances.

### **Federal Emergency Management Agency (FEMA), Emergency Preparedness and Response Directorate, Department of Homeland Security**

<http://www.fema.gov>

FEMA Publications: 1-800-480-2520

- Multi-Hazard Identification and Risk Assessment
- Reduce your Risk from Natural Disasters
- FEMA's "How To" Series:

From FEMA 386-1 CD:

The Federal Emergency Management Agency (FEMA) has developed this series of mitigation planning "how-to" guides to assist states, communities, and tribes in enhancing their hazard mitigation planning capabilities. These guides are designed to provide the type of information state and local governments need to initiate and maintain a planning process that will result in safer communities. These guides are applicable to states and communities of various sizes and varying ranges of financial and technical resources. This how-to series is not intended to be the last word on any of the subject matter covered; rather, it is meant to provide easy to understand guidance for the field practitioner. In practice, these guides may be supplemented with more extensive technical data and the use of experts when necessary.

The guides focus on showing how mitigation planning:

- Can help your community become more sustainable and disaster-resistant through selecting the most appropriate mitigation measures, based on the knowledge you gain in the hazard identification and loss estimation process;
- Can be incorporated as an integral component of daily government business;
- Allows you to focus your efforts on the hazard areas most important to you by incorporating the concept of determining and setting priorities for mitigation planning efforts; and
- Can save you money by providing a forum for engaging in partnerships that could provide technical, financial, and/or staff resources in your effort to reduce the effects, and hence the costs, of natural and human-caused hazards.

These guides provide a range of approaches to preparing a hazard mitigation plan. There is no one right planning process; however, there are certain central themes to planning, such as engaging

citizens, developing goals and objectives, and monitoring progress. Select the approach that works best in your state or community.

- Fact Sheets on Natural and Man-made Hazards, including: Earthquakes, fire, flood, nuclear, terrorism, tornadoes, volcanoes, etc.
- Spring Break projects that involve multi-community participation and working with the Red Cross Youth and Disaster Education groups to do outreach to FBOs and CBOs
- Mitigation Resources for Success CD (FEMA Publications 372 CD) – includes publications, technical fact sheets, case studies, and Federal and state mitigation program information and contacts
- Success stories and case studies
- Mitigation Planning Toolkit
- FEMA for Kids: [www.fema.gov/kids/](http://www.fema.gov/kids/)
- FEMA National Flood Insurance Program: <http://www.fema.gov/nfip/>

### **NEMA – National Emergency Management Association**

<http://www.nemaweb.org>

Citizens can access any state's emergency management agency/office from this web site. NEMA is the professional association of and for state emergency management directors. NEMA's mission is to:

- Provide national leadership and expertise in comprehensive emergency management.
- Serve as a vital emergency management information and assistance resource.
- Advance continuous improvement in emergency management through strategic partnerships, innovative programs, and collaborative policy positions.

## **Citizen Corps**

<http://www.citizencorps.gov>

Following the tragic events that occurred on September 11, 2001, state and local government officials have increased opportunities for citizens to become an integral part of protecting the homeland and supporting the local first responders. Officials agree that the formula for ensuring a more secure and safer homeland consists of preparedness, training, and citizen involvement in supporting first responders. In January 2002, President George W. Bush launched USA Freedom Corps, to capture the spirit of service that has emerged throughout our communities following the terrorist attacks.

Citizen Corps, a vital component of USA Freedom Corps, was created to help coordinate volunteer activities that will make our communities safer, stronger, and better prepared to respond to any emergency situation. It provides opportunities for people to participate in a range of measures to make their families, their homes, and their communities safer from the threats of crime, terrorism, and disasters of all kinds.

Citizen Corps programs build on the successful efforts that are in place in many communities around the country to prevent crime and respond to emergencies. Programs that started through local innovation are the foundation for Citizen Corps and this national approach to citizen participation in community safety.

