In this unit, we will discuss how mitigation fits in with overall community objectives and how emergency managers should begin the hazard mitigation planning process.

The first phase of the mitigation planning process, Organize Resources, includes determining the level of support for mitigation to be expected from the community, establishing a planning team, and engaging the public.
In this unit, you will determine strategies to build support for mitigation planning in your community. You will accomplish this by being able to perform the tasks listed on the slides.

**Unit Objectives (1 of 2)**

- Explain the characteristics of a disaster-resistant community
- Outline the long-term benefits of public participation in mitigation planning
- Describe the effect of stakeholder interests on mitigation efforts

**Unit Objectives (2 of 2)**

- List organizations, groups, and initiatives that can provide support for mitigation planning
- Identify potential members of a community’s mitigation planning team
The term “disaster-resistant community” describes a long-range, community-based approach to mitigation. A disaster-resistant community is one in which significant steps and measures have been taken to reduce the community’s risk to flooding, earthquakes, hurricanes, wildfires, and other natural disasters, as well as man-made disasters such as chemical spills and terrorist attacks.

Characteristics of a Disaster-resistant Community

- Shared vision
- Long-term perspective
- Community involvement
- Political commitment
- Strong partnerships
- Significant risk reduction measures

How would the mitigation efforts of a disaster-resistant community minimize the impact of a disaster?
Consider the example of the Sonoma County Flood Elevation Program (SCFEP), which assisted homeowners with mitigation for flood-damaged homes along the Russian River and its tributaries in Sonoma County, California. Your instructor will describe the program to you.

What are the benefits of pre-disaster hazard planning?

Consider how pre-disaster hazard planning enables a better response when disaster strikes.
Pre-disaster hazard planning is the key element in building an effective mitigation program. Pre-disaster emphasizes actions to be taken before a disaster occurs to reduce or prevent future damages.

Consider the following questions:

- **What are the benefits of pre-disaster hazard planning?**
- **How can pre-disaster planning meet the community’s needs?**
- **What does “multi-objective” planning mean?**
- **When is mitigation planning an eligibility requirement for funding?**
- **In what ways does the planning process guide post-disaster recovery?**
- **What are the long-term benefits of public participation in the mitigation planning process?**

<table>
<thead>
<tr>
<th>Pre-disaster Hazard Planning</th>
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<tbody>
<tr>
<td>- Meets the community’s needs</td>
</tr>
<tr>
<td>- Achieves multiple objectives</td>
</tr>
<tr>
<td>- Increases funding eligibility</td>
</tr>
<tr>
<td>- Guides post-disaster recovery</td>
</tr>
<tr>
<td>- Promotes public participation</td>
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</tbody>
</table>
Task A: Determine the planning area
In consultation with the state, identify the areas or jurisdictions to be included in the mitigation planning process.

Task B: Determine if the community is ready to begin the planning process
In order for your planning process to be successful, you must have the necessary knowledge, support, and resources.

Use the worksheet on the following pages to complete the activity.
**Individual Activity: Assessing Your Community’s Readiness to Plan**

Working independently, rate your community on each item to assess the level of knowledge, support, and resources available for mitigation planning.

### Knowledge

| **How much do elected and/or appointed officials know and understand about hazards in their area, including what can be done to reduce their effects?** | ___ Very knowledgeable  
___ Somewhat knowledgeable  
___ Not knowledgeable |
|---|---|
| **How much do the citizens know about hazards in the community?** | ___ Very knowledgeable  
___ Somewhat knowledgeable  
___ Not knowledgeable |
| **How well do officials and citizens understand that their actions, behavior, and decisions affect their vulnerability and that steps can be taken to reduce risks?** | ___ Very knowledgeable  
___ Somewhat knowledgeable  
___ Not knowledgeable |
| **Is there a difference between the risk perceived by the community and the actual risk (to the extent that risk is currently known)?** | ___ Large difference  
___ Some difference  
___ No difference |

### Support

| **Do elected and appointed officials understand how local, state, and federal levels each support hazard mitigation and emergency management?** | ___ Very knowledgeable  
___ Somewhat knowledgeable  
___ Not knowledgeable |
|---|---|
| **How many issues are citizens dissatisfied with that may be located in a hazard area that could be dealt with in context of mitigation planning?** | ___ Many issues  
___ Some issues  
___ No known issues  
Examples: tourism, economic development, blight, transportation issues |
| **How likely is it that there will be an individual to serve as a champion to provide leadership and/or support for mitigation planning?** | ___ Very likely  
___ Somewhat likely  
___ Not likely  
This could be an individual, an organization, or a business. |
## Support

