



## ***INTRODUCTION***

The *Disaster Readiness Management Template for Provider Organizations* contains planning management tools for officials and staff that any organization in the NCR can use to manage the process of assisting the individuals they serve to be prepared for disasters. It is intended for community-based organizations such as senior centers, pre-schools, service providers, advocacy groups, faith-based organizations, or any organization or public agency that regularly provides services to an identified population group. It is designed to facilitate management of an organization's effort to support emergency preparedness planning by individuals and families living in the community. The *Management Template* will help you use the *Disaster Readiness Planning Guide* to train staff members in the preparedness planning processes and the *Disaster Readiness Planner* to use directly with the individuals they serve. The *Disaster Readiness Management Template* will allow you to quickly convey to staff members direct steps to help those they serve prepare themselves for disruptive emergencies.

To begin, read this *Management Template* and get an overall grasp of how it recommends you proceed. The eight steps of the *Management Template* will help you manage the planning process and support an interactive ongoing planning process between organizational staff and the client and their family.

### ***Steps for Organizations***

1. Organization leaders make commitment to preparedness planning
2. Name Emergency Preparedness Planning Coordinator
3. Select the Preparedness Working Group and determine meeting schedule
4. Obtain materials to support planning process
5. Train staff members to use materials with the people they support
6. Have staff conduct preparedness planning with the people they assist
7. Activity Report
8. Evaluate planning support process and outcomes achieved



**Step 1: Leaders Make Commitment to Preparedness Planning**

Many organizations have emergency preparedness policies, plans and activities that are already a part of the normal routine of the organization. To demonstrate support for emergency preparedness activities leaders should speak out in support of preparedness and review existing preparedness policy for guidance in order to maintain consistency and guide updates to routines over the years. Or, create preparedness policy, and hold managers and staff accountable for implementing the policy. The importance of preparedness should also be communicated to the people the organization serves.

The people you assist, like most other people, are unlikely to prepare for emergencies on their own unless leaders explain the organization will help them with regular encouragement and support to plan and prepare for emergencies. Your organization should make preparedness planning part of the support it provides individuals or families. Leaders should emphasize the key is to engage people in an active, ongoing process of discussing preparedness and taking action to prepare.

To ensure the commitment to preparedness becomes a permanent part of organization practice, it may be useful for leaders to review organizational preparedness policy or if there is none in place, prepare a statement of commitment to preparedness as part of your mission. For example: “As an organization striving to continue our efforts for the well being, safety, and inclusion of those we serve, we commit ourselves to helping those we serve prepare themselves for emergencies and disasters.”

***Organization’s Preparedness Policy (write your statement here)***

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### ***Step 2: Name Emergency Preparedness Planning Coordinator***

If your organization has not done so already it is advisable to name a responsible official to lead this effort. The Emergency Preparedness Planning Coordinator should clearly understand his or her responsibilities include ensuring that staff members are trained, proper materials are used, support is delivered, and data on measurable outcomes are reported. He or she is responsible for improving the preparedness of the people the organization supports and their families. Organizations should consider naming two emergency Preparedness Planning Coordinators so one will always be available. The Coordinator should report to the Executive Director or other appropriate leadership office of the organization. The Preparedness Planning Coordinator plays a key role in the selection of the Working Group and sets the overall tone and direction of the work to be accomplished.

### ***Step 3: Select a Working Group and Determine Meeting Schedule***

Your organization may already have a safety committee or a group with a different name to do the work of a Preparedness Working Group. If not, it is advisable for your organization to have a Preparedness Working Group consisting of management, staff and people served to establish and maintain the preparedness planning process. The Working Group should represent all parts of your organization. The committee should meet regularly and be representative of the organization's management, staff, and people served.

#### ***Responsibilities of Preparedness Working Group***

*Prepare organization preparedness policy*

*Identify learning objectives for staff training*

*Establish planning protocol for staff working with the people the organization serves*



***Emergency Preparedness Working Group***

Coordinator	Position	Phone Number	Email
(alternate)			
Members			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			



***Meeting Schedule***

Meeting	Date	Time	Location



#### **Step 4: Obtain Materials to Support Planning Process**

The *Disaster Readiness Planner* and the *Disaster Readiness Planning Guide*, included in the preparedness planning package, are designed for staff to use with the people your organization serves. By using these materials, the individuals you serve will not just produce a written plan, but become engaged in the planning process, by taking action on a regular basis.