Citizen Corps is coordinated nationally by the Federal Emergency Management Agency. In this capacity, FEMA works closely with other federal entities, state and local governments, first responders and emergency managers, the volunteer

## **FEMA Floodmaps.net**

<http://www.floodmaps.net>

FEMA-run site with flood mapping, flood plain and flood-related mitigation and funding information.

## **The American Red Cross**

<http://www.redcross.org/services/disaster/beprepared/>

<http://www.redcross.org/services/disaster/keepsafe/>

<http://www.redcross.org/pubs/dspubs/cde.html> - public domain materials that may be used without written permission

<http://www.redcross.org/disaster/Masters/intro.html> - Masters of Disaster™ is a curriculum that teaches students about disaster safety. It helps teachers integrate important disaster safety instruction into their regular core subjects such as language arts, math, science, and social studies.



**Tulsa Partners**

<http://tulsapartners.org>

Tulsa, Oklahoma, is a community well-known for its mitigation efforts and its ability to involve CBOs/FBOs in mitigation activities.

**Future Problem Solvers Organization**

<http://www.fpsp.org>

Future Problem Solving and Community Problem Solving Programs are great for involving youth in community projects.

**Association of State Flood Plain Managers**

<http://www.floods.org>

The Nation's Response to Flood Disasters: A Historical Account  
National Flood Programs in Review  
Mitigation Success Stories

**National Voluntary Organizations Active in Disaster (NVOAD)**

<http://www.nvoad.org>

Design for Success: Development Tool for Effective VOAD's - NVOAD

**Disaster News Network**

<http://www.disasternews.net>

Articles on disaster preparedness and mitigation efforts

**National Oceanic and Atmospheric Administration (NOAA)**

<http://www.noaa.gov>

These agencies (NOAA, USGS, NWS) have websites that provide historic and current risk data. In addition, they offer websites for schools and youth groups to use as learning tools.

**United States Geological Survey (USGS)**

<http://www.usgs.gov>

Maps, fact sheets, and hazard reports on various natural hazards, including volcanoes, earthquakes, floods, etc.

**National Weather Service**

<http://www.nws.noaa.gov>

Educational materials for the general public and for children.

### **Colleges and Universities**

Many colleges and universities offer website information – much of it with a wealth of local/site-specific information. For example, Northern Arizona University has an excellent tribal website and resource center.

### **Natural Hazards Observer**

<http://www.colorado.edu/hazards>

### **Geospatial Solutions**

<http://www.geospatial-online.com>

### **The Learning Channel**

<http://www.tlc.discovery.com>

Documentary on Multiple Tornadoes in May of 1999 that hit Moore, Oklahoma. Article on tornadoes on website (saved and printed). Videos can be ordered.

### **Network of State Hazard Mitigation Officers (NHMO)**

<http://www.hazmit.net>

### **The Institute for Business and Home Safety (IBHS)**

<http://www.ibhs.org>

### **Emergency Preparedness Information Exchange**

<http://www.expix.hazard.net>

International organization based in Canada. Provides links and information regarding regional disaster-focused organizations.

### **Public Entity Risk Initiative**

<http://www.riskinstitute.org>

Risk and funding information for wide range of “risk factors.” Disaster risk included, and mitigation projects regularly funded.

### **Assessment**

Friedman, M. 2001. **Results and Performance: Accountability, Decision-Making and Budgeting**. Workshop Materials. Fiscal Policy Studies Institute, 8 Charles Plaza, Suite 1407, Baltimore, Maryland 21201.

[www.resultsaccountability.com](http://www.resultsaccountability.com)

### **Safety**

Occupational Safety and Health Administration, 1993. **Personal Protective Equipment**, OSHA Publication 3077. Washington, DC: US Department of Labor.

Tel-A-Train, 1995. **Power and Hand Tool Safety**. Video. Chattanooga, TN.

### **Leadership/Partnership**

Dessler, 2001. **Leading People and Organizations in the 21st Century, 2/e.**

Prentice Hall School Online Catalog. [www.phschool.com/catalog](http://www.phschool.com/catalog).

