



Community Capacity-Building Program for Drought Response

A multi-agency, multi-organization effort guiding communities through difficult drought issues.



In cooperation with:



United States Department of Agriculture
National Institute of Food and Agriculture



Table of Contents

| | |
|------------------------------------------------------------------|----------------|
| Introductory Letter | Page 4 |
| Section I Drought Capacity Planning Guide for Communities | Page 5 |
| ○ Goal | |
| ○ What is Capacity Building | |
| ○ Leadership Skills and Team | |
| ○ Build a Team | |
| ○ Identify Who Can Help | |
| ○ Set Up Program Promotion | |
| ○ Community Actions | |
| ○ Workshop and Resource Fair | |
| Section II Drought Planning Toolbox | Page 10 |
| ○ Community Leader Action Items | |
| ○ The Team: Local Organizations Agencies | |
| ○ Community Vulnerability Score Card | |
| ○ Transportation Issues (under construction) | |
| ○ Mental Health (Under construction) | |
| ○ Community Assets Identification | |
| ○ Mitigation Measures | |
| ○ Capacity Building Plan Check List | |
| ○ Workshop and Resource Fair Tips | |
| ○ Participant Feedback Form | |
| Section III Resources | Page 25 |
| Appendix A Development and review teams and partners | Page 26 |

Introductory Letter

To: Local Community, Drought Leadership Team

From: EDEN Drought NEIL* and VOAD Drought Taskforce

March 5, 2013

Congratulations and best wishes on helping your community address important drought issues.

Drought is one of the most important natural disasters facing the United States in 2012 and 2013. The following is a no-nonsense guide to help you most quickly form a team to help your community tackle tough drought issues, and find informational resources to help.

All disasters are local. While there are state and federal programs and humanitarian assistance that can help, the widespread nature of the 2012-2013 mega-drought will require each community to assess your own abilities to respond to and recover from the drought.

The following pages will help you jump start a program to build capacity in your community to deal with the drought. We encourage members of your team to become very knowledgeable with the National Drought Mitigation Center's Drought-Ready Communities webpage:

<http://drought.unl.edu/Planning/PlanningProcesses/DroughtReadyCommunities.aspx> . It provides more in-depth information for the long-term and specific information – such as water sources – that will help your community address specific issues.

PLEASE KEEP IN MIND that the following materials are provided to you while they are still in development stage. Many communities have expressed a great interest in using these materials, so we are making them available now (April 5, 2013) on the national Extension Disaster Education Network (EDEN) drought page: www.EDEN.lsu.edu/drought . We are in the process of piloting these in five states (to be announced). As those pilots indicate room for improvement, we will add information to the EDEN Drought Page.

For more information, please contact the EDEN representative in your state. Go to www.EDEN.lsu.edu and use the State Information drop down menu in the upper right-hand corner.

*Extension Disaster Education Network National EDEN Issue Leadership team

Section I

Drought Capacity Planning Guide for Communities

The following guidelines – or process outline – are useful to community leaders when developing their own **Drought Capacity Planning Program**, and possible **Workshop and Resource Fair**. The information in this guidance document has been gathered from many sources including federal agencies and national organizations working together to address the 2012-2013 mega-drought and future droughts. This guide is in development and testing will begin in pilot communities April 2013. After it is tested for the effectiveness of a community-wide drought capacity planning program, workshop and resource fair, updates will be provided at: www.EDEN.lsu.edu/drought . So please consider this as a work in progress and use the information at this point as suggestions for a community program. And because all disasters are local, even mega droughts, use this to guide and add to your local resources.

Goal

This planning guide is provided for communities that want to establish a goal of working together – across agencies and organizations – with a community-wide resolve to build the capacity to survive – and possibly thrive – in the current and future droughts situations. Section I of this document is specific to:

- Developing a leadership team
- Setting up the program
- Inviting community input through a workshop

Section II of the document, “Drought Planning Toolbox,” provides tools you can use with a community leadership team or in a community workshop to assess your situation and explore solutions to drought problems. Section III provides more resources and links that are drought specific.

What is Community Capacity Building?

Community capacity building results from actions and efforts of the people in communities based on community interests, both as individuals and through groups, organizations and networks to strengthen skills and abilities of the whole community. In this case, the community’s ability to respond to drought.

