



COPEWELL

PREVENTION/MITIGATION

**Rubric Implementation Guide and Sample Handouts
for Self-Assessment and Action**



Welcome to the COPEWELL rubric designed to aid you in assessing prevention/mitigation (PM).

By PM, we mean measures taken by the community—including government, private industry, non-governmental groups, and private citizens—that reduce the chances for, and consequences of a future extreme event. In this guide, you will find tools and sample presentation materials useful for conducting community workshops for PM self-assessment and action planning. The four domains these PM materials consider are Rules, Regulations, and Norms; Engineered Systems; Natural Systems; and Countermeasures.

It is important to have a range of relevant experts and non-experts in the room to generate a robust self-assessment and meaningful action plan. For this domain, you should consider involving urban planners, builders and developers, homeowner and renter organizations, emergency managers, mitigation planners, elected officials, city managers, housing administrators, construction firms, building owners and operators, hazards scientists, engineers, environmentalists, ecologists, parks and recreation department, floodplain managers, agriculturalists, public health specialists, pharmacists, clinicians, CBRNE specialists, and community and faith-based organizations. Smaller mixes of these groups may be appropriate for specific PM subdomains.

You are welcome to tailor these resources to the sponsors of your activity, length of time, number of participants, etc. For example, if you do not have enough participants at your convened meeting to address all subdomains of this rubric, you may choose to prioritize certain subdomains over others in your assessments and discussion. Alternately, small subgroups with specific expertise may meet individually to produce initial ratings, while with the full rating body coming together to debate and plan actions. Sample agendas, PowerPoint slides, and workshop reports have been provided to streamline your process.

To improve their relevance and utility, the materials have been developed in collaboration with local practitioners. You are not obligated to present any/all materials according to the sequence in this guide. Instead, consider the materials a sample workshop that facilitators can then tailor for their local PM self-assessment and action planning that prompts real, measurable change. Merely consider this guide as a means for facilitators to prepare a tailored experience to assess their community functioning in a manner that will lead to actionable change to strengthen overall community resilience. For an overall guide on how to teach the COPEWELL model and utilize the rubric assessment tools, please refer to the Rubric User Guide.

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APPLICATION OF THE PREVENTION/MITIGATION RUBRIC FACILITATOR'S GUIDE

Workshop Objectives:

Organizational and community representatives will apply one component of the COPEWELL self-assessment tool—the Prevention/Mitigation rubric. This will be a facilitated community-based discussion aiming to:

- Develop a self-assessed rating of the community's PM, that is, the routine delivery of goods and services to local residents.
- Identify one or more priority activities to build upon or initiate as a means of strengthening PM in the community.
- Build community connections through a shared exploration of a common theme relevant to all.

Resources:

- Participant Handouts: Agenda, COPEWELL Diagram, Prevention/Mitigation Rubric, Planning Template, Evaluation Form.
- Facilitator Tools: Facilitator Guide and the above.
- Brief intro slides adapted to the audience.
- Slide projector or print outs.
- Flip charts.
- A computer or notepad on which to take more detailed notes/capture key points electronically.
- Automated voting system or sticky notes, pencils and pens, scratch paper.
- Drinks and refreshments if desired.



Staffing Roles (one person may fill multiple roles):

- Person to open/set the stage.
- Discussion facilitator.
- Flip chart note capturer (help people see their ideas captured/refer back to items).
- Seat note taker (use to capture more detail and capture info electronically).
- Time keeper/additional discussion prompter.
- Evaluator; if applicable.

Room Setup:

- Room should be comfortable for participants and conducive to dialogue/safe sharing with each other. Chairs may be set in a U shape or circle. You'll need to decide if all participants will take part in a single dialogue, or if you will break into smaller groupings.

PRESENTATION AND DISCUSSION GUIDE

I. Introductions and Overview (15 min):

- Open the meeting by addressing the following questions: Who's here? Why are we here? What's going to happen?
- Do brief intros among the participants (or if large group, distribute a list of participants).
- Review the workshop's objectives, agenda, and format.

2. Discussion Setup (20 min):

- Go over the intro slides to share briefly what the COPEWELL model is.
- Introduce what "Prevention/Mitigation" is/where it fits in the COPEWELL model.
- Explain the rubric worksheet, review its structure, and walk people through the flow of what they'll be looking at: Definition, Subcomponents, Questions, Low/Optimal Capacity Descriptions, and Rating Scale/Rationale Capturing.

This is a discussion that a community of any size can hold, however, the larger the jurisdiction, the more variability there may be across sub-jurisdictions or even neighborhoods. Even in smaller communities, there is often wide variation in actual and perceived experiences, each of which is valid and welcomed.

Today, we'll be discussing the jurisdiction as a whole, considering the likely unique nature of its many parts and the varied experiences of different populations living here. We ask you to draw on your own knowledge and experiences, both professionally and/or as a resident of the area. If you feel there is qualitative or quantitative data to support a topic, please do bring it into the discussion. However, your collective living and working experience are equally if not more important to formal data in this process.