- \* Student Edition ISBN 0130177806
- \* Instructor's Manual ISBN 0130183628
- \* Instructor's Resource CD ISBN 0130307416
- \* Computerized Test Manager ISBN 0130310689

Lowry, Don. **True Colors.** Leadership training/team-building training based upon personality types.

### **Personality Types/Learning/Working Styles**

Gardner, H. 1993. **Multiple Intelligences: The Theory in Practice.** Basic Books, 10 East 53rd Street, New York, NY 10022-5299. ISBN 046501822X

## Potential Funding Sources

**Please note: The following government agencies, organizations, and programs may be able to provide funding for your mitigation projects. The amount of funding available, application requirements and other factors are subject to change. Visit their websites or contact them directly to obtain the most current information about the programs.**

### **Federal Emergency Management Agency (FEMA), Emergency Preparedness and Response Directorate, Department of Homeland Security**

#### ***Pre-Disaster Programs***

- The Pre-Disaster Mitigation Program (PDM), authorized by DMA 2000, can provide funding to states, communities, and tribes for cost-effective hazard mitigation planning activities that complement a comprehensive mitigation program and reduce injuries, loss of life, and damage and destruction of property before a disaster strikes. Check with your FEMA regional office on the status of funding.
- The Flood Mitigation Assistance Program (FMA) provides funding to assist states and communities in implementing measures to reduce or eliminate the long-term risk of flood damage to buildings, manufactured homes, and other insurable structures. The three types of grants available through FMA are planning, project, and technical assistance grants. Only communities that participate in the National Flood Insurance Program (NFIP) can apply for project and technical assistance grants. Planning grants are to be used by states and communities to prepare flood mitigation plans, with a focus on repetitive loss properties. Currently, funding for FMA is provided through the NFIP and is funded at \$20 million annually.

#### ***Post-Disaster Programs***

- The Stafford Act (Public Law 100-107, as amended) authorizes funding for all federal disaster-related assistance in place today.
- The Hazard Mitigation Grant Program (HMGP), authorized by Section 404 of the Stafford Act, provides grants to state, local, and tribal governments (up to 15% of the FEMA disaster funds they receive) to implement long-term hazard mitigation measures after a major disaster declaration.
- The Assistance to Individuals and Households Grant Program is authorized by Section 411 of the Stafford Act and authorizes grants to be used for mitigation measures to cover serious unmet, disaster-related real property losses.
- The Public Assistance Program (PA) is authorized under Section 406 of the Stafford Act. This program provides funding, following a disaster declaration, for the repair, restoration, or replacement of damaged facilities belonging to governments and to private nonprofit entities, and for other associated expenses, including emergency protective measures and

debris removal. The program also funds mitigation measures related to the repair of damaged public facilities.

### **Community Assistance Program (CAP) – State Support Services Element**

CAP provides funding to meet negotiated objectives for reducing flood hazards in NFIP communities. The program is intended to identify, prevent, and resolve floodplain management issues in participating communities before they require compliance action by FEMA. Available CAP funding is provided on a 75-percent Federal maximum and 25-percent minimum state cost-sharing basis through the annual FEMA-State Performance Partnership Agreement or Cooperative Agreement.

### **Federal Highway Administration (FHWA)**

#### **Transportation Enhancements**

Surface Transportation Program (STP) under the Transportation Efficiency Act for the 21<sup>st</sup> Century (TEA-21) / Transportation Enhancements . A total of 10 percent of the Surface Transportation Program Budget is used for enhancements; projects generally selected competitively on a statewide basis.

#### **Federal Transit Administration (FTA)**

##### **Section 5309 Capital Funds**

Section 5309 (formerly Section 3) capital funds are available for fixed guideway (new starts, extensions, and rehabilitation), bus procurements, and acquisition or rehabilitation of major facilities. Section 5309 is designated as part of the congressional appropriations process to FTA grantees.