Leadership skills and team

What type of leadership and skills are needed for a drought capacity building program for communities? Many skills are needed; ensuring the following skills are accessible to the team will increase the chance for success:

| | Yes | No |
|-----------------------|-----|----|
| Agricultural | | |
| Aviation | | |
| Community development | | |

| | | |
|--------------------------------------|--|--|
| Community management | | |
| Conservation | | |
| City/County management | | |
| Emergency management | | |
| Facilitation | | |
| Grant writing | | |
| Legal | | |
| Logistics | | |
| Planning | | |
| Report Writing | | |
| Telephone management | | |
| Water management | | |
| Volunteer recruitment and management | | |

Build a team

Each affected, or in some cases – potentially affected, community will need a leadership team to organize and implement the program. The size of that leadership team will vary by the size of the community. It is recommended that the leadership team could look like a Long-term recovery structure with a Chair, Vice Chair, Secretary, and committee chairs as needed. Other positions from a long-term recovery structure can be added as needs. For more information see the Long-Term Recovery Manual from the National Voluntary Organizations Active in Disaster (VOAD) at http://nvoad.org/library/cat_view/5-long-term-recovery-groups. Also note that not every skill listed above needs to be or should be on this team, but the team should know how to access those skills.

When possible, it is helpful to recruit people from the community or a nearby community unaffected or less-affected by the drought to be on this team. Be sure to be inclusive in the makeup of the team reflecting the diversity of the whole community. If your community is diverse, be sure to include in the core leadership team bilingual people who can represent the needs of non-English speakers in the planning and implementation process. This core community team will be familiar with the community, its resources, and the people within the community. A team of eight to ten active volunteers will ensure the human power needed to organize and implement the Drought Capacity Planning for Communities. Members of the team may represent community volunteers, local or county government officials or staff, diverse elements of the community, clergy, etc.

See the following sections to identify what needs to be done to complete a program that develops your community’s drought capacity. Tips, considerations, and suggestions are provided for each area, including what skills are needed by the leadership team and volunteers.

Identify who can help

Two or three members from the leadership team are needed to contact and recruit the various local, state, and federal agencies providing the drought resources or programs. Team members who are knowledgeable about the community and resources available and who are comfortable contacting agencies would be ideal for this task. Your local emergency management director, health director, city/county manager, Farm Service Agency, and Extension agents/specialists will know who these agencies are and as you contact them you will learn about additional agencies to recruit. Agencies and organizations may include, but are not limited to: Voluntary Organizations Active in Disaster (VOAD members such as Red Cross, Salvation Army and faith-based organizations), FEMA, state and county emergency management, ag and natural resource planners, public and mental health, county/regional Extension, and workforce development, as well as agencies that provide food and shelter support and agencies that provide information and assistance on financial issues, legal issues, water testing, septic system issues, food safety issues, agricultural issues, counseling, etc. Private, public and non-profit businesses and organizations are crucial. The faith based community will find many ways to help. In most rural communities, the entire community is affected and everyone in it is a resource for a solution. National VOAD and EDEN will continue to add partnership ideas: www.EDEN.lsu.edu/Drought .

Set up program promotion

One or more leadership team members with good writing and communication skills will need to handle the promotion tasks for the event. This will include developing and distributing short media pieces announcing the program and related events in the form of news releases, radio and TV public service announcements, school back-pack flyers, posters placed in the community at strategic sites, web messages, etc. Attention to translation of the promotional pieces is important in order to reach diverse, non-English speakers in the community who have been affected by the drought. Besides the ideas for promotion listed below team members representative of the diverse groups in the community will be aware of the best strategies to use to reach non-English speakers.

Because it is difficult for many people to ask for help and or become involved, especially in times of crisis, it is important to promote the program as open to EVERYONE. Emphasize that ALL are encouraged to attend to get involved. The target audiences for the capacity building program are those personally impacted by the disaster, as well as neighbors, friends, and family members who can help those affected.

- Be sure to ask people to spread the word. Word of mouth is very effective, some people need to be prompted to spread the word. Ask them to do so. Also, inexpensive, business-card type handouts with the program name and links and contact information can be very helpful for people telling people.
- Newspaper articles, radio releases, and posters hung in the community should reach venues 10 to 14 days prior to the program call out for involvement and again 10 to 14 days before the one-day workshop. If possible they should be repeated just days before each event.