In sum, we are looking to hold a discussion to more fully understand Prevention/Mitigation, that is, measures taken by the community—including government, private industry, non-governmental groups, and private citizens—that reduce the chances for, and consequences of a future extreme event. From that discussion, we'll collectively develop an assessment of where we stand—a general concept of how we feel our community is performing in this domain—and identify possibilities for strengthening this aspect of our community.

Ground Rules for Discussion (if already covered in slide presentation, just offer reminders):

- Everyone has something to contribute. Actively share your knowledge, perceptions, and experiences. Also work to draw out those of others in the group—ask questions, listen closely to understand, etc.
- Not everyone has the same experience or perception. All are valuable and grounded in truth. This is a dialogue, not a debate. Both sharing from your experience and listening to that of others with a beginner's mind are important.
- There is likely some quantitative/fact-based/example-based information that can inform the discussion—feel free to reference it, share it, or recommend looking at it. There's also perception and experience that is equally valuable.
- Step Up/Step Back: People process and share info differently. If you are one to quickly jump in to share an opinion or idea, do so, but then step back to really listen to others. If you are typically one to think deeply before speaking, jot down a few notes, think about it, but then step up, even if it's a bit out of your comfort zone, to share. Everyone's thoughts and experiences are equally important to put on the table.

3. Capturing our Collective Wisdom: Emergency Management Dialogue and Assessment (90 min overall):

A. Individual Assessment (5 min):

We are first going to take a quick poll on where you think the community falls on these factors individually and get you to start thinking about why. Don't worry about being super precise.

There will be opportunity to refine and/or change your response subsequently with more information.

- Review the domain definition and description of the first sub-factor with the group. Ask individuals to read the low and optimal capacity description and rate where they see the jurisdiction falling. Have people jot down a few statements about why they chose the rating they did.

B. Small Group Assessment (25 min):

We will now break into 4 groups; each group will discuss one of Prevention/Mitigation sub-factors: Rules, Regulations, and Norms; Engineered Systems; Natural Systems; and Countermeasures. Small group discussions will help make good use of our time and subject each sub-factor to closer scrutiny. Please be ready to share your personal ratings and reasoning from earlier.

Based on your expertise, your organization's mission, and other factors (like geographic location), you have been pre-assigned to a group [note: colored sticker, etc.]. We ask that you honor these assignments UNLESS you strongly believe your views are needed elsewhere, on a different sub-factor even more.

After the small group discussions, workshop attendees will reconvene for a plenary session. At that time, each small group will make a brief report (5 min) to the plenary about the final score for their sub-factor and the evidence/reasoning behind it. These reports will help jumpstart the whole room's assessment.

Small Group Process – notes to facilitators

- Once settled, ask individuals to go around the circle quickly and give their first name (and, if time permits, their organization and/or home neighborhood).
- Ask for volunteers to fill the roles of timekeeper, notetaker (to capture main ideas on flip chart, etc), and a messenger (to report back to the plenary about the small group's findings).
- Review the definition of the sub-factor with the group.
- Use the questions/question clusters listed for the sub-factor to prompt discussion about the given community. Do not feel confined to these questions or to address every question sequentially. Ask people to share their own ratings and ideas why.
- Prompt discussion about:
 - **Community wisdom/experience:** What do you believe to be true about this sub-factor from personal or professional experience/observation, participation in the community? What are community strengths in this area? Gaps?
 - **Data available:** What community data is available on this issue, if any, and what does it suggest?
- After a period of discussion and data sharing, read the descriptions of low and optimal capacity, and then ask people to suggest a final score and pinpoint the top 3 reasons for settling on that score. In addition, ask them to identify "aha" moments or other key points they want to share with the entire group.
- Have the messenger review the report with the small group: final score, top 3 reasons, and "aha" moments to relate.

C. Dialogue in Plenary:

Now we're going to look at Prevention/Mitigation collectively. First, we will hear a brief sub-factor report from each small group (5 min each). Next, we will discuss these "pre-assessments," one sub-factor at a time (10 min each). In that discussion, we will note where we agree or disagree with what has been said and explain why. To close, the whole room will converge on a final rating for each sub-factor, backed up with good evidence and reasoning.

Gathering Opinions and Data (20 min)

- Invite the messenger from each sub-group to come forward to give their report. Limit to 5 min.
- If any time remains, ask if anyone has any clarifying questions for survey or small groups.

****BREAK****

Rendering a Final Score (40 min)

- Reviewing the “low” vs “optimal” capacity description for each factor again. Given the information they have at present, have the group reassess where they think the community falls as a whole on this sub-factor (automated voting or sticky notes).
- Spend equal time on each sub-factor (10 min each for a total of 40 minutes).