##### **Section 5307 Urban Formula/Transportation Enhancements**

Section 5307 (formerly Section 9) Urban Formula Grants are designated for transit capital and operating assistance in urbanized areas. Any transit-related capital or operating expense is eligible for federal funding, requiring a 20 percent local capital match and up to 50 percent operating match. Each year, 1 percent of the Section 5307 appropriation is set aside for transit-related transportation enhancements.

##### **Section 5311f (formerly Section 18i) Inter-city Bus Program**

Under Section 5311(f), each state is required to spend 15 percent of its annual Section 5311 apportionment "to carry out a program to develop and support Inter-city bus transportation." Use of Section 5311(f) funds for capital projects in urbanized areas is limited to those aspects of the project, which can be identified as directly benefiting and supporting service to and from non-urbanized areas.

### **Livable Communities Initiative**

Nationally competitive program, generally \$1 million in federal support requiring 20 percent local match.

### **Welfare-to-Work Initiative**

Capital/vehicle grant program, contingent on receipt of nationally competitive Welfare-to-Work funds from the Department of Labor

### **U.S. Army Corps of Engineers (USACE)**

#### **Beach Erosion Control Projects**

The program is administered by the U.S. Army Corps of Engineers (USACE) and is intended to control public beach and shore erosion. Reconnaissance studies are Federally funded, and the costs of feasibility studies are shared 50/50 with the local sponsor. Projects are designed and constructed by USACE. Federal participation cannot exceed \$2 million.

#### **Aquatic Ecosystem Restoration**

Section 206 of the Water Resources Development Act of 1996 provides a 65 percent federal match for construction of projects designed to carry out aquatic restoration that will improve the quality of the environment, are in the public interest, and are cost-effective. The program focuses on designing and implementing engineering solutions that restore degraded ecosystems to a more natural condition. Project application may be made at any time. Projects are limited to \$5,000,000 in federal participation and are awarded to state, tribal, and local governments. Projects include restoration of canals, wetlands, and floodplains, including wildlife habitat.

#### **Flood Plain Management Services**

Section 206 of the 1960 Flood Control Act provides USACE in planning and technical services without charge to state, tribal, and local governments for studies, including hurricane evacuation studies, comprehensive flood plain management studies, flood damage reduction studies, urbanization impact studies, storm water management studies, and inventories of flood-prone structures.

#### **Planning Assistance to States**

Section 22 of the Water Resources Development Act (WRDA) of 1974 allows the USACE to assist state, tribal, and local governments in the preparation of comprehensive plans for the development, utilization, and conservation of water and related land resources with up to 50 percent federal match. Technical and planning assistance may include wetlands evaluation studies, flood damage reduction studies, flood plain management studies, and water quality/quantity studies.

## **Project Modifications for Improvement of the Environment**

Section 1135 of the Water Resources Development Act of 1986 provides for ecosystem restoration by modifying the structures and/or operations of water resources projects constructed by the USACE, or by restoring areas where a USACE project contributed to the degradation of the area. Local funding is required to leverage an unspecified federal match.

## **Emergency Bank Protection**

This program provides bank protection of highways, highway bridges, essential public works, churches, hospitals, schools, and other nonprofit public services endangered by flood-caused erosion. State or local government officials should consult the nearest USACE District Engineer regarding specific problems and the possibility of remedial action under this program. An environmental assessment is required. In most cases, project studies will be at Federal expense. Cost sharing is required for project, but Federal participation cannot exceed \$500,000.

## **U.S. Department of Agriculture (USDA)**

### **Emergency Watershed Protection Program (EWP)**

The Natural Resources Conservation Service provides technical and financial assistance to local sponsors for the relief of imminent hazard and reduction of the threat to life and property in watersheds damaged by severe natural events that are either local or national in nature (national disaster area declaration is not required). Emergency work includes establishing quick vegetative cover on denuded land, sloping steep land, and eroding banks; opening dangerously restricted channels; repairing diversions and levees; and other emergency work. The act also authorizes the purchase of rural and agricultural floodplain easements designed to retire land from frequent flooding to preclude federal disaster payments, retire land to allow levee setbacks, or limit the use of the land.