- When hanging posters or flyers, consider where people congregate or frequently visit, including community meal sites, grocery stores, gas stations, laundromats, churches, etc. To include the entire community hang callouts and posters in all places possible including local restaurants and bars.
- School back-pack flyers should go out five to seven days prior to wanting the public to know about the program stages and events. Consider using school, PTA and Extension list serves.
- If feasible, radio and TV public service announcements should be utilized heavily in the last five days leading up to the event.
- If the community has calling trees or phone trees, they can be valuable means to help spread the word about the program.
- Consider uploading a flyer about the program events to local school, faith-based organizations, city/county organizations, chamber, businesses, TV, radio and newspaper websites or blogs visited by those who have access to computers.

You may need help from two or more volunteers to distribute the hard-copy promotional pieces to the various venues in a timely manner. Many of the venues may provide promotion at no cost because the event is designed to help the community. Faith-based or other organizations may volunteer to print posters. Give these venues credit and thanks in a public manner if possible.

Additionally, it is important to identify in the promotional pieces that the program needs community-wide support and endorsement rather than emphasizing the organizations that organize and implement the program.

It is important to plan the program and potential event with attention to details that will break down barriers to participation and provide an experience in an environment that is friendly, inviting, and comfortable.

Community Actions

The goal is to provide the community with information about drought recovery, mitigation, prevention, and the planning process. This is a community-based program using community knowledge to provide positive input for growth and survival. Acknowledge fears and problems. And encourage a setting focused on finding solutions. The idea is that communities know best how to help themselves and this process provides a procedure for doing just that. Consider:

- Putting drop boxes in several venues while the leadership team develops and conducts other research. This is where people can provide anonymous or credited input. Make sure that drop boxes are in areas where people's privacy can be assured.
- Providing an address for people to send letters or an email address where people can send suggestions for community survival.
- Providing a phone number, preferably toll free, for people to call and offer suggestions. Remember that during disasters, some people simply need to talk to someone. Realize that this line would need to be answered by people who understand the community, want to

help people, and are ready to refer people to a selected emotional care provider if needed. People using this line should have experience or training on care giving. Tip: For extra preparedness see: Disaster Mental Health Critical Issues for the Unexpected Helper <http://eden.lsu.edu/Topics/Hazards/Drought/Issues/Pages/Individuals-Families.aspx> .

The leadership team should work ahead of any public interaction to understand the details of the community's situation. They can assist by understanding the vulnerabilities and potential to respond to the drought. Still, the workshop should be planned for people to provide positive solutions for community survival.

Workshop and resource fair

This guide suggests two ways to seek input. The National Drought Mitigation Center Drought-Ready Communities guide also suggests surveys. See the introductory letter above for the URL to that guide.

Whether you use a workshop, survey, suggestion drop-boxes, or one-on-one phone calls the basis of your investigation is:

- What are the biggest issues a drought imposes on individuals?
- What are the biggest issues a drought imposes on the community?
- What solutions do people and organizations have to combat the drought?

If a workshop and resource fair are chosen use the tool kits and resources in Sections II and III. Some of the forms in the tools kits will be filled out before the event, such as the "Local organizations involved in this project". Others will be filled out during and after the community workshop, such as the "Mitigation Measures" and "Alternative Plan Check List" All forms should be considered as "works in progress" and as subject to amendment with new knowledge.

If the event is one-day, consider holding it from or during the hours of 9 AM to 7 PM, and hold it on the day of the week that is best for the most in the community to attend. What day-of-the week is best will vary by community but consider such things as people's willingness and ability to attend during working hours and non-working hours. In some cases, the workshop may be best suited over two or three evenings. Consider faith-based days of obligation.

Whether the workshop is a one-day or multiple-day event, consider holding a drought resource fair that includes all services that are available to the community. The list of leaders mentioned on pages 4 and 5 should be able to identify those resources. Don't forget about businesses and faith based organizations.