The *Disaster Readiness Planning Guide* explains how to use the *Disaster Readiness Planner* to help others get ready for a disaster. The *Planner* is designed to support an interactive planning process. It can remain visible in the person's home as a reminder to take intended actions, and as technical support for continued planning. Your organization's staff making home visits or otherwise meeting regularly with people, need to understand the purposes of the *Planner*, and how to use it. The *Planning Guide* will support the training process and may be used as their guide when working with the individuals you serve.

The *Planner* and *Planning Guide* may be all that you will need to train your staff and conduct supportive planning processes with your clients. Other materials available in your area about transportation, emergency plans, emergency responders, 911 and other communication systems, and other aspects of emergency response and recovery may also be useful, especially later in the planning process as your staff and those they assist become more experienced planners. More general information is available from Federal agencies, especially the Federal Emergency Management Agency (FEMA), [www.fema.gov](http://www.fema.gov).

#### **Additional Information**

It is prudent for those you serve to plan for any danger and for specific threats, and knowing what risks are specific to you and your location can help in tailoring the technical assistance you provide the individuals supported by your organization. Below are some websites providing information about possible threats in your area. They are divided into four categories to help frame the discussion: natural hazards; man-made unintentional hazards; man-made intentional hazards; and all-hazards planning.



## A. Natural Hazards

- Hurricanes (<http://hurricane.csc.noaa.gov/hurricanes/pop.jsp>)
- Earthquakes (<http://www.homerisk.com/cgi-bin/hr1pg1.cgi>)
- TORNADOS (<http://www.tornadoproject.com/safety/shelters.htm>)
- Forest Fires (<http://geomac.usgs.gov/#>)
- Avalanches (<http://geosurvey.state.co.us/avalanche/Default.aspx?tabid=41>)
- Flooding ([http://www.environment-agency.gov.uk/subjects/flood/826674/829803/858477/?version=1&lang=\\_e](http://www.environment-agency.gov.uk/subjects/flood/826674/829803/858477/?version=1&lang=_e))
- Mud Slides (<http://geohazards.cr.usgs.gov/>) \*not quite up yet
- Pandemics e.g., avian flu (H5N1)  
([http://www.who.int/mediacentre/factsheets/avian\\_influenza/en/index.html](http://www.who.int/mediacentre/factsheets/avian_influenza/en/index.html))  
(<http://www.prepare.pitt.edu>)

## B. Man-made Unintentional Hazards:

- Monoxide Exposure  
(<http://www.nfpa.org/itemDetail.asp?categoryID=280&itemID=18270&URL=Research%20&%20Reports/Fact%20sheets/Home%20safety/Carbon%20monoxide%20poisoning>)
- Chemical Spill (<http://www.epa.gov/epahome/commsearch.htm>)

## C. Man-made Intentional Hazards

- Explosion (<http://www.bt.cdc.gov/masstrauma/explosions.asp>)
- Release of a Biological Weapon (<http://www.bt.cdc.gov/agent/agentlist.asp>)
- Release of a Chemical Agent (<http://www.bt.cdc.gov/chemical/>)
- Nuclear/Radiological Detonation (<http://www.bt.cdc.gov/radiation/>)

## D. All-hazards Planning

- U. S. Department of Homeland Security 202-282-8000; 202-447-3543 TTY  
[www.ready.gov](http://www.ready.gov)
- Federal Emergency Management Agency (FEMA) 800-621-FEMA (3362); 800-462-7585  
TTY [www.fema.gov](http://www.fema.gov)
- Citizen Corps [www.citizencorps.gov](http://www.citizencorps.gov)
- Centers for Disease Control and Prevention (CDC) 800-311-3435 [www.cdc.gov](http://www.cdc.gov)
- American Red Cross 1-800-REDCROSS (733-2767) [www.redcross.org](http://www.redcross.org)



