Trainer Guidance for Conducting S-CAP Planning Workshops

Organizing a Successful S-CAP Planning Workshop
Tools, templates, and checklists
INTRODUCTION

Thanks for your commitment as an Extension Disaster Education Network (EDEN) Strengthening Community Agrosecurity Preparedness (S-CAP) Planning Workshop Trainer in your state. Your efforts will help enhance your state’s local agrosecurity plans. We are excited to work with you as you disseminate this valuable training in your state.

We appreciate the support of your agency for your leadership role in this program. Feel free to share this document with your supervisor to help them understand and evaluate the extent of your efforts.

As an S-CAP Trainer, you will help participants from individual communities or local jurisdictions to work together as multi-agency teams to examine the issues relevant to their specific agricultural vulnerabilities. The workshop utilizes a capabilities-based planning approach to incorporate agricultural issues into local emergency operations plans. Critical local agricultural infrastructure assets are identified and prioritized. Threats to the farm-to-fork continuum are defined and community agricultural vulnerabilities are identified.

Multiple activities throughout the workshop enable participants to begin construction of an agricultural component (e.g., Emergency Support Function [ESF] #11 Agriculture and Natural Resources) of their emergency operations plan, standard operating guidelines, and an emergency resource list. The method for developing ESF #11 that is taught during the workshop can be adapted for other non-agricultural and natural resources components of the local emergency operations plan as well.
TRAINER S-CAP PLANNING WORKSHOP PREPARATION RESPONSIBILITIES

As an S-CAP Trainer, all of the workshop preparation duties are your responsibility. *Appendix A – S-CAP Planning Workshop Checklist* conveniently outlines these responsibilities in chronological order. These responsibilities are described in more detail below:

**A. Notify National Team**

Notify the National Team ([andrea.higdon@uky.edu](mailto:andrea.higdon@uky.edu)) of your upcoming workshop so it can be listed on the EDEN website. In addition, the National S-CAP Team may send a representative to conduct a Train-the-Trainer Program in conjunction with your workshop to certify additional trainees in your state.

**B. Facility**

The following site characteristics provide an environment for effective S-CAP Workshop presentation:

- Amplification system (e.g., microphones), if necessary due to room acoustics
- Classroom style and/or table rounds/rectangles room layout work well; the room should be set up with enough space around the tables so that participants can move around the tables and chairs freely for their group activities

**C. Marketing/Promotion**

As an S-CAP Trainer, you (or an identified host site coordinator) are responsible for all local marketing and promotional efforts for the S-CAP Planning Workshop. To facilitate your efforts, several tools are available.

- **Flyer**
  
  The promotional flyer describes the workshop content and allows you to add logos, insert the workshop location, and provide your contact information. We suggest you adapt and send this flyer to all potential participants, your supervisor, and potential sponsoring agencies (that can provide funding for meals or facility costs). Encourage everyone to forward the flyer to anyone who might be interested in attending the workshop.

- **Agenda**
  
  An agenda template has also been developed for you to customize with your logos, location, and local speakers. The agenda can also be a useful promotional/marketing tool and we suggest you include it in any participant recruitment efforts.

- **Press Release**
  
  The following sample press release can be adapted to help promote the S-CAP Planning Workshops in your state. We suggest you send the press release to your communications department, local newspapers, radio stations, local Voluntary Organizations Active in Disaster (VOAD) (to include on their calendar of activities), etc. Please notify the S-CAP National Team of any media coverage the workshop garners so it can be cataloged.
Sample Press Release

The [insert Host Institution name here] is hosting the Extension Disaster Education Network (EDEN) Strengthening Community Agrosecurity Preparedness (S-CAP) Workshop at [insert facility name here], [insert facility location here], on [insert dates here].

The recent [insert recent disaster here – such as tornado, ice storm, flood, etc.] reinforced the need for improved emergency planning, and unfortunately, agriculture is often one of the most overlooked components of a local emergency operations plan.