Section II

Drought Planning Tool Box

- Community Leader Action Items page 11
- The TEAM: Local Organizations/Agencies involved page 12
- Community Vulnerability Score Card page 13
- Community Assets Identification page 16
- Mitigation Measures page 17
- Alternative Plan Check List page 18
- Workshop and Resource Fair Tips page 19
- Participant Feedback Form page 21

Community Leader Action Items

This checklist is intended to give your ideas and remind you to take certain actions. Note that there are blank rows at the bottom because you may have some specific tasks for your community.

| Check | Action | Comment |
|-------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| | Form a drought leadership team (see page 11). | |
| | Review resources in Community Capacity Building Program for Drought Response guide (section III). | |
| | Collect county-statistics, such as ag industry production. See National Agricultural Statistics Service http://www.nass.usda.gov/Statistics_by_State/ . | |
| | Benchmark your current community situation with a one-page description. Note that the following toolbox tools will get into more specifics. | |
| | Publicize your community’s capacity building effort and invite, wide participation. | |
| | Identify expertise within your community and seek their participation. | |
| | Set a plan on how your will seek input from the public and carry through with the plan. | |
| | Use the Community Vulnerability Score Card to Identify AND PRIORITIZE drought threats to the community (See Section II page 12) | |
| | Identify community assets (see Section II Community Assets Identification page 15) | |
| | Identify ways to mitigation the drought (see Section II Mitigation Measures page 16) | |
| | Take time as a leadership team to come up with your own solutions. Identify alternatives to help the community respond to the drought (See Section II Capacity Building Plan Check List Page 17) | |
| | | |
| | Get the public’s input on solutions and check them against the leadership team. | |
| | Form a plan to implement the solutions | |
| | Look back at benchmarks | |
| | Set timelines for actions | |
| | Other? | |
| | Set a project completion date | |
| | Identify and celebrate success | |
| | Make plans for modifications | |

The TEAM:

Local organizations/agencies involved in this project

| Name of Individual | Contact Information | Organization affiliation if any |
|--------------------|---------------------|---------------------------------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

Community Vulnerability Score Card

| This is adapted from the Guide to Drought-Ready Communities from National Drought Mitigation Center (see Section III Resources. Assuming you are facing a drought right now, rate the following drought impacts on a H = High, M = Medium, and L = Low impact. Use teams, workshops and other methods to get community input. Compare input results to work toward setting priorities and assigning action items. | H | M | L |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|
| H-N-L Economic Impacts | | | |
| <i>Loss from Crop Production</i> | | | |
| Annual and perennial crop losses | | | |
| Damage to crop quality | | | |
| Reduced productivity of crop land | | | |
| Insect infestation | | | |
| Plant disease | | | |
| Wildlife damage to crop | | | |
| Other? | | | |
| <i>Loss from dairy and livestock production</i> | | | |
| Reduced productivity of rangeland | | | |
| Forced Reduction of foundation stock | | | |
| Closure/limitation of public lands to grazing | | | |
| High cost/unavailability of water for livestock | | | |
| High cost/unavailability of feed for livestock | | | |
| High livestock mortality rates | | | |
| Disruption of reproduction cycles | | | |
| Decreased stock weights | | | |
| Increased predation | | | |
| Range fires | | | |
| Other? | | | |
| <i>Loss from timber production</i> | | | |
| Wild land fires | | | |
| Tree disease | | | |
| Insect infestation | | | |
| Impaired productivity of forest land | | | |
| Other? | | | |
| <i>Loss from fishery production</i> | | | |
| Damage to fish habitat | | | |
| Loss of young fish due to decreased flows | | | |
| Income loss for farmers and others directly affected | | | |
| Loss of farmers through bankruptcy | | | |
| Unemployment from drought-related production declines | | | |
| Loss to recreational and tourism industry | | | |
| Loss to manufacturers and sellers of recreational equipment | | | |
| Increased energy demand and reduced supply because of drought-related power curtailments | | | |
| Cost to energy industry and consumers associated with substituting more expensive fuels (oil) for hydroelectric power | | | |
| Loss to industries directly depended on agricultural production | | | |
| Other? | | | |
| <i>Decline in food production/ disrupted food supply</i> | | | |

| | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|
| Increase in food prices | | | |
| Increased importation of food (higher costs) | | | |
| Disruption of water supplies | | | |
| Other? | | | |
| <i>Revenue to water supply firms</i> | | | |
| Revenue shortfalls | | | |
| Windfall profits | | | |
| Strain on financial institutions (foreclosures, greater credit risks, capital shortfalls, etc.) | | | |
| Revenue losses to federal, state, and local governments (from reduced tax base) | | | |
| Loss from impaired navigability of streams, rivers, and canals | | | |
| Cost of water transport or transfer | | | |
| Cost of new or supplemental water resource development | | | |
| Cost of increased ground water depletion (mining), land subsidence | | | |
| Reduction of economic development | | | |
| Decreased land prices | | | |
| Other? | | | |
| H-M-L Environmental Impact | | | |
| <i>Damage to animal species</i> | | | |
| Reduction and degradation of fish and wildlife habitat | | | |
| Lack of feed and drinking water | | | |
| Disease | | | |
| Increased vulnerability to predation (from species concentration near water) | | | |
| Migration from concentration | | | |
| Increased stress to endangered species | | | |
| Damage to plant species | | | |
| Increased number of severity of fires | | | |
| Loss of wetlands | | | |
| Estuarine impacts (e.g., changes in salinity levels) | | | |
| Increased ground water depletion, land subsidence | | | |
| Loss of biodiversity | | | |
| Wind and water erosion of soils | | | |
| Reservoir , lake and drawdown (including farm ponds) | | | |
| Reduced flow from springs | | | |
| Water quality effects (e.g., slat concentration, increased water temperature, pH, dissolved oxygen, turbidity) | | | |
| Air quality effects (e.g., dust, pollutants) | | | |
| Visual and landscape quality (e.g., dust, vegetative cover, etc.) | | | |
| Other | | | |
| H_M_L Social Impacts | | | |
| Mental and physical stress (e.g., anxiety, depression, loss of security, domestic violence) | | | |
| Health-related low-flow problems (e.g., cross-connection contamination, diminished sewage flows, increased pollutant concentrations, reduced firefighting capability, etc.) | | | |
| Reductions in nutrition (e.g., high-cost food limitations, stress-related dietary deficiencies) | | | |
| Loss of human life (e.g., from heat stress, suicides) | | | |
| Public safety from forest and range fires | | | |
| Increased respiratory ailments | | | |
| Increased disease caused by wildlife concentrations | | | |
| Damage to landscapes | | | |
| Indoor use restrictions | | | |

| | | | |
|--------------------------------------------------------|--|--|--|
| Water supply shortfalls | | | |
| Outdoor use restrictions | | | |
| Other? | | | |
| <i>Increased Conflicts</i> | | | |
| Water user conflicts | | | |
| Political conflicts | | | |
| Management conflicts | | | |
| Other social conflicts (e.g., scientific, media-based) | | | |
| Other? | | | |

Other Comments:

Community Assets Identification

Community Plans and Agreement

| Does your community have: | Yes | No |
|---------------------------------------------------|-----|----|
| Section A: Critical Infrastructure | | |
| Wastewater treatment system | | |
| Power grid | | |
| Water purification system | | |
| Transportation/ evacuation routes | | |
| Total check marks for Section A | | |
| Section B: Critical Facilities* | | |
| City Hall or other local government buildings | | |
| Police station or other law enforcement buildings | | |
| Fire stations | | |
| Communications office or substations | | |
| Emergency operation center | | |
| Evacuation shelter(s) | | |
| Hospital(s) | | |
| Critical record storage | | |
| Total Check marks for Section B: | | |
| Section C: Other? | | |

*Critical facilities may be defined a certain way in an ordinance. However, each community may identify other structures they consider critical. If you need assistance location critical infrastructure and facilities.

Other Comments:

Mitigation Measures

| | | |
|--|--|--|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

Other Comments:

Capacity Building Plan Check List (Community Generated)

| Alternatives | Descriptors | Point of Contact |
|--------------|-------------|------------------|
| | | |
| | | |
| | | |
| | | |

Other Comments:

Workshop and resource fair tips

A drought workshop can bring the community together to learn more about the effects of drought, to gather opinions and suggestions about the community's drought issues and begin the search for solutions. A resource fair is a place where people who can help gather so that those people who need help have a one-stop shop.

Entry area signage and greeters.

Some things may seem insignificant, but utilizing greeters, providing childcare during call outs or events, transportation, refreshments, hosts, and seating options are important steps in reducing barriers to both access and participation.

A few friendly volunteer greeters are needed to welcome and register participants. The greeters should be representative of any diversity in the community. If you have a Latino population affected by the disaster, one or more bi-lingual Latinos are needed as greeters. They can provide appropriate materials and guide people to the workshop and resource fair rooms. They may also give people some type of intake or registration form.

