



Lesson Learned to Assist with Building Trust

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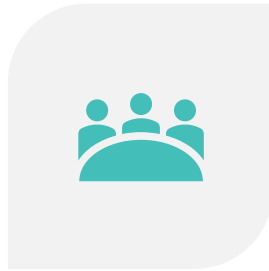
November 2, 2022



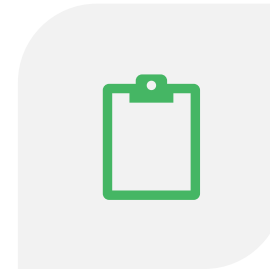
Methods



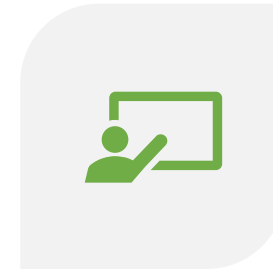
Conceptual
Framework
Participatory Action
Research



Facilitate
discussions with
three advisory
groups
(Community,
Government, &
Academics)



Administer a
nationwide survey
(pilot)