[Insert quote from local stakeholder here that emphasizes the need for planning for a disaster that affects agriculture.]

The S-CAP workshop is geared for community stakeholders that can assist in the enhancement of the local agricultural emergency operations plan. Individuals such as local emergency planning personnel, Extension educators, public health personnel, first responders, elected officials, veterinarians, agricultural producers, and volunteer organization representatives are all encouraged to attend.

[Insert quote from local stakeholder that emphasizes the need for input from a variety of local subject matter experts for effective planning.]

Workshop participants will work together in teams to develop the portion of their plan that deals with agriculture, natural resources, pets, and related issues. They will also work on standard operating guidelines and resource lists required for response to an agricultural emergency.

Interested individuals should contact [insert Host Site Coordinator name here] at [insert contact information here] to reserve a space at the workshop. Deadline for registration is [insert date here].

More information about the EDEN S-CAP project can be found online at http://www.eden.lsu.edu/s-cap.
D. Participant Recruitment
A workshop will be successful when the right mix of individuals is recruited to participate. The following guidelines should help ensure a productive meeting:

- Approximately 20 – 60 total people (more participants can be accommodated if necessary)
- Divide participants into teams – each team should represent a single locality (e.g., county, parish, borough)
  - Each team should have no more than eight people
  - No more than seven teams should be assembled
  - Jurisdictions with smaller representation can be combined into a single team; however, the most effective teams have robust participation from a single community
- Critical agency representation includes the following individuals on each team:
  - Local Extension personnel
  - Local emergency management personnel
- Teams should encompass a complete planning group that represents a variety of disciplines – examples of additional types of individuals to invite include:
  - Public health personnel
  - Volunteer organization representatives (Red Cross, local Humane Society, etc.)
  - Local and state emergency management/planners
  - Local government officials (mayor, magistrate, commissioner, judge/executive, etc.)
  - First responders (police, sheriff, fire, etc.)
  - Veterinarians
  - Producers/commodity representatives (Pork Producers, Cattlemen’s Association, local dairyman, corn grower, etc.)
  - Agribusinesses
  - Animal control officers
  - Local Emergency Planning Committee (LEPC) members
  - State government officials (state department of agriculture, state veterinarian, plant health official, etc.)
  - Federal agency personnel (regional USDA/APHIS representatives, AVICs, NRCS, FSA, FBI, etc.)
  - Others as locally applicable
- Recruit participants from neighboring localities. Inviting people from one concentrated region of the state is more important than recruiting lots of representation from across the state
- It is helpful to have one or more state and/or federal experts (state emergency planners, state department of agriculture, APHIS, etc.) attend the workshop to address state- and federal-specific questions
- Make every effort to get the local emergency plan writer(s) involved in the workshop and to attend for both full days
E. Continuing Education Units

A good tool to help recruit participants is the provision of Continuing Education Units (CEUs). The S-CAP Trainer or local host site coordinator should apply for relevant CEUs that may encourage attendance. Agencies that provide CEUs may request a copy of the workshop learning objectives. A copy of the learning objectives can be found in the Workshop Learning Objectives section of this document. Some examples of groups that may offer CEUs for the workshop include:

- Law enforcement
- Emergency management
- Local elected officials
- Veterinarians
- Fire departments
- Emergency Medical Services and other medical personnel
- Public Health
- Certified Crop Advisers
- Department of Transportation
- Sanitarians (environmental health)
- Environmental Protection Agency
- Medical personnel
- Others, as applicable

During the planning process, ask invited stakeholders what type of CEUs may attract participants in their field. It is crucial to begin the application process early because some professional groups may take a few months to approve the paperwork.

F. Local Speakers

There are several opportunities throughout the two-day workshop for local speakers to provide relevant information. Specific types of individuals should be recruited to complement the program. Information below describes the type of local speakers to be recruited, their place on the agenda, time allotments, and a description of topics they should cover:

Day #1: Welcome and Opening Remarks (9:00am – 9:20am)

This entire timeslot is provided for the S-CAP Trainer and local dignitaries to give any opening remarks deemed appropriate. The time allotted for each speaker can be designated by the S-CAP Trainer.