Confirming the Score’s Legitimacy (as needed)

- Query if any additional info is needed and attainable: **How representative do you think your assessment is today? Who else, if anyone, needs to be at the table and/or provide input for consideration? How might you garner their input, if needed?**

4. Generating Possibilities: Prevention/Mitigation Enhancement (75 min overall):

Now, let’s explore what ideas for strengthening Prevention/Mitigation this conversation sparks. Again, we will begin with a small group discussion, back in your earlier groups, and then reconvene for a plenary session. Each group will now have 15 minutes to generate a quick-and-dirty action plan for enhancing their sub-factor, which they will then share with the entire group. When we convene as a whole group, we will discuss if the proposed “next steps” sound good or need further refinement.

A. Small Group Assessment (15 min):

Small Group Process – notes to facilitators

- Lead your group members in a discussion comprised of the following 3 steps. Ask the notetaker to capture people’s ideas and to fill out the blank planning template for the sub-factor. The messenger will use this written record to brief the larger group during the plenary session and to turn it into the meeting organizer to inform the workshop report.
 - I. Generate a List of Possible Actions
 - **Based on the earlier rating conversations, and thinking forward 3 to 5 years, what would our community look like if it was well on its way to having an optimal capacity in this sub-factor?**
 - **Are there existing efforts that we (or our individual organizations) have underway/under consideration that could move the community in this direction? How could we strengthen these prior efforts to catalyze even greater community involvement?**
 - **In addition to current efforts we leverage for better prevention/mitigation and more resilience, are there new connections, partnerships, or ideas this conversation is sparking given what you’ve learned from and about each other today?**

2. Choose Priority Action(s) from List

- Which of these captures your attention as a first step? Identify one or more ideas you feel worth building on/exploring further either individually or collectively.

3. Identify Champion(s); Assign Tasks

- Who or what groups might own or partner in implementing the proposed action for its everyday benefit and/or for its benefit in building community resilience to disaster?
- What are specific next steps? Who will do what? What timeframe do we envision?

B. Planning in Plenary (60 min):

Now we are going to generate a rough action plan for strengthening Prevention/Mitigation to reduce the potential effects of a disaster and enhance our community resilience. First, we will hear reports from each sub-factor work group (5 min each). Then, after hearing from all the small groups, we will open the floor for feedback from all workshop participants, in terms of top priority actions and potential champions/partners to implement them. Lastly, we will discuss what process people would like to track, communicate, and celebrate advancements.

Gathering Ideas (20 min):

- Invite the messenger from each sub-group to come forward to give their report. Limit to 5 min.

Prioritizing Actions and Identifying Actors (40 min, including step below)

- Ask if anyone has any clarifying questions for the sub-factor small groups.
- Invite the full group to discuss what relative weight or importance to give to each of the sub-factor plans. Discuss what should be prioritized among them (to assure something can get done) and/or if concurrent activities could realistically take place.
- Inquire about what support, if any, is needed to implement the proposed action steps.
- Help the group to converge around a realistic set of goals and obligations.

Planning to Track and Communicate Progress

- Engage the full group in a discussion about how best to design a process for tracking progress. [How will we track advancements made? Work through challenges that arise? Share and celebrate progress?](#)

5. Debrief and Next Steps (10 min):

- Thank participants, facility, and staff for their participation and on-going commitment to the community.
- Ask for evaluation input (verbally and via the form):
 - How satisfied were we with the process? How could we improve for the next time?
- Determine next steps post-workshop.
 - What should happen with the input we generated today? What does our group now plan to do? How do we communicate our findings and action plan with other interested parties?
- Encourage participants, before leaving, to connect with someone they'd like to learn more from or share an idea with.



SAMPLE WORKSHOP AGENDA:

PREVENTION/MITIGATION SELF-ASSESSMENT AND ACTION PLANNING

A Workshop to Strengthen Community Resilience by Measuring Our Ability to Diminish the Effects of a Disaster and Making More Fully Informed Improvements.

Description:

Participants will discuss how improving the region's ability to counteract or diminish the effects of an extreme event (aka, prevention/mitigation) helps communities bounce forward post-event (aka, be "resilient"). Using a tool or "rubric" developed by a mix of stakeholders and academic experts, participants will assess what capacity the region has for diminishing the impacts of disasters and then use this information to plan actions on how to strengthen this collective trait and positively influence resilience.

Objectives:

- Provide diverse stakeholders with a common language and shared understanding about the capacities needed to prevent and mitigate (PM) disasters more effectively.
- Equip stakeholders with a structured way to rate or score, as a group, the region's ability to prevent and mitigate disasters and to track this trait over time (to see if it is improving).
- Discuss what concrete actions the region can take to strengthen PM capacities, identifying who or what entities can take on the work of strengthening regional PM as well as where to start first.