Informational Brochure or hand-out

(Under construction)

Volunteer Trained Interpreters/Translators

If the community has non-English speaking members who have been affected by the drought, it is important to recruit trained interpreters/translators who can volunteer to assist. This may include event navigation, help with various assistance programs and assist in completing applications if applicable. These prepared volunteers should be available at a table in the Entry Area.

When an individual has young children, a volunteer will escort them from the entry area to the childcare area to meet the child care staff and settle their child(ren) in. Greeters will also let participants know they are welcome to refreshments at any time and indicate where they are located.

Child Care Area

Arrange for qualified adult volunteers with youth helpers to assist in the child care area. Perhaps a 4-H club, scout, or other community youth group could assist with this area. Ensure that you have one or more bi-lingual adults representative of the cultures for ease of communication with parents that are non-English speakers. Have available adequate adult supervision. Provide a variety of activities for toddlers, preschoolers, and elementary age students. Include both quiet activities,

such as books, and hands-on activities, such as play dough and building bricks, as well as other games. If the event is held in the evening the children may be tired after a long day and might simply want to sit and watch an appropriate children's movie. Utilize an appropriate check-in and check-out system as parents drop off and pick up their children. Have name tags for the children so the volunteers can call them by name. Provide light nutritious snacks for children.

Resource Fair Area

To accommodate the actual Drought Recovery Resource Fair area you will need a large room where agencies and organizations (15 to 30) are located at individually numbered tables.

For each agency you will need one table with an 11 x 17-inch sign that clearly states the table number and the name of the organization. For example: "United Way at table # 5." Hang it so it is easily seen do not lay it on the table. If you have access to a laminator, it works well to laminate these signs when providing multiple Disaster Recovery Resource Fairs so they can be reused.

Chairs should be available at each table for agency staff and for participants to sit down opposite the staff. Participants will be more open to information if they are invited to have a seat. It will be easier for them to look over materials and jot down notes. Additionally, seating is important to better accommodate elderly and handicapped individuals seeking assistance.

Hosts or Hostesses are needed in the Resource Fair Area to answer questions and assist participants in locating the disaster assistance agency staff that can assist them. Again, you need volunteers who are representative of the cultures/languages spoken to act as hosts and hostesses. It is helpful if these volunteers can all wear a common color t-shirt or hat so they are easily recognized. Hosts and hostesses need to feel comfortable walking up to people and asking if they can assist them. Like the greeters if the hosts and hostesses are community members it may be easier for participants to approach them.

At some Disaster Recovery Resource Fairs – not specific to drought, agencies that are providing emotional and mental health assistance have volunteered to be hosts and hostesses. This works well as it provides them an opportunity to be available in an approachable and helpful role, opening the door to further assist disaster victims in addressing depression and stress issues common to the disaster experience.

Refreshment Area

Choose a corner of the event area where a small group of tables can be set up. Participants can enjoy a light snack, such as a cookie and coffee or water, and visit with other participants seated at the tables in the refreshment area. One or two friendly volunteers, youth and/or adult, can refresh snacks on the serving table and offer coffee or water refills.

All day events

Plan for lite refreshments before and after lunch with the appropriate break time. Plan for at least one hour for lunch, which would include the meal and break before continuing after lunch.

At the beginning and end of the workshop

Make sure that people know that the workshop is part of a larger process to find solutions to the problems presented by the drought. At the beginning identify the team and how it was chosen. At the end of the day, make sure people know how they can continue to provide input to the leaders.

As Participants Leave the Event

Assign a few volunteers to talk with people as they leave to determine if their needs were met. Ask what else would be helpful to them. Record responses from the participants to share with the leadership committee to review for needed changes.

Encourage participants to keep their list of agencies and programs for future reference or to share with others. The greeters may be able to perform this task as well.

As Agencies/Organizations Prepare to Leave the Event

Hosts/Hostesses can assist the agencies with gathering their materials together and retrieve the agency table signs in case they are used in the future. They can talk to agencies and determine how the event went from the agencies viewpoint and ask for suggestions to improve the event. Thank the agencies for participating and provide them with the date, location, and time of the next event. Write down key responses from agencies to share with the leadership team.

After the Event

Hold a follow-up team meeting or conference call within three days of the event. At the meeting the leaders and others can share what went well and what could be improved. The committee will review comments received from both participants and agencies as part of this process. Plans can be made to implement the identified changes prior to the next Disaster Recovery Resource Fair.