### **Watershed Surveys and Planning**

Watershed surveys and planning studies are for appraising water and related land resources and formulating alternative plans for conservation use and development. Studies are of limited scope and short duration, designed to provide specific information needed for planning purposes related to non-traditional flood recovery and floodplain management strategies, including land treatment measures, nonstructural measures, and structural measures.

### **Small Watershed Program (PL-566 Operations Phase)**

The objective of this program is to provide technical and financial assistance in carrying out works of improvement to protect, develop, and utilize the land and water resources in small watersheds. Funding is available to any state agency, county or groups of counties, municipality, town or township, soil and water conservation district, flood prevention or flood control district, Indian tribe or tribal organization, or any other nonprofit agency with authority under State law to

carry out, maintain, and operate watershed works of improvement. Program funds may pay for up to 100 percent of flood prevention costs and requires preparation of an approved watershed plan.

### **Rural Utilities Service Water and Waste Disposal Program**

RUS provides grants and loans to rural communities with fewer than 10,000 people for wastewater, drinking water, solid waste, and storm drainage projects. File requests any time of year at any rural development office in the county, district, or state.

### **U.S. Department of Commerce (DOC)**

#### **Coastal Zone Management (CZM) Program**

The Coastal Zone Management Program assists state, tribal, and local entities through a 50 percent federal match in planning and implementing sustainable management of coastal zones. Section 306 Grants are used to administer CZM programs at the state level and for coastal hazard mitigation strategies, including the development of local hazard mitigation plans, outreach and education activities, monitoring programs, and projects to enhance program management. Section 308 Grants, The Coastal Zone Management Fund, provides emergency grants to address a wide range of unforeseen or disaster-related circumstances. Section 309 Grants are competitive funds designed to enhance state programs, including planning and land regulation activities, enhancing natural features, and preventative measures.

#### **NOAA Coastal Service Center**

Go to this site via the Internet <http://www.csc.noaa.gov/text/grant.html> for many funding sources. This service will provide you with links to a variety of agencies and organizations that post information about grant funding for coastal and natural resource management related projects.

### **Economic Development Administration (EDA) Business Recovery Loans**

#### **EDA Public Works and Infrastructure Development Grants**

This program is designed to promote long-term economic development and assist in the construction of public works and development facilities needed to initiate and support the creation or retention of permanent jobs in the private sector in areas experiencing substantial economic distress. Project proposals must be located within an economically distressed (EDA) designated area and be in conformance with an Overall Economic Development Program (OEDP) for the eligible area. Projects must also contribute to long-term economic development of the area by creating or retaining permanent jobs and raising income levels. Examples of projects include: (1) Infrastructure for industrial park development; (2) port development and expansion; (3) infrastructure necessary for economic development (e.g. water/sewer facilities); (4) renovation and recycling of old industrial buildings; (5) construction of vocational-technical facilities and skill



centers; and (6) construction of incubator facilities. Project costs range widely, with an average of over \$850,000, and Federal funding generally allocated to cover 50 percent of project costs (80 percent funding may be granted in special cases).

## **U.S. Environmental Protection Agency (EPA)**

### **Clean Water Act Section 319 Grants**

Formula funds are awarded to states (state agencies) to implement certain non-point source programs pursuant to Section 319(h) of the Clean Water Act, including wetland restoration. Federal participation is limited to 60 percent, and an EPA-approved state non-point source management program is required.

### **Brownfields Economic Redevelopment Grants**

EPA's Brownfields Economic Redevelopment Initiative is designed to empower states, communities, and other stakeholders in economic redevelopment to work together in a timely manner to prevent, assess, safely clean up, and sustainably reuse Brownfields. A "Brownfield" is a site, or portion thereof, that has actual or perceived contamination and an active potential for redevelopment or reuse. EPA's Brownfields Initiative strategies include funding pilot programs and other research efforts, clarifying liability issues, entering into partnerships, conducting outreach activities, developing job training programs, and addressing environmental justice concerns. Projects are funded for two years at a total of \$200,000.