Schedule:

TBD	Informal Networking and Coffee
15 min	Introductions: Who's here? Why are we here? What's going to happen?
20 min	Discussion Set Up: What is the COPEWELL model of resilience? How does prevention/mitigation influence the ability to bounce back from disasters? What is a rubric and how will we use it today? What are discussion ground rules?
90 min	Capturing our Collective Wisdom: How does our prevention/mitigation rate? <ul style="list-style-type: none">• Individual Rating (5 mins)• Small Groups – Assess subdomains (25 mins)• Plenary – Assess full domain<ul style="list-style-type: none">• Small group reports (5 mins each)• Full group discussion (10 mins each subdomain)
10 min	BREAK
75 min	<ul style="list-style-type: none">• Generating Possibilities: What ideas for strengthening prevention/mitigation has today sparked? Are there activities already underway or planned that can boost this domain? New ones to start? Which activity(-ies) can/should the community advance first? Who cares enough about each activity to own or partner in implementing it?• Small Groups – Draft subdomain action plans (20 mins)• Plenary – Draft full domain action plan<ul style="list-style-type: none">• Small group reports (5 mins each)• Facilitated discussion (40 mins)
15 min	Debrief and Next Steps: How satisfied were we with the process? What should happen with the input we generated today? What does our group now plan to do? [n.b. include time for evaluation form]

Applying the COPEWELL “Prevention/Mitigation” Rubric in [Jurisdiction Name]



[additional sponsor's logos, if desired]

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COPEWELL Development Team



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Welcome and Introductions

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Workshop Description

A dialogue – in 3 parts – about community measures that would counteract or diminish the effects of an extreme event (aka, “prevention and mitigation”) and thus help us bounce forward post-event (aka, show “resilience”):

- Learning a shared set of terms and ideas
- Using a measurement tool or “rubric” to assess how well the county meet residents’ everyday needs
- Drafting an action plan on how to strengthen and positively influence resilience, especially for the most vulnerable

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Meeting each other

Please introduce yourself, by sharing:

- Your name
- Your organization

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Opening Remarks

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Meeting Objectives

Facilitate a community-based discussion aimed at:

- Rating [Jurisdiction Name]'s capability and capacity around *prevention and mitigation*,
- Stimulating ideas about ways to strengthen this domain, and
- Starting to identify priorities and players for doing that work.

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[Sample] Agenda

- 1:00 – 1:05pm Welcome, Meeting Goals, Concepts Defined
- 1:05 – 1:15pm Discussion Set Up
- 1:15 – 2:00pm Self-Assessment – Prevention/Mitigation
- 2:00 – 2:45pm How/Who to Strengthen Prevention/Mitigation
- 2:45 – 3:00pm Debrief on Process and Determine New Steps

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COPEWELL's Purpose and Products

Provide communities a way to collectively:

- Understand resilience and its influencers
 - Systems dynamic model
- Assess community resilience
 - Scoring rubric for local self-assessment
 - Comparative metrics for counties based on nationally available data
- Spark actions to strengthen resilience to disasters

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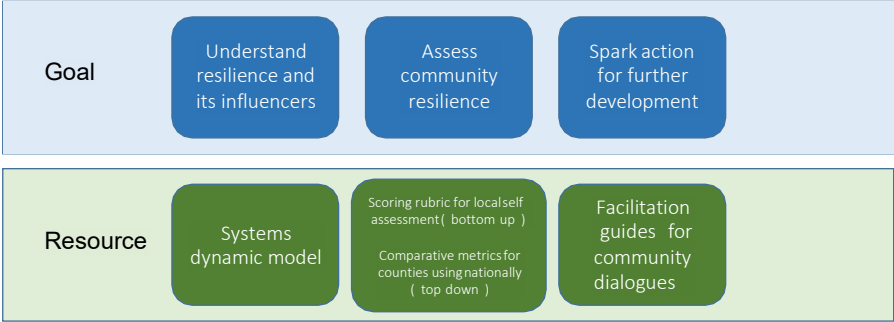
Discussion Set-Up

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COPEWELL Goals

Provide communities a way to collectively:



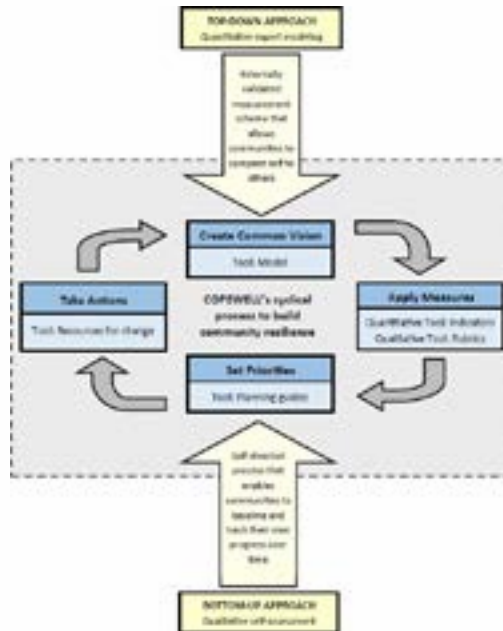
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How can communities use COPEWELL?