- **S-CAP Trainer** (approximately 5 minutes speaking time) – This will be an opportunity for the trainer to provide welcome and opening remarks to participants and elaborate on any housekeeping issues that need to be addressed. The trainer can also welcome and introduce any local dignitaries.
- **Local Dignitaries** (approximately 5 minutes speaking time each) – Each local dignitary (e.g., Extension administrators, local elected officials, state emergency planners) can provide opening
remarks, but local dignitaries should not speak beyond the end of the 9:20am timeslot. If no local dignitaries are available (or willing) to speak, the workshop will just begin a little ahead of schedule. Most host sites limit the local dignitaries to a single individual to avoid a time crunch at the beginning of the program.

**Day #1: Lesson 1 – Introduction (9:20am – 10:45am)**

Approximately 30 minutes is allotted for local speakers during Lesson 1. The local speakers may present before the program begins or at any time deemed appropriate during the lesson by the teaching team.

- **Local Agricultural Expert** (approximately 15 minutes speaking time) – A local agricultural expert (e.g., Extension educator, agricultural lender, local FSA personnel, or local elected official or Chamber of Commerce representative with agricultural knowledge) should provide information about the importance of agriculture and natural resources in the local community. This is an opportunity to highlight the local agricultural statistics handouts (see Section K. Local Agricultural Statistics Handouts) provided by the S-CAP Trainer or coordinator to illustrate the agriculture and natural resource assets of economic importance in the area. This information is often helpful to local emergency planners and local elected officials who may not fully appreciate the diversity and economic impact of local agriculture.

- **Local Agricultural Industry Representative** (approximately 15 minutes speaking time) – Someone within the agricultural industry (e.g., producer, agricultural lender, Extension educator) should provide a locally relevant example (i.e., a mini case study) of a recent disaster that affected the community’s agricultural assets. Their example should illustrate any lessons learned that might assist emergency planning and highlight unique local response needs during an agricultural emergency.

**Day #2: Working Lunch (12noon – 1:00pm)**

- **Emergency Planner** (approximately 30 minutes speaking time) – A local emergency planner (e.g., emergency manager, plan writer, first responder) should bring a copy of a local emergency operations plan so participants can see the format of the local plan. The emergency planner should talk about the extent to which agricultural issues are addressed in the plan (if at all) and talk about the historical risks to agriculture in the area.

The local speakers can be individuals other than the examples above; however, we suggest you identify speakers who can talk about the information indicated to keep the workshop on topic. If local speakers cannot be recruited, you may fill in the time with relevant information. However, local speakers help provide participants with a customized training and we strongly suggest you engage local speakers in the workshop. When identifying local speakers, you may consider lining up a contingency speaker in the event the primary speaker has a last minute conflict and cannot attend.
G. Door Prizes
Many workshop presenters choose to solicit donations for door prizes/incentives for participants. If you are able to do this, it helps get attendees back from breaks more quickly and can also serve as marketing for your institution (or other sponsoring agency). Some examples of door prizes include: Extension (or other sponsoring agency) branded merchandise, Cattlemen’s Association aprons, first aid kits, emergency response gear, etc. Providing door prizes is not required, but is suggested.

H. Lunches/Refreshments
At a minimum, two lunches, two morning refreshment breaks, and two afternoon refreshment breaks should be provided. Continental breakfast on each morning during registration is also recommended, but optional. If sponsorship cannot be obtained, a small fee to cover the costs of the facility and food only may be charged to participants; however, we strongly recommend you seek sponsorship from participating agencies (e.g., Extension, emergency management, law enforcement, commodity groups) to defray costs and eliminate as much expense for participants as possible.

I. Printing Workshop Materials
Print all necessary participant materials for the workshop. Electronic copies of all workshop materials are available. See the S-CAP Planning Workshop Files section of this document for more details.