### **Sustainable Development Challenge Grant (SDCG)**

The U.S. Environmental Protection Agency developed this competitive grant program in FY 1996 to encourage people, organizations, business, and governments to work together in their communities to improve their environment while supporting a healthy economy and a sense of community well-being. The program focuses on improving the quality of human life while living within the carrying capacity of supporting ecosystems. Sustainable development is placing equal and integrated emphasis on the three legs of the "sustainability stool"- economic prosperity, environmental quality, and community well-being. Understanding the relationships among economic, environmental, and a community's social and cultural systems means that community problem-solving in a sustainable development context will consider, enhance, and mutually reinforce each of these systems. Following the sustainable development approach is an opportunity to lift barriers to create synergistic activity between and among these systems. Grants are available for up to \$200,000 and require a 20 percent non-Federal match.

## **U.S. Department of Housing and Urban Development (HUD)**

### **Community Development Block Grant (CDBG) Small Cities Program**

The program provides funding to cities with a population of less than 50,000 and counties with a population of less than 200,000 in unincorporated areas. Funds are available to improve local housing, streets, utilities, and public facilities. Disaster Recovery Initiative (DRI) funds are provided for disaster relief, long-term recovery, and mitigation activities in areas affected by a presidential disaster declaration. The state must submit a detailed Action Plan for Disaster Recovery indicating how DRI funds will be used.

### **Community Development Block Grant (CDBG) Entitlement Communities Program**

The CDBG entitlement program annually allocates funds to metropolitan cities and urban counties to develop viable urban communities through decent housing, a suitable living environment, and by expanding economic activities, principally for low- and moderate-income persons. Funds require no local match and are allocated through a formula program.

### **Community Development Block Grant (CDBG) State-Administered Program**

The CDBG entitlement program annually allocates funds to designated state agencies for application to non-entitlement areas. The program is designed to develop viable urban communities through decent housing, a suitable living environment, and by expanding economic activities, principally for low- and moderate-income persons. Funds require no local match and are allocated through a formula program.

### **HOME Investment Partnerships Program**

Formula grants provide up to 75 percent federal assistance to states, local governments, and urban counties for permanent and transitional housing for low-income persons. HOME funds can assist renters, new homebuyers, and existing homeowners with acquisition, new construction, rehabilitation, and tenant-based rental assistance.

### **Section 108 Loan Guarantee Program**

HUD offers CDBG recipients guaranteed loan funds to acquire real property, relocate homeowners and businesses, rehabilitate publicly owned real property (including infrastructure), housing rehabilitation, and economic development.

## **U.S. Department of the Interior**

### **Federal Land-to-Parks Transfer Program**

The General Services Administration provides funds to identify, assess, and transfer available surplus federal real property to state and local entities for use as parks, recreation areas, and open space. The General Services

Administration or Department of Defense must make federal property available. Up to 100 percent Federal participation is possible.

### **Land Acquisition**

This program, administered by the U.S. Fish and Wildlife Service (FWS), identifies and acquires high-quality lands and waters for inclusion into the National Wildlife Refuge System.

### **North American Wetland Conservation Fund**

The U.S. Fish and Wildlife Service provides up to 50 percent federal funds to stimulate public-private partnerships to protect, restore, and manage a diversity of wetland habitats for migratory birds and other wildlife in the United States, Canada, and Mexico.

### **Partners for Fish and Wildlife**

The US Fish and Wildlife Service provides financial and technical assistance to private landowners, businesses, and local governments interested in restoring wetlands and riparian habitats on their land.

### **Rivers, Trails, and Conservation Assistance Program**

The National Parks Service provides staff consultants and technical assistance for river and trail corridor planning and for open-space preservation efforts.