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer Options</th>
</tr>
</thead>
</table>
| Is there an existing FMA or CRS flood mitigation plan or other single hazard plan? | ___ Yes  
___ No |
| Is there an existing system for planning in the community?              | ___ Yes  
___ Minimal planning in place  
___ No existing plans |
| Examples: planning department, community plan, local personnel with planning capabilities | ___ Yes  
___ Some interest  
___ No |
| Is there a history of community interest and/or involvement in environmental, recreational issues, or safety issues? | ___ Yes  
___ Some interest  
___ No |
| Is there an existing land use map, GIS system, contour map, soils map, topographic map, or other material that can be used to better understand the hazards context of the community? | ___ Several maps  
___ Some maps  
___ None of these |

## Resources

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer Options</th>
</tr>
</thead>
</table>
| Are you aware of the range of non-FEMA or non-mitigation programs available to assist in mitigation projects? | ___ Yes  
___ No |
| Are the major employers, industries, and organizations that help shape the culture of the community willing to be involved? | ___ Yes  
___ Maybe  
___ No |
Task C: Remove Roadblocks

Part of assessing community support involves removing roadblocks. In Unit 2, we discussed some of the obstacles you face in mitigation planning and some ways of overcoming those obstacles.

Some of the obstacles that emergency managers face when implementing mitigation strategies are related to resistance from stakeholders.
The Emergency Manager should be proactive and include the community and local stakeholders in the process of mitigation strategy identification. If these stakeholders are not involved in the process, they may reject the mitigation strategy.

The interests of all of these stakeholders, as well as the general public, have to be considered and met to gain support for mitigation actions. Remember that effective mitigation measures in a disaster-resistant community must be coordinated with all of these groups.
Each proposal for mitigation must be evaluated to meet criteria that make it acceptable to the stakeholders and the public. It is important to include these stakeholders in the planning process, to gain their buy-in and to ensure that the mitigation strategy is successful.

**Individual & Group Activity**

**COMPONENTS OF A DISASTER-RESISTANT COMMUNITY**

Use the worksheet on the next page of this manual to complete this activity. First, you will create an individual list, and then (when instructed), you will work together to create a group list.
Worksheet: Components for a Disaster-resistant Community

- First, work individually to develop a list of the components that must be in place for a community to achieve the characteristics of disaster resistance discussed earlier
- When directed by your instructor, discuss your list with your table group and work together to create a group list
- Select a spokesperson and be prepared to share the group list with the rest of the class

| Components Necessary for a Disaster-resistant Community |
Choose one of the components needed for a disaster-resistant community and, using your Action Item List, create a list of ways you can begin to address that component in your community.

**Step 2: Build the Planning Team**

A. Create the planning team  
B. Obtain official recognition for the planning team  
C. Organize the team

The planning team should be built on existing organizations or boards whenever possible and can welcome anyone who is available to participate regularly in the meetings.
Task A: Create the Planning Team

Identify those who will:
• Be affected
• Be responsible
• Mobilize support
• Make the process more effective
• Need representation
• Contribute resources

Task A: Create the planning team

Consider the individuals and organizations that should be on your community’s planning team.

Individual Activity

POTENTIAL MEMBERS OF A PLANNING TEAM

Use the worksheet on the following page to identify potential members of your community’s mitigation planning team.
Individual Activity: Build the Planning Team

Working independently, check the boxes beside any individuals or organizations your community or state that you believe should be included on your planning team so you can follow up with them. Add "follow up with possible planning team members" to your Action Item List.