For participants

Welcome, today's program is all about our community, which faces numerous challenges due to the drought. Today we are offering a chance to help the community determine problems and opportunities to beat the drought and help your community grow. In addition, there will be time to identify federal, state and local resources.

Participant Feedback Form

Community Capacity Building Program for Drought Response

| | |
|---------------------------------------|--|
| Community (town, county, area, state) | |
| Date | |

| Program Materials Assessment Factor | Strongly Disagree Strongly Agree | | | | | Not Applicable |
|-------------------------------------------------------------------------------------|-------------------------------------|---|---|---|---|----------------|
| The Community Capacity Building Program for Drought Response Guide was very helpful | 1 | 2 | 3 | 4 | 5 | |
| Section 1 Drought Capacity Planning Guide for Communities was very helpful | 1 | 2 | 3 | 4 | 5 | |
| Section II Drought Planning Toolbox over overall very helpful | 1 | 2 | 3 | 4 | 5 | |
| Specifically rate these tools | Leave blank | | | | | |
| Community Leader Action Items | 1 | 2 | 3 | 4 | 5 | |
| The Team: Local Organizations/Agencies | 1 | 2 | 3 | 4 | 5 | |
| Community Vulnerability Score Card | 1 | 2 | 3 | 4 | 5 | |
| Community Assets Identification | 1 | 2 | 3 | 4 | 5 | |
| Mitigation Measures | 1 | 2 | 3 | 4 | 5 | |
| Capacity Building Plan Check List | 1 | 2 | 3 | 4 | 5 | |
| Workshop and Resource Fair Tips | 1 | 2 | 3 | 4 | 5 | |
| Appendix A Resources | 1 | 2 | 3 | 4 | 5 | |

| Workshop Assessment Factor | Strongly Disagree Strongly Agree | | | | | Not Applicable |
|------------------------------------------|-------------------------------------|---|---|---|---|----------------|
| The workshop was well organized | 1 | 2 | 3 | 4 | 5 | |
| Comments | | | | | | |
| The workshop time of day was appropriate | 1 | 2 | 3 | 4 | 5 | |
| Comments | | | | | | |
| The workshop length was appropriate | 1 | 2 | 3 | 4 | 5 | |
| Comments | | | | | | |

| | | | | | | |
|---------------------------------------|---|---|---|---|---|--|
| | | | | | | |
| The workshop location was appropriate | 1 | 2 | 3 | 4 | 5 | |

| Resource Fair Assessment Factor | Strongly Disagree | Strongly Agree | | | | Not Applicable |
|-----------------------------------------------|-------------------|----------------|---|---|---|----------------|
| The Resource Fair was well organized | 1 | 2 | 3 | 4 | 5 | |
| Comments | | | | | | |
| The Resource Fair was very useful to me | 1 | 2 | 3 | 4 | 5 | |
| | | | | | | |
| The Resource Fair had all the right resources | 1 | 2 | 3 | 4 | 5 | |
| Comments | | | | | | |

| Recommendations to Improve Community Capacity Building for Drought Response | Check all that apply |
|-----------------------------------------------------------------------------|----------------------|
| My experience was as a team leader | |
| Comments: | |
| My experience was as a workshop participant | |
| Comments: | |
| My experience was as a Resource Fair who provided resources | |
| Comments: | |
| My experience was as a Resource Fair who was looking for resources | |
| Comments | |

| | |
|------------------------------------------------------------------------------------|--|
| | |
| My experience was as someone who contributed to the over capacity building program | |
| Comments: | |
| | |
| | |

Do you have any other suggestions or general comments about the “Community Capacity Building Program for Drought Response?”

| About you (optional) | |
|-----------------------------------------|--|
| Name | |
| Organizations or agency (if applicable) | |
| Contact information | |
| Phone with area code | |
| Email | |
| Address | |
| | |

Thank you! Please return this to the Team Leaders.