Agendas – Modify the agenda to identify location, local host, and local speakers. Add logos as desired. Print color copies for participants.

Participant Manuals – We recommend you have the cover printed in color and the remainder of the document in black and white. The edge can be spiral bound and tabs included to separate each teaching module, if desired.

Certificates of Achievement – We suggest you purchase blank certificate or parchment paper and print color copies of the certificate for participants who successfully complete the workshop. In order to ensure a higher rate of return on the evaluations, we suggest you withhold the certificates until evaluations are turned in.

Sign-in sheets – Electronic copies of suggested sign-in sheets are available. You may use your own sign-in sheets, if desired. Please send copies of the sign-in sheets per the “Reporting Workshop Activities” section of this document.

Evaluations – An electronic version of the S-CAP Evaluation form is available. Use this evaluation for all workshops conducted and send copies of the evaluations to the National S-CAP Team per the instructions in the “Reporting Workshop Activities” section of this document.

S-CAP Team Sustainability Plan forms - In Lesson 10 of the workshop, participants are tasked with creating a sustainability plan for their Community Agrosecurity Planning (CAP) Team. An
electronic version of the form is available. We strongly recommend you make at least one copy for each team and ask each team to fill it out for your records (participants have a copy in their Participant Manual for their own records). The National S-CAP Team may request copies of these forms in the future, so please keep them for future reference.

**Table Tents** - Create table tents or signs to identify each team’s seating area in the meeting room. This will be helpful for the participants to know where to sit and it will also assist the S-CAP Teaching Team as they facilitate activities during the workshop.

**Nametags** - Provide nametags for all participants. Nametags may include the participant’s name, title, agency affiliation, and work location (e.g., county name).

**J. Local Agricultural Statistics Handouts**
To complement the presentation of the local agricultural expert on Day #1 (see section F. Local Speakers), we suggest you provide handouts summarizing the important commodities in each community represented at the workshop. The data may surprise some participants who may be unfamiliar with the impact of agriculture in their jurisdictions. Some data can be accessed at [http://www.nass.usda.gov/Data_and_Statistics/index.asp](http://www.nass.usda.gov/Data_and_Statistics/index.asp). You can also visit your state department of agriculture’s statistical database for handouts.

**K. Registration List**
To increase the opportunity for participants to interact after the workshop, you may wish to provide copies of the registration list to all attendees. The list can include everyone’s name, title, agency, work address, work phone number, and work email address. This will enable participants to continue the development of their local plan as a team when they return home.

**L. Equipment & Supplies**
For presentation of the workshop, the following equipment and supplies are needed:

- Laptop Computer
- Computer with Windows® XP operating system (or more recent)
- Microsoft Office PowerPoint® 2007 software (or more recent)
- Windows® Media Player software version 10 (or more recent)
- Projector
- Extension cord(s)/electrical power strip(s)
- Screen (or blank wall)
- Remote to advance slides (optional)
- Laser pointer (optional)
- Microphone(s) for the presenter(s) and participants (optional – can be useful for large groups)
- Audio speakers or PA system for computer (some videos have audio components)
- Flipcharts (one per local team)
• Easels (one per flipchart)
• Markers
• Large sticky-backed notes (approximately 4” x 6”) – for Lesson 9 Slide 9.6 Team Activity

**M. Reporting Workshop Activities**

To keep abreast of S-CAP workshops conducted throughout the nation, EDEN requests that you submit workshop information to the National S-CAP Team.

**Workshop Location and Date** - Prior to all workshops, please send the date and location of your workshop.

**Evaluations** - In order to evaluate the effectiveness of our program, we will rely on you as an S-CAP Trainer to conduct a follow-up evaluation of progress made by the Community Agrosecurity Preparedness teams after the workshop.

**Local Team Guidance** - We ask you to provide follow-up guidance and encouragement to workshop participants to ensure successful completion of the agricultural component of their emergency operations plan and provide progress reports to the National S-CAP Teaching Team.