<table>
<thead>
<tr>
<th>Possible Planning Team Members</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Local/Tribal</strong></td>
<td><strong>State</strong></td>
</tr>
<tr>
<td>Administrator/Manager’s Office</td>
<td>Adjutant General’s Office (National Guard)</td>
</tr>
<tr>
<td>Budget/Finance Office</td>
<td>Board of Education</td>
</tr>
<tr>
<td>Building Code Enforcement Office</td>
<td>Building Code Office</td>
</tr>
<tr>
<td>City/County Attorney’s Office</td>
<td>Climatologist</td>
</tr>
<tr>
<td>Economic Development Office</td>
<td>Earthquake Program Manager</td>
</tr>
<tr>
<td>Emergency Preparedness Office</td>
<td>Economic Development Office</td>
</tr>
<tr>
<td>Fire and Rescue Department</td>
<td>Emergency Management Office/SHMO</td>
</tr>
<tr>
<td>Hospital Management</td>
<td>Environmental Protection Office</td>
</tr>
<tr>
<td>Local Emergency Planning Committee</td>
<td>Fire Marshal’s Office</td>
</tr>
<tr>
<td>Planning and Zoning Office</td>
<td>Geologist</td>
</tr>
<tr>
<td>Police/Sheriff’s Department</td>
<td>Homeland Security Coordinator’s Office</td>
</tr>
<tr>
<td>Public Works Department</td>
<td>Housing Office</td>
</tr>
<tr>
<td>Sanitation Department</td>
<td>Hurricane Program Manager</td>
</tr>
<tr>
<td>School Board</td>
<td>Insurance Commissioner’s Office</td>
</tr>
<tr>
<td>Transportation Department</td>
<td>NFIP Coordinator</td>
</tr>
<tr>
<td>Tribal Leaders</td>
<td>Natural Resources Office</td>
</tr>
<tr>
<td><strong>Special Districts and Authorities</strong></td>
<td>Planning Agencies</td>
</tr>
<tr>
<td>Airport and Seaport Authorities</td>
<td>Police</td>
</tr>
<tr>
<td>Business Improvement District(s)</td>
<td>Public Health Office</td>
</tr>
<tr>
<td>Fire Control District</td>
<td>Public Information Office</td>
</tr>
<tr>
<td>Flood Control District</td>
<td>Tourism Department</td>
</tr>
<tr>
<td>Redevelopment Agencies</td>
<td>Non-Governmental Organizations (NGOs)</td>
</tr>
<tr>
<td>Regional/Metropolitan Planning Organization(s)</td>
<td>American Red Cross</td>
</tr>
<tr>
<td>School District(s)</td>
<td>Chamber of Commerce</td>
</tr>
<tr>
<td>Transit/Transportation Agencies</td>
<td>Community/Faith-Based Organizations</td>
</tr>
<tr>
<td><strong>Others</strong></td>
<td></td>
</tr>
<tr>
<td>Architectural/Engineering/Planning Firms</td>
<td>Environmental Organizations</td>
</tr>
<tr>
<td>Citizen Corps</td>
<td>Homeowners Associations</td>
</tr>
<tr>
<td>Colleges/Universities</td>
<td>Neighborhood Organizations</td>
</tr>
<tr>
<td>Land Developers</td>
<td>Private Development Agencies</td>
</tr>
<tr>
<td>Major Employers/Businesses</td>
<td>Utility Companies</td>
</tr>
<tr>
<td>Professional Associations</td>
<td>Other Appropriate NGOs</td>
</tr>
<tr>
<td>Retired Professionals</td>
<td></td>
</tr>
</tbody>
</table>

This worksheet is taken from FEMA’s how-to guide 386-1, “Getting Started: Building Support for Mitigation Planning” (September 2002).
Task B: Obtain Official Recognition

- Council resolution
- Proclamation
- Memorandum of Agreement
- Memorandum of Understanding

Task B: Obtain official recognition for the planning team

Official recognition can go a long way toward demonstrating community or state support for mitigation action, and it greatly increases the plan's chances of being formally adopted.

Task C: Organize the Team

- Informal kick-off
- Preparation for first formal meeting
- Mission statement
- Responsibilities
- Key roles
- Regular meeting schedule
- Goals
- Agendas
- Timelines
- Subcommittees

Task C: Organize the team

Once potential candidates for the planning team have been identified, the team needs to be organized.

More information about each of these activities is included in FEMA’s how-to guide, “Getting Started: Building Support for Mitigation Planning” (386-1).
Task A: Identify the public
- Public officials
- Agency heads
- Neighborhood and other civic organizations
- Business associations
- Institutions
- Individual citizens

Task B: Organize public participation activities
Revisit the meeting schedule you developed in Task C and identify points where it is important to inform the public of what is happening and to seek their input to assist you in making a decision.

After each public participation activity, results should be documented so that they can be referred to later.

Task C: Develop a public education campaign
You will need a specific way to present information to each type of stakeholder.

What are some ways to involve the public in mitigation planning?

What are some materials you can prepare as part of your educational campaign?

How can you distribute them?
In this unit, you’ve learned about the characteristics of a planning team and the benefits of public participation in planning.

You’ve thought about stakeholders’ interest in the community and the effects of those interests on mitigation efforts.

You’ve listed organizations, groups, and initiatives that can provide support for mitigation planning and serve as potential members of the mitigation planning team.