Section III: Resources

Long-Term Recovery Manual from the National VOAD

http://nvoad.org/library/cat_view/5-long-term-recovery-groups

and

www.nvoad.org/library/doc_download/30-long-term-recovery-guide

Guide to Drought Ready Communities National Drought Mitigation Center

<http://drought.unl.edu/Planning/PlanningProcesses/DroughtReadyCommunities.aspx>

EDEN Drought resources page

www.eden.lsu.edu/drought

How to Reduce Drought Risk from Western Drought Coordination Council

<http://drought.unl.edu/portals/0/docs/risk.pdf>

U.S. Drought Portal

<http://drought.gov/drought/>

National Drought Mitigation Center

<http://drought.unl.edu/>

FEMA Regional Drought Points of Contact and USDA Drought Resources

http://nvoad.org/library/cat_view/12-drought-resources

National VOAD Points of Consensus (multi-hazard, not drought specific)

http://nvoad.org/library/cat_view/9-points-of-consensus

Several groups need to be identified and thanked for their help in thinking through *Community Capacity Building for Drought Response* at the local level and in the development and review of this guide.

National VOAD Drought Taskforce

| Organization representing | Who |
|---------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| ALAN | Kathy Fulton |
| American Red Cross | Chris Gilbert |
| Brethren Disaster Ministries | Zach Wolgemuth |
| Northern California VOAD and Presbyterian Disaster Assistance | Tom Conrad |
| Catholic Charities | Katie Oldaker |
| Church World Service | Barry Shade |
| Colorado VOAD | Bill Tolbert |
| EDEN | Kim Cassel |
| Feeding America | Patrick Crawford |
| FEMA Region VII | Steve Castaner |
| Health and Human Services Emergency Preparedness and Response Administration for Children and Families (ACF) | Jonathan White |
| Health and Human Services Emergency Preparedness and Response Office of the Assistant Secretary for Preparedness and Response (ASPR), | Natalie Grant |
| Indiana | Steve Cain |
| Mennonite Disaster Services | Kevin King |
| National VOAD Chair | John Robinson |
| National VOAD Headquarters | Dan Stoecker |
| National VOAD Headquarters | Jennifer Posten |
| Presbyterian Disaster Assistance and Nebraska VOAD | Bob Houser |
| Save the Children | Jeanne-Aimee De Marrais |
| South Carolina and also Salvation Army | Mike Patterson |

| | |
|---------------------------------------------------------------------------|-------------------------|
| St. Vincent de Paul-South Central Region (OK, TX, NM and AR) & Texas VOAD | Elizabeth Disco-Shearer |
| Texas VOAD | Anna Tangredi |
| UMCOR | Tom Hazelwood |
| USDA Emergency Preparedness Rural Development | John B. Pavek |
| USDA National Institute of Food and Agriculture | Beverly Samuel |
| USDA Policy Analyst | Deborah Hill |
| | |

National EDEN Issue Leadership Team on Drought

| University | Who |
|------------------------------------------------------------|------------------------------|
| South Dakota State University | E. Kim Cassel |
| University of Tennessee | Tim Prather |
| University of Kentucky | Tom Priddy |
| Auburn University | Virginia Morgan |
| Purdue University | Steve Cain |
| Louisiana State University | Pat Skinner |
| University of Illinois at Urbana-Champaign | Rick Atterberry |
| University of Missouri | Bev Maltzberger |
| University of Minnesota | Phyllis Onstad |
| University of Missouri | Sherry Nelson |
| Oregon State University | Lynette Black |
| University of Arkansas | Deborah Tootle |
| South Dakota State University | Alvaro Garcia |
| University of Nebraska – Lincoln | Rick Koelsch |
| NIFA/USDA | Bill Hoffman |
| National Drought Mitigation Center/ University of Nebraska | Tonya Bernadt Kelly Smith |

Community Capacity Building for Drought Response

guide developers and reviewers

| | |
|----------------------------|------------------------------------------|
| Ben Curran | FEMA |
| Steve Castaner | FEMA Reg VII |
| Colleen Callahan | USDA |
| Debbie Hill | USDA |
| John Pavcek | USDA |
| Elizabeth (Betty) Hastings | HHS |
| Jennifer Posten | National VOAD |
| Tom Conrad | California VOAD |
| Elizabeth Disco-Shearer | St. Vincent de Paul-South Central Region |
| Kim Cassel | EDEN SDSU |
| Sherry Nelson | EDEN Missouri |
| Phyllis Onstad | EDEN Minnesota |
| Steve Cain | EDEN Purdue |
| Abby Hostetler | EDEN Purdue |
| Brooklynne Slabaugh | Purdue EDEN Student |

- End of Document -