## **AmeriCorps**

### **Homeland Security**

The grants made under this announcement are to assist communities in getting involved in the war against terrorism on the home front. Funds are available for projects in the areas of public safety, public health, and disaster-related activities, including preparation and mitigation projects.

More Information is available at  
[http://www.cns.gov/whatshot/notices/hs\\_030802.html](http://www.cns.gov/whatshot/notices/hs_030802.html)

## **Private Foundations**

### **UPS Foundation**

<http://www.community.ups.com/community/resources/foundation/grantguide.html>

The UPS Foundation will consider high-impact philanthropic programs and projects from organizations recognized as tax-exempt under section 501 (c)(3) of the Internal Revenue Service code.

The Foundation focuses its support on national programs in the areas of:

Human Welfare, including programs for families and children in crisis, the economically or culturally disadvantaged, the physically or mentally challenged, and community development programs. Foundation dollars are put to use helping those struggling with systemic effects of illiteracy, hunger, poverty, and homelessness.

### **Wal-Mart Foundation**

<http://www.walmartfoundation.org>

The Wal-Mart Foundation funds numerous endeavors. More information is available at the web site.

### **Ford Foundation:**

<http://www.fordfound.org>

### **AT&T**

<http://www.att.com/foundation>

### **William and Flora Hewlett Foundation**

<http://www.hewlett.org>

### **W.K. Kellogg Foundation**

<http://www.wkkf.org>

### **New Profit, Inc.**

<http://www.newprofit.com>

## **Other Sources of Funding Information**

Additionally, there are other valuable sources to identify funding information. Among these are:

- There is a great deal of information at the “Catalog of Federal Domestic Assistance” on the Internet at <http://www.cfda.gov/public/>.

- <http://www.foundationcenter.org/> contains a wealth of information, but requires a subscription to search the database.
- <http://www.guidestar.org> contains charitable foundations and other non-profits with a searchable index.
- <http://www.nesec.org/resources/index.cfm> is the Northeast States Energy Consortium "DISASTER RESISTANT COMMUNITIES RESOURCES AND TOOLS" website. It has an extensive list of state, federal, and private resources. The site is searchable by hazard, state, and many other variables. The site will be most useful for states in the Northeast, but can also be a starting point for other regions.
- <http://www.communityfoundationlocator.com/search/index.cfm> is a searchable database of community foundations.
- The Council on Foundations, <http://www.cof.org> , provides information on foundation sources, as well as trends in grant making, and advice on how to best secure foundation funding.
- Many states have an association of non-profits, similar to <http://www.canonprofit.org>, that offer general guidance on securing funding, and information on local grant makers.

### **Smart Growth/Land Use Planning Resources**

Governor's Smart Growth Initiative

<http://www.dola.state.co.us/smartgrowth/index.htm>>

Smart Growth Home

<http://www.dola.state.co.us/smartgrowth/chpg.htm>> [Heritage Planning Grants](#)

<http://www.dola.state.co.us/smartgrowth/ADRMediators/introduction.htm>>

Dispute Resolution Program

<http://www.state.co.us/smartgrowth/download.html>>

Best Practices Reports

<http://www.dola.state.co.us/smartgrowth/resources.htm>>

Land Use Planning Resources

<http://www.dola.state.co.us/demog/index.htm>>

Demography

<http://www.dola.state.co.us/oem/cartography/cartog.htm>>

Cartography

<http://www.dola.state.co.us/LGS/FA/emia.htm>>

Energy & Mineral Impact Assistance Grants

Colorado Department of Local Affairs Logo

<http://www.dola.state.co.us/smartgrowth/images/DoLA-logo-color1.gif>>

<http://www.dola.state.co.us/>> Department

Best Practices in Natural Hazards

<http://www.dola.state.co.us/smartgrowth/Documents/Hazardpercent20BPR.pdf>>

Planning and Mitigation - A new Colorado Heritage Report

Model Land Use Code

<http://www.dola.state.co.us/smartgrowth/Documents/modelpercent20codepercent20orderpercent20form.pdf>>

for Colorado's Small Communities