## ***Step 5: Train Staff Members to use Materials with the People they Support***

### **Managing the Training Process**

If you have an established training department, the Emergency Preparedness Planning Coordinator should work with the department to ensure they understand this approach to planning. Management of the training must be adapted to your organization, and contain four central activities:

- Oversight and support by the Planning Coordinator and organization leadership
- Training of staff and updates to training as lessons are learned from experience
- Ensuring that accurate data are collected on joint staff-client planning for emergencies
- Analysis of the data to evaluate program activities and outcomes

### **Content of Training**

A training curriculum in emergency preparedness planning should cover the following material:

- Explain the core concepts of this approach to preparedness
- Use the *Planning Guide* as the text for the training
- Show how to use the *Disaster Readiness Planner* and any other materials you may decide to use
- Explain how data collection and evaluation of the planning support program will work.

Staff who work with users of your services should be trained to understand the purpose of the planning and how to proceed. Staff should study the *Disaster Readiness Planner*, and practice using it to support person-centered emergency planning.

### **The core concepts of this approach to emergency preparedness planning are:**

- Emergency preparedness planning produces the best results when people are given regular support to take action, rather than simply giving them information and leaving practical action up to them. Staff planners should work with their clients, not just communicate with them.



- The planning should not be done all at once, but step by step, with the emphasis on actions taken by the individual with the assistance of the staff member
- Staff should ask people to take specific steps to prepare, especially practicing sheltering in place and evacuating to another location, and should ask in a subsequent meeting if the action was completed
- Staff should engage people in the planning process as shown in the *Disaster Readiness Planner*, and support them to build preparedness into their regular living routines
- Encourage individuals to become active in another organization's preparedness planning, such as a faith-based institution, and if the organization does not have any, encourage planning with its members to prepare for emergencies

The *Disaster Readiness Planning Guide* explains to your staff members how to work with a client to help them do practical emergency preparedness planning for themselves and their family. Your training course can take them through the steps of the *Guide* and explain how to work with each person or family they serve. The *Guide* is paired with the *Disaster Readiness Planner* and explains how to use that with clients.

When holding an initial training session for organization staff, and first introducing the materials for technical assistance to clients, consider this agenda format for the structure of the training. The initial training using this format can be completed in two hours.

## **Sample Agenda**

*Welcome*

*Discussion of existing or recently enacted organizational preparedness policy and organization's statement of commitment to preparedness*

*Introduction of Emergency Preparedness Planning Coordinator and Preparedness Working Group*

*Problems of preparedness discussed as a group*

*Discussion of the importance of ongoing, action-based preparedness planning*

*Discuss key steps in the planning support process*

*Demonstrate and practice use of Planner (pair up and role play)*

*Group discussion of use of websites as sources of information*

*Present plan for collecting and reporting data*

*Get feedback from staff participating in the training and consider suggested changes*



Understanding how to use the Disaster Readiness Planner is crucial to the success of the training and of the planning process. The Planner is not designed to be distributed to individuals who are then left on their own to do preparedness planning. It is designed to support an interactive planning process between a staff member of your organization and a person who receives services from your organization. There is very little language in the Planner. The words and pictures that are there provide a framework for two or more people to talk about what planning actions they should take, and to take those actions in a regular way.

The planning framework provides a series of steps that the client and the staff person can take together to establish regular preparedness habits for the client and the client's family. The framework does not explain everything that should be done, but helps the staff person and the client to discuss what should be done, and to do it. Once the client and the staff person are working together actively and regularly, then they can go to other sources of information on the web, in libraries, or directly from emergency response professionals.

Finally, it is important that staff understand the value of collecting data about how often they engage in planning with clients, what the clients actually do to be prepared, and how many of their clients can be considered prepared for emergencies or disasters. Some basic evaluation and data collection forms and questions are presented in Step 8, below.

### ***Step 6: Have Staff Conduct Preparedness Planning with the People They Assist***

Staff who have regular contact with the individuals served by the organization are ideally suited to help the people they assist plan for a disaster. Regular contact provides the basis for sustained emergency planning with real results. Your staff can use the *Disaster Readiness Planner* to sit down with the people they visit and engage them in active planning, step-by-step, for emergencies.

Even if a staff member can devote only a few minutes to using the *Planner*, much can be accomplished by reviewing emergency preparedness at each visit. Every organization working on a regular, recurring schedule with people living in the community has its own way of organizing what is covered in each visit or other contact, and how the visit is conducted. Support



for emergency preparedness planning can be made an attractive and effective part of most visits, inexpensively and without taking too much time. Managers responsible for organizing and evaluating contact with the individuals an organization serves should consider how emergency preparedness planning can be included.

When working with individuals who live on their own or with family in the community, the focus of the planning process should be interactive planning actions. Because it is hard for most people to sustain a preparedness planning process on their own, the organization's representative who meets regularly with the individuals you serve can supply needed structure for a planning process.

How will the staff-client planning actually work? The staff member, who has studied the *Disaster Readiness Planning Guide*, sits down with an individual, a couple, or other family group, and gives them the *Disaster Readiness Planner*. Together, they look it over and get a sense of how they can work through the steps of the Planner. If they only have a few minutes, they may start to plan by just identifying what disasters are likely to happen in their location. They may go on to write down what the client and his or her family are concerned about if a tornado, hurricane, or other disaster should happen. It is extremely important that the client's concerns be brought out at this point. It makes the process real for them, and personalizes it. It gives some assurance that they may take the planning process seriously and work at it. This may be all that is possible in the first planning session.

At the next session, the first session should be reviewed, with threats reconsidered and concerns discussed. Then, working together, the client and staff member should go on to the next step in the Planner, and discuss what organizations can provide help in planning and in actually responding to an emergency. It is important for the staff member to emphasize that another organization the client belongs to, such as their religious organization, should have plans to help its members in an emergency. The client should be encouraged to ask if any preparedness plans exist at their church or any other organization (such as a senior center) that they belong to. Your own organization may not be able to do much for them during a disaster, but if they are working with another organization, a local, group, organized response to the disaster may be possible.



As your meetings and planning go on over time, work your way through the steps of the Planner. Remember that each step provides opportunities for the client to take specific actions to become more prepared, and for the staff member to discuss proposed and completed actions, and to urge the client to make them part of the regular habits of the client's life. Some clients may be able to do more on their own, while others will depend more on aides, family members, neighbors, or friends. Most effective preparedness plans will not focus only on an isolated individual, but will consider the individual in the context of family, neighborhood, other organizations, and the larger community.

This planning process is not meant to be completed and then stopped, but to become a permanent and sustained part of the life of the client and his or her family. It should be maintained over time, and incorporate new information, new dangers, and new contacts as they develop over time. Once the person becomes an interested and active planner for himself or herself and their loved ones, your organization may have little to do besides checking on the progress of the planning from time to time.

### **Step 7: Activity Report**

Crucial to the evaluation is accurate reporting by support staff of their planning work with the people they assist, and of outcomes achieved by that process. Staff reporting should be as quick and easy as possible, while retaining accuracy and collecting the correct data for evaluation purposes. If online collection is not feasible, Table 8c is one possible format for data collection. Staff may use the *Planner's* nine steps by entering the appropriate numbers in the table as the planning process moves along.

*Disaster Readiness Planner* Activity Performance Code Numbers:

- 1: What disasters
- 2: My concerns
- 3: People who can help
- 4: How you get information and warnings
- 5 Stay in touch
- 6: What you need to shelter at home and if you need to evacuate
- 7: How you leave
- 8: Where you go



9: What to do when you return home

Add other codes as needed, including codes for planning steps important to people with special needs (e.g., identifying accessible shelters).

**Staff Report Form**

Staff Name	Position		Phone Number	Email
People Assisted	Preparedness Activity Performed	Outcome Achieved	Date	Next steps
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				



### ***Step 8: Evaluate Planning Support Process and Outcomes Achieved***

To improve management of this process, it is useful to have an evaluation system to look at both the process of providing support to the people you assist, and the preparedness outcomes achieved. “Process” includes both the process of training your staff and the process of staff and people served planning together. Process evaluation examines how well the steps of the training and planning support processes are working; outcome evaluation collects and analyzes data on the results achieved by the process.