**Sign-in Sheets and Evaluations** - After the workshop, send scanned copies of the sign-in sheets and completed evaluations.

For all S-CAP workshop reporting, send the information to: Andrea Higdon (andrea.higdon@uky.edu).
WORKSHOP LEARNING OBJECTIVES

The learning objectives of each lesson are:

**Lesson 1 – Introduction**
Upon completion of this lesson, students will be able to:
- Understand the importance of agriculture in the local area and the need for emergency preparedness
- Assess local agricultural and natural resources planning and response needs
- Define the roles of local responders to an agricultural emergency
- Recognize the importance of the incident command system

**Lesson 2 – Effects of Agricultural Emergencies**
Upon completion of this lesson, students will be able to:
- Understand the effects agricultural emergencies can have at the individual, community, state, federal, and global levels
- Recognize the significance of natural disasters and animal, plant, and zoonotic diseases in agrosecurity planning
- Gain an increased understanding of the physical and mental health issues associated with agricultural emergencies

**Lesson 3 – Planning Considerations**
Upon completion of this lesson, students will be able to:
- Recognize the unique nature of agricultural emergency response
- Identify areas of concern to be addressed by community agrosecurity planning

**Lesson 4 – Capability-Based Planning**
Upon completion of this lesson, students will be able to:
- Understand that capability-based planning is the foundation for sound agrosecurity
- Recognize the use of capabilities, tasks, and resources in addressing vulnerabilities

**Lesson 5 – Asset Scoring**
Upon completion of this lesson, students will be able to:
- Understand the importance of agricultural assets in determining community vulnerabilities
- Prioritize assets for developing local agricultural emergency plans
Lesson 6 – Community Agrosecurity Planning Team: Roles and Responsibilities
Upon completion of this lesson, students will be able to:
  • Define the composition of a CAP Team
  • Understand the roles and responsibilities of a sustainable CAP Team

Lesson 7 – Emergency Support Function #11: Agriculture and Natural Resrouces
Upon completion of this lesson, students will be able to:
  • Understand the format and purpose of an emergency support function (ESF)
  • Initiate development of ESF #11 for a local jurisdiction
  • Recognize the need to include all locally identified components of agriculture and natural resources in ESF #11

Lesson 8 – Dirty Details of Response: Standard Operating Guidelines
Upon completion of this lesson, students will be able to:
  • Understand the difference between standard operating procedures and standard operating guidelines
  • Utilize tasks associated with specific capabilities to develop standard operating guidelines for emergency response

Lesson 9 – Resource Management
Upon completion of this lesson, students will be able to:
  • Apply resource management to the community agrosecurity planning process
  • Categorize resources needed to address an emergency and associated tasks
  • Recognize resource management systems
  • Understand the need to conduct a gap analysis to determine resource needs

Lesson 10 – “CAP”ping It Off
Upon completion of this lesson, students will be able to:
  • Assess achievement of workshop goals
  • Review community agrosecurity planning concepts
  • Establish sustainability plan for the CAP Team
SAMPLE AGENDA

The following sample agenda is provided for the convenience of the instructor and includes an estimated amount of time required to teach each of the lessons.

Day #1

8:00am – 9:00am  Registration and Continental Breakfast
9:00am – 9:20am  Welcome and Opening Remarks
   Local speaker – S-CAP Trainer
   Local speakers – such as local elected official, state emergency management planner, Extension administrator, etc.
9:20am – 10:45am   Lesson 1: Introduction
   Importance of local agriculture and emergency preparedness; planning and response needs; types of local agricultural responders; incident command system
10:45am – 11:00am  Networking Break
11:00am – 12:00noon Lesson 2: Effects of Agricultural Emergencies
   Economic effects of agricultural disasters; threats to agriculture and natural resources; physical and mental health issues for victims and responders
12:00noon – 1:00pm  Working Lunch
   Lesson 3: Planning Considerations
   Uniqueness of agricultural emergencies; agrosecurity planning guidance
1:00pm – 2:30pm  Lesson 4: Capability-Based Emergency Planning
   Agrosecurity planning using capabilities, tasks, and resources to address vulnerabilities
2:30pm – 2:45pm  Networking Break
2:45pm – 5:00pm  Lesson 5a: Asset Scoring
   Identification and prioritization of agricultural assets and vulnerabilities
   Lesson 5b: Donning the “CAP”
   Agrosecurity planning exercises
Day #2