Through a flexible, community-owned cycle of visioning-planning-acting

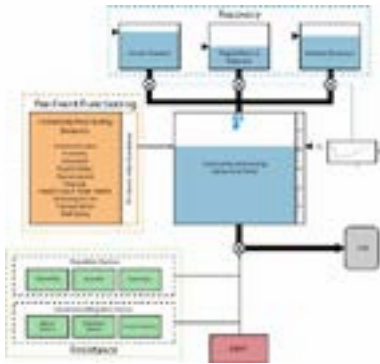
Communities evaluate themselves using both a top-down and a bottom-up approach



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COPEWELL Systems Dynamic Model



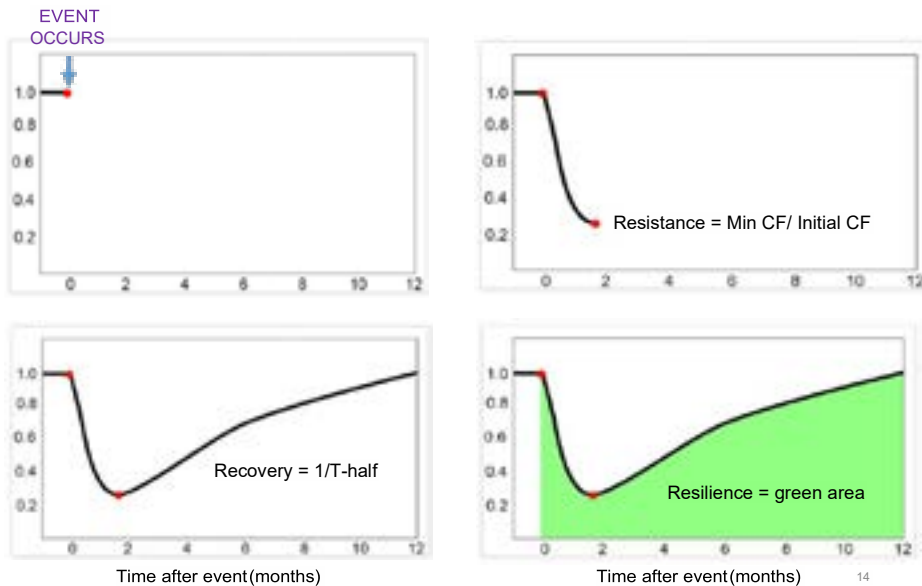
Breaks “community resilience” down into:

- **Community Functioning:** Ability of the community to deliver basic goods and services to its residents
- **Resistance:** Factors that lessen or increase the impacts of an event on the community, i.e., the “drain” on community functioning
- **Recovery:** Factors that facilitate a speedy return to or “replenishment” of community functioning

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Resistance, Recovery, and Resilience



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COPEWELL Rubric – Self-Assessment & Planning Tool



Enables a local community to:

- Organize a collective, cross-sector effort to build resilience
- Frame community resilience as a concrete and obtainable goal
- Benchmark factors that affect community functioning post-disaster
- Plan its priorities for acting
- Spur adoption of interventions that would diminish impacts and prompt recovery
- Track progress over time

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Today's Domain to Self-Assess: Prevention/Mitigation

Definition: Ability of a community – including government, private industry, non-governmental groups, and private citizens – to implement measures that eliminate or minimize the chances for, and consequences of a future extreme event.

Prevention/Mitigation entails 4 components:

- Rules, regulations and norms
- Engineered systems
- Natural systems
- Countermeasures

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1. Rules, Regulations and Norms

Standards of behavior...

...inherent in legal mandates, funding priorities, regulatory measures, best practices, and/or social ideals...

...that encourage developers and property owners to adopt habits and routines that protect against disaster-related losses.

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2. Engineered Systems

Design, construction, relocation, and/or retrofitting of...

... structures and critical facilities/infrastructure...

...to withstand hazardous conditions such as wildfire, extreme wind events, and ground-shaking from earthquakes.

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3. Natural Systems

Existence, preservation, and rehabilitation of ecological assets...

...such as open spaces, river corridors, wetlands, forests, vegetated sand dunes...

...that can reduce the risk of disasters.

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4. Countermeasures

Health-related policies, programs, and products that enable the community to counteract...

...through pharmaceutical and non-pharmaceutical means...

...the impact of emerging infectious disease threats as well as chemical, biological, radiological, nuclear, and explosive (CBRNE) agents.