Your organization may not have the resources to establish and maintain a complex evaluation system and may not need one, but even some simple measures of processes and outcomes can help you determine if your program is effective and well-managed, and how to make improvements.

To establish an evaluation system, you should identify measurable outcomes to be achieved by the people you assist and your staff members working together. The outcomes identified and clearly stated should focus on actions the people really take that can be identified and counted, such as the number of evacuation drills completed in a year, or the amount of shelter in place equipment and supplies accumulated and used in practices.. It is important to include any success on their part in forming links with other people or a local organization so they can prepare for emergencies as part of a group instead of doing it alone. Also, remember the people being assisted will achieve many of their planned outcomes when the staff member is not with them, and then report their achievements to the staff member.

You should also select specific measures of the training and planning process. These could include items like number of visits, amount of time spent in each visit, and progress moving through the steps of the *Disaster Readiness Planner*.

For such evaluation, establish a data collection process for staff to use to report process and outcomes. The Coordinator should participate in deciding how the evaluation process will work and what will be measured.



The table below contains possible process and outcome measures. All of these measures could be useful for a detailed evaluation, but your organization may not need to use them all. You should decide which are the most important measures for the success of your planning process. You may only want to record number of meetings, number of accomplishments by the clients, and an assessment of progress by the staff member and client together. Larger organizations may need more complete and tailored measures. It is better to establish a modest data collection process that will be completed than to create an elaborate system that is too much trouble for staff to use..

### ***Measuring Process and Outcomes***

<b>Eight Steps</b>	<b>Performance Process and Outcome Measures</b>	<b>Response</b>	<b>Comments</b>
1. Organization leaders make commitment to preparedness planning	Have leaders decided to undertake the planning?  Have leaders clearly described the program to stakeholders and expressed their support?		
2. Planning Coordinator named	Has Coordinator been named?  Has Coordinator received training for the position?		
3. Working Group named and begins meeting regularly	Has Working Group been established and dates set for regular meetings?		
4. Obtain training materials	Has training materials been identified and obtained?  Has information been collected online resources?		
5. Train organization staff members to use materials with the people they support	Has a sufficient number of staff been identified and trained? Has staff been properly trained to deliver the readiness planning?		



	<p>Has training protocol been established?</p> <p>Have preparedness planning activities been effectively integrated with existing services?</p> <p>Are materials being used effectively and efficiently? Do managers/supervisors effectively oversee the planning process?</p>		
<p>6. Staff support preparedness planning with the people they assist</p>	<p>Is the Emergency Preparedness Planning Coordinator providing effective leadership of the program?</p> <p>Are staff effectively incorporating the new readiness planning into their regular routine?</p> <p>What percentage of staff include preparedness planning in their contacts?</p> <p>How many people in the community are receiving preparedness planning support?</p>		
<p>7. Activity Report</p>	<p>Are staff collecting data on readiness planning activities?</p> <p>Is there a database where data is collected and compiled?</p> <p>Is data reviewed and used to make adjustments to program activities?</p>		
<p>8. Evaluate planning support process and outcomes achieved</p>	<p>With how many people do you intend to initiate the readiness planning?</p> <p>Did you meet your target after one month, after three months, after one year?</p> <p>How many readiness planning interactions have been conducted?</p>		



	<p>How long does each planning interaction last?</p> <p>Is this amount optimal for best results?</p> <p>Are progress reports completed and used to make adjustments to program activities?</p> <p>Are the people who should receive planning supports being reached?</p> <p>Does the program coordinate effectively with the other programs and services?</p> <p>Is performance at some community sites or locations significantly better or poorer than at others?</p> <p>Are participants satisfied with their interactions with program staff and the planning supports they receive?</p>		
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## **Conclusion**

The organization that assists its members and others it serves to prepare for disasters helps itself and its community. Community preparedness is the responsibility of the community, not overburdened emergency response agencies, and community organizations have an unmatched capacity to support and encourage regular individual, family, and community preparedness. A smoothly managed process keeps costs down and results up for the organization. The long term payoff can be a more self-sufficient community and a more robust organization.