7:00am – 8:00am  Registration and Continental Breakfast

8:00am – 9:15am  Lesson 6: Community Agrosecurity Planning (CAP) Team: Roles and Responsibilities
Composition, roles, and responsibilities of a sustainable CAP team

9:15am – 9:30am  Networking Break

9:30am – 10:45am  Lesson 7: Emergency Support Function (ESF) #11: Agriculture and Natural Resources
ESF form, purpose, and development; locally relevant agricultural and natural resource components

10:45am – 11:00am  Networking Break

11:00am – 12:00noon  Lesson 8: Dirty Details of Response: Standard Operating Guidelines (SOGs)
SOPs versus SOGs; using tasks to create SOGs

12:00noon – 1:00pm  Working Lunch
Presentation: Local Emergency Planning
Local speaker; format of the local emergency operations plan; extent of agrosecurity planning in the current document

1:00pm – 2:30pm  Lesson 9: Resource Management
Agrosecurity resource management and categorization; gap analysis

2:30pm – 2:45pm  Networking Break

2:45pm – 4:00pm  Lesson 10: “CAP”ping it Off
Workshop goals; community agrosecurity planning concepts; sustainability plan for CAP teams
**USING THE INSTRUCTOR GUIDE**

The Instructor Guide contains useful information to enhance the presentations:

**Slides** – For each lesson, a depiction of each slide is presented. Each slide is numbered using the convention of X.Y. The X represents the lesson number and the Y represents the slide number. Underneath a graphical representation of the slide, talking points about that slide and any associated instructor notes are provided.

**Instructor Notes** – Instructor notes are provided throughout the Instructor Guide to provide helpful tips and guidance to workshop instructors. Pay careful attention to the instructor notes as they will emphasize important concepts for each slide. Instructor notes look like this:

**INSTRUCTOR NOTE:** Instructor Notes are provided throughout the Guide to provide helpful tips and guidance to the instructor.

**Team Building Activities** – Most lessons contain activities designed to foster cooperative learning experiences and facilitate greater understanding of the concepts taught. Instructors should monitor team activities to ensure participants stay on task. Suggested amount of time for each activity is listed in the Instructor Guide for each Team Activity slide. Be sure to carefully read the instructor notes associated with each Team Activity to keep participants on track and to avoid common pitfalls they may encounter.

**Video** – Videos are incorporated at several points throughout the workshop. Prior to conducting the workshop, conduct a test-run of the PowerPoint slides to ensure the videos play properly using your equipment. If the videos won’t play, hide those slides and do not use them in the presentation.

**Glossary** – At the end of the Instructor Guide (and the Participant Manual), a glossary is provided to describe specific terms and how they are used in the context of this workshop. Familiarize yourself with the glossary to be sure you are able to clarify any questions about specific terminology used in the workshop.

**Web Resources** – Websites listed in the Web Resources section of the Instructor Guide (and the Participant Manual) provide more detailed information about the concepts taught in the workshop. Instructors are encouraged to visit these websites to become more familiar with all of the topics presented.

**Credits** – All photographic, graphic, and content citations are provided in the Credits section of the Instructor Guide (and the Participant Manual).
The most up-to-date versions of all electronic files necessary to conduct the workshop are available:

- Flyer Template
- Agenda Template
- Participant Manuals
- Certificates of Achievement
- Sign-in Sheets
- Evaluations
- CAP Team Sustainability Plans
- Table Tents/Team Signs Template
- Name Tag Template
- Slide Sets*
- Trainer Guidance for Conducting S-CAP Planning Workshops

If you do not have access to these files, contact Andrea Higdon (andrea.higdon@uky.edu) and she will grant you access to these files on the Internet.