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Capturing Our Collective Wisdom

Rating Our Community Resilience

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Ground Rules for Discussion

- Everyone has something to contribute; both share your ideas and help to draw out others.
- This is a dialogue, not a debate. Not everyone has same experience or perception, yet each is valuable and grounded in the truth.
- Valuable information for today can come in many forms: e.g., quantitative facts, concrete examples, personal experiences.
- Step Up / Step Back: If you are typically quick to jump in, share your idea and then step back to listen. If you usually think deeply before speaking, jot down your thoughts and then step up to share.

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Assessing Prevention/Mitigation

- Attendees break into small groups: Rules, Regulations and Norms; Engineered Systems; Natural Systems; and Countermeasures
 - Individuals read/rate subdomain on own
 - Small groups react to prompting questions and converge on an interim rating
 - Small groups prepare report on their findings to share in plenary
- Attendees convene in plenary to
 - Hear pre-workshop survey results
 - Consider small group reports
 - Discuss diverse ideas, reasoning, and supporting evidence to make final score
 - Compare subdomains, deciding which one(s) deserve most attention

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Generating Possibilities

Creating plans for action

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Drafting an Action Plan

- Attendees return to same small groups to:
 - Generate a list of possible actions
 - Choose priority action(s) from the list
 - Identify champions and assign tasks
- Attendees convene in plenary to
 - Hear and react to small group reports
 - Discuss what relative weight to give each sub-domain activities
 - Determine a set of realistic goals and obligations
 - If time, design a process to track, share, and celebrate progress

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Debrief and Evaluation

What did you get from today's discussion? How can tools and process be adapted to help others?

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Thanks and Next Steps

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Next Steps

- Share workshop report with sponsors/partners/community
- Elicit responses to report from stakeholders
- Vet report and responses to finalize objectives, actions, actors, and roles

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COPEWELL Resources

PUBLICATIONS

- Links, J., Schwartz, B., Lin, S., Kanarek, N., Mitrani-Reiser, J., Sell, T., . . . Kendra, J. (2018). COPEWELL: A Conceptual Framework and System Dynamics Model for Predicting Community Functioning and Resilience After Disasters. *Disaster Medicine and Public Health Preparedness*, 12(1), 127-137. doi:10.1017/dmp.2017.39
- Schoch-Spana, M., Gill, K., Hosangadi, D., Slemper, C., Burhans, R., Zeis, J., Carbone, E., Links, J. (2019) The COPEWELL Rubric: A Self-Assessment Toolkit to Strengthen Community. *International Journal of Environmental Research and Public Health*, 16(13), 2372.
- Schoch-Spana, M., Gill, K., Hosangadi, D., Slemper, C., Burhans, R., Zeis, J., Carbone, E., & Links, J. (2019). "Top-Down and Bottom-Up Measurement to Enhance Community Resilience to Disasters." *American Journal of Public Health*, 109(9s), in press.

WEBSITE

- www.jhsph.edu/research/affiliated-programs/copewell/

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ASSESSING THE PREVENTION/MITIGATION DOMAIN: HOW DO WE RATE NOW?

Domain Assessed: (Select one)

- Regulations and Norms
- Engineered Systems
- Natural Systems
- Countermeasures

As a group we would rate the domain:

Low					Medium					High
	1	2	3	4	5	6	7	8	9	10

The reasons our small group rated the domain this way, with the 3 most important indicated (Note: Consider both strengths and weaknesses; give supporting evidence):

- A. _____
- B. _____
- C. _____
- D. _____
- E. _____
- F. _____
- G. _____

Our “aha” moments when we learned something new, different, and/or at a deeper level during our discussion about this particular domain:

- A. _____
- B. _____
- C. _____
- D. _____
- E. _____
- F. _____
- G. _____

GENERATING POSSIBILITIES: HOW DO WE STRENGTHEN PREVENTION/MITIGATION AND RESILIENCE?

In 3-5 years, what our community looks like with optimal capacity in this domain:

HOW TO ARRIVE AT THE DESTINATION ABOVE

Key Steps	Choose Priority Action(s) Which do you see as first step(s)? What are possible low effort/high return opportunities? What would be realistic yet also truly valued by the community?	Identify Champions Who or what groups might own or partner in implementing the proposed priority action(s)?	Assign Tasks What are specific next steps to set these actions in motion? Who will do what, over what timeframe?
Activities already underway that can be leveraged/strengthened:			
New connections, partnerships, or activities to set into motion:			

GENERATING POSSIBILITIES: HOW DO WE STRENGTHEN PREVENTION/MITIGATION AND RESILIENCE?

In 3-5 years, what our community looks like with optimal capacity in this domain:

HOW TO ARRIVE AT THE DESTINATION ABOVE

Key Steps	Choose Priority Action(s) Which do you see as first step(s)? What are possible low effort/high return opportunities? What would be realistic yet also truly valued by the community?	Identify Champions Who or what groups might own or partner in implementing the proposed priority action(s)?	Assign Tasks What are specific next steps to set these actions in motion? Who will do what, over what timeframe?
Activities already underway that can be leveraged/strengthened:			
New connections, partnerships, or activities to set into motion:			

COPEWELL WORKSHOP EVALUATION

Directions: Thank you for your participation in this workshop! We appreciate any feedback you can provide about the rubric and the discussion process. Please answer the questions below.

Background Materials:

1. How useful were the opening remarks introducing you to the COPEWELL resilience model and the prevention/mitigation rubric (i.e., self-assessment tool)?

1	2	3	4	5
extremely	very	moderately	slightly	not at all

2. What would you change about the introduction? _____

Rating Exercise:

3. How helpful was the content of the rubric or self-assessment tool (e.g., descriptions of low/optimal capacity, prompting questions) in generating group discussion and rating the prevention/mitigation domain?

1	2	3	4	5
extremely	very	moderately	slightly	not at all

4. Was there an appropriate balance between small group and full group rating sessions? Yes No?

5. What would you change about the rating portion of the workshop? _____

Action Planning Exercise:

6. How well organized were the discussions on how to strengthen prevention/mitigation—(e.g., did they succeed in translating a list of possible actions to a focused set of doable items and people to take charge?)

1	2	3	4	5
extremely	very	moderately	slightly	not at all

7. Was there an appropriate balance between small group and full group rating sessions?? Yes No?

8. What would you change about the action planning portion of the workshop? _____

9. What actions, if any, will you or your organization continue to take and/or commit to moving forward that could strengthen Prevention/Mitigation and resilience to disaster? _____



WORKSHOP REPORT TEMPLATE:

PREVENTION/MITIGATION PLANNING:

A Workshop to Strengthen Community Resilience by Measuring Our Capacity for Prevention/Mitigation and Making More Fully Informed Improvements.

Workshop Description

Participants discussed how improving the region's ability to counteract or diminish the effects of an extreme event (aka, "prevention/mitigation" or PM) helps communities bounce forward post-event (aka, be "resilient"). By using a tool or "rubric" developed by a mix of stakeholders and academic experts, the participants assessed what PM capacity the region now has for diminishing the impacts of disasters and then used this information to plan actions on how to strengthen our PM and thus positively influence resilience.

Workshop Objectives

- Provide residents a common language and shared understanding about factors affecting resilience in order to prompt more and deeper community discussions about how to withstand future disasters.
- Equip residents with a structured way to rate or score, as a group, the community's ability to counteract or diminish the effects of an extreme event (that is, prevention/mitigation).
- Motivate a dialogue about what concrete actions the community can take to strengthen local prevention/mitigation, drawing on our assets, attending to gaps, and focusing on our most vulnerable residents.
- Initiate "next steps" planning whereby residents identify who or what entities can take on the work of strengthening prevention/mitigation as well as where to start first.

Workshop Attendees

- Personnel from [Partner A] who facilitated discussions and documented proceedings.
- Personnel from [Partner B] who hosted event, provided logistical support, and took notes.
- Individuals holding leadership positions in the following organizations from government, the private sector, the non-profit sector, and/or civil society groups: X, Y, Z.

Workshop Approach

Part I: Understand Resilience and Its Influencers, Including Emergency Management

Following the welcome and participant introductions, the facilitator(s) reviewed the workshop's objectives, agenda, and format. In addition, they gave a brief overview (via PowerPoint slides) of the COPEWELL model, introduced the concept of "Prevention/Mitigation" and its sub-factors (i.e., Regulations, and Norms; Engineered Systems; Natural Systems; and Countermeasures), explained the rubric's role in self-assessment, and reviewed discussion ground rules.

Part II: Assess Emergency Management and Its Sub-Factors

Workshop participants used the rubric in the context of a facilitate group process to rate the community's current capacity to counteract or diminish the effects of an extreme event.

- **Individual:** At the outset of the self-assessment, individual participants took a few minutes to review the low and optimal capacity descriptions for the 3 sub-factors, rate the sub-factor using the scoring continuum, and jot down a few statements about why they chose their scores. Participants then broke into 3 small groups, each tasked with assessing one sub-factor and reporting back findings to the larger group. Individuals used their self-generated comments to jumpstart the small group discussion.
- **Small Group:** Organizers pre-assigned participants to small groups based on individuals' expertise, agency missions, and other factors (e.g., geography). With the aid of a facilitator, each small group discussed the rubric's prompting questions and shared their personal notes to evaluate their sub-factor. To help drive the small group to a consensus, participants were asked to review the low-/high-capacity descriptions, determine a final score, pinpoint the top 3 reasons for that score, and identify any "aha" moments arising during discussion. A volunteer completed a pre-prepared worksheet on behalf of their group captured these key points, while an assigned organizer captured the broader discussion.
- **Plenary:** One at a time, the small groups reported their respective findings to the larger group. After hearing each report, workshop participants were invited to ask clarifying questions and to discuss whether they agreed or disagreed with the small group's "pre-assessment" and why. After engaging in discussion and re-reading the low- and high-capacity descriptions for each sub-factor, the full room then rendered a final collective score. Workshop participants also noted if/what additional data or other perspectives may still be needed to assure that the score would be considered legitimate.

Part III: Generate a Plan to Enhance Emergency Management

Workshop attendees explored their ideas for strengthening Prevention/Mitigation, as sparked by the self-assessment discussion and ratings. Participants met again in the same, pre-assigned small groups to generate a draft action plan for enhancing their sub-factor, which they then shared with the entire group for feedback and refinement.

- **Small Group:** The facilitator led the small group members in a discussion comprised of 3 steps. At the same time, the volunteer note-taker captured people's ideas, filling out a blank planning template.
 1. **Generate a List of Possible Actions** – Participants considered the following: What ideas for strengthening emergency management did today spark? Are there activities or collaborations already underway or planned that could boost this domain? Which new ones should start?
 2. **Choose Priority Action(s)** – Participants discussed which of the full list of possible actions the community should advance first. What first steps were worth building on?
 3. **Identify Champion(s)/Assign Tasks** – Participants addressed which individuals or organizations cared enough about each proposed activity to own or partner in implementing it.
- **Plenary:** Workshop participants convened as a whole to hear reports from all of the sub-factor small groups. Having gathered all these ideas, the organizers then opened the floor for feedback from all the participants, in terms of top priority actions and potential champions/partners to implement them. Participants were encouraged to converge around a realistic and finite set of goals and obligations that produced multiple returns and to consider how best to design a process for tracking and celebrating progress.

Part IV: Process Evaluation

Following the assessment and action plan portions of the meeting, participants were invited to complete an evaluation form. They identified what they liked about the discussion, what elements of the self-assessment tools or processes needed further refinement, and what additional resources could help their or other communities organize around prevention/mitigation and disaster resilience.

Workshop Results:

Self-Assessment (0-10 Rating)

Rules, Regulations and Norms: Final rating was a _____

Reasons and evidence to support this rating included the following:

1. _____

2. _____

3. _____

"Aha" moments include: _____

Engineered Systems: Final rating was a _____

Reasons and evidence to support this rating included the following:

1. _____

2. _____

3. _____

"Aha" moments include: _____

Natural Systems: Final rating was a _____

Reasons and evidence to support this rating included the following:

1. _____

2. _____

3. _____

"Aha" moments include: _____

Countermeasures: Final rating was a _____

Reasons and evidence to support this rating included the following:

1. _____

2. _____

3. _____

"Aha" moments include: _____

Action Planning (Small Groups) - Individual Sub-factors

Rules, Regulations and Norms

PROBLEM/ISSUE	ACTIVITY TO REMEDY ISSUE	ACTOR/ASSIGNED TASK

Action Planning (Small Groups) - Individual Sub-factors

Engineered Systems

PROBLEM/ISSUE	ACTIVITY TO REMEDY ISSUE	ACTOR/ASSIGNED TASK

Action Planning (Small Groups) - Individual Sub-factors

Natural Systems

PROBLEM/ISSUE	ACTIVITY TO REMEDY ISSUE	ACTOR/ASSIGNED TASK

Action Planning (Small Groups) - Individual Sub-factors

Countermeasures

PROBLEM/ISSUE	ACTIVITY TO REMEDY ISSUE	ACTOR/ASSIGNED TASK

Action Planning (Plenary) - Preventing/Mitigation

TOP PRIORITY ISSUES	PROPOSED ACTIONS OVER NEXT 3-5 YEARS

EVALUATION

X of the X participants completed an evaluation form

Background Materials:

1. How useful were the opening remarks introducing you to the COPEWELL resilience model and the prevention/mitigation rubric (i.e., self-assessment tool)?

1	2	3	4	5
extremely	very	moderately	slightly	not at all

2. What would you change about the introduction? _____

Rating Exercise:

3. How helpful was the content of the rubric or self-assessment tool (e.g., descriptions of low/optimal capacity, prompting questions) in generating group discussion and rating the prevention/mitigation domain?

1	2	3	4	5
extremely	very	moderately	slightly	not at all

4. Was there an appropriate balance between small group and full group rating sessions? Yes No?

5. What would you change about the rating portion of the workshop? _____

Action Planning Exercise:

6. How well organized were the discussions on how to strengthen prevention/mitigation—e.g., did they succeed in translating a list of possible actions to a focused set of doable items and people to take charge?

1	2	3	4	5
extremely	very	moderately	slightly	not at all

7. Was there an appropriate balance between small group and full group rating sessions?? Yes No?

8. What would you change about the action planning portion of the workshop? _____

9. What actions, if any, will you or your organization continue to take and/or commit to moving forward that could strengthen prevention/mitigation? _____