*When saving the slide sets to your computer, copy the entire folder (not the individual files) to your computer. All videos incorporated into the presentations should play automatically. Always conduct a test run on the actual computer that will be used to present the slides to ensure compatibility of the videos and re-link the videos within the slides if necessary. If a video has become unlinked to the slide and will no longer play automatically, follow the instructions below.

To re-link the video to the slide:

- In Normal view, click the video frame on the slide.
- Hit the delete button on your keyboard to delete the existing embedded video.
- Click the video reel icon that appears where the video used to be located.
- A file menu will appear. Select the video file you wish to embed on the slide.

To have the video play automatically when that slide appears:

- In Normal view, click the video frame on the slide.
- Under Video Tools, on the Playback tab, in the Video Options group, in the Start list, click Automatically.

To make the video play full-screen:

- In Normal view, click the video frame on the slide that you want to play full screen.
- Under Video Tools, on the Playback tab, in the Video Options group, select the Play Full Screen check box.
WORKSHOP CONTENT COPYRIGHT

All workshop materials are property of Extension Disaster Education Network (EDEN) © 2010. Due to copyright restrictions, all S-CAP workshop materials (including this guidance document, Participant Manual, Instructor Guide, PowerPoint slides, photographs, graphics, videos, content, and other supporting materials) shall be used by authorized EDEN S-CAP Teaching Team personnel for official EDEN-sanctioned S-CAP presentations only. S-CAP workshop materials shall not be redistributed, reformatted, or presented for any purpose without written permission from EDEN.
GLOSSARY

APHIS – Animal and Plant Health Inspection Service

AVIC – Area Veterinarian in Charge, employed by USDA APHIS

CEU – Continuing Education Unit

EDEN – Extension Disaster Education Network

FBI – Federal Bureau of Investigation

FSA – Farm Service Agency

Host Site – An approved location in a state where an S-CAP Workshop will be held.

Host Site Coordinator – A single point of contact in a state, who is responsible for the logistics associated with coordinating an EDEN S-CAP Workshop. The Host Site Coordinator communicates with the S-CAP Liaison about the progress of arranging the workshop details and follows up with participants after the workshop.

LEPC – Local Emergency Planning Committee

National S-CAP Project – The official EDEN-commissioned project responsible for development, coordination, and sustainability of S-CAP Workshops.

National S-CAP Teaching Team – A group of specialists involved in EDEN S-CAP Program development, who are authorized to certify State S-CAP Teaching Teams.

NRCS – Natural Resources Conservation Service

S-CAP – Strengthening Community Agrosecurity Planning

USDA – United States Department of Agriculture

VOAD – Volunteer Organizations Active in Disaster
APPENDIX A – TRAINER PLANNING WORKSHOP CHECKLIST

See the Table of Contents for page numbers to the applicable section for more detailed guidance on each item.

☐ A. Notify National Team ([andrea.higdon@uky.edu](mailto:andrea.higdon@uky.edu)) of scheduled workshop

☐ B. Reserve facility

☐ C. Distribute flyer, agenda, and press release

☐ D. Recruit participants

☐ E. Obtain CEUs

☐ F. Recruit local speakers

☐ G. Procure door prizes (optional)

☐ H. Arrange for meals/refreshments

☐ I. Print workshop materials (agendas, participant manuals, certificates, sign-in sheets, evaluations, sustainability plans, table tents, name tags, etc.)

☐ J. Print agricultural statistics handouts

☐ K. Print copies of registration list for attendees

☐ L. Procure necessary equipment and supplies

☐ M. Report workshop activities to National Team ([andrea.higdon@uky.edu](mailto:andrea.higdon@uky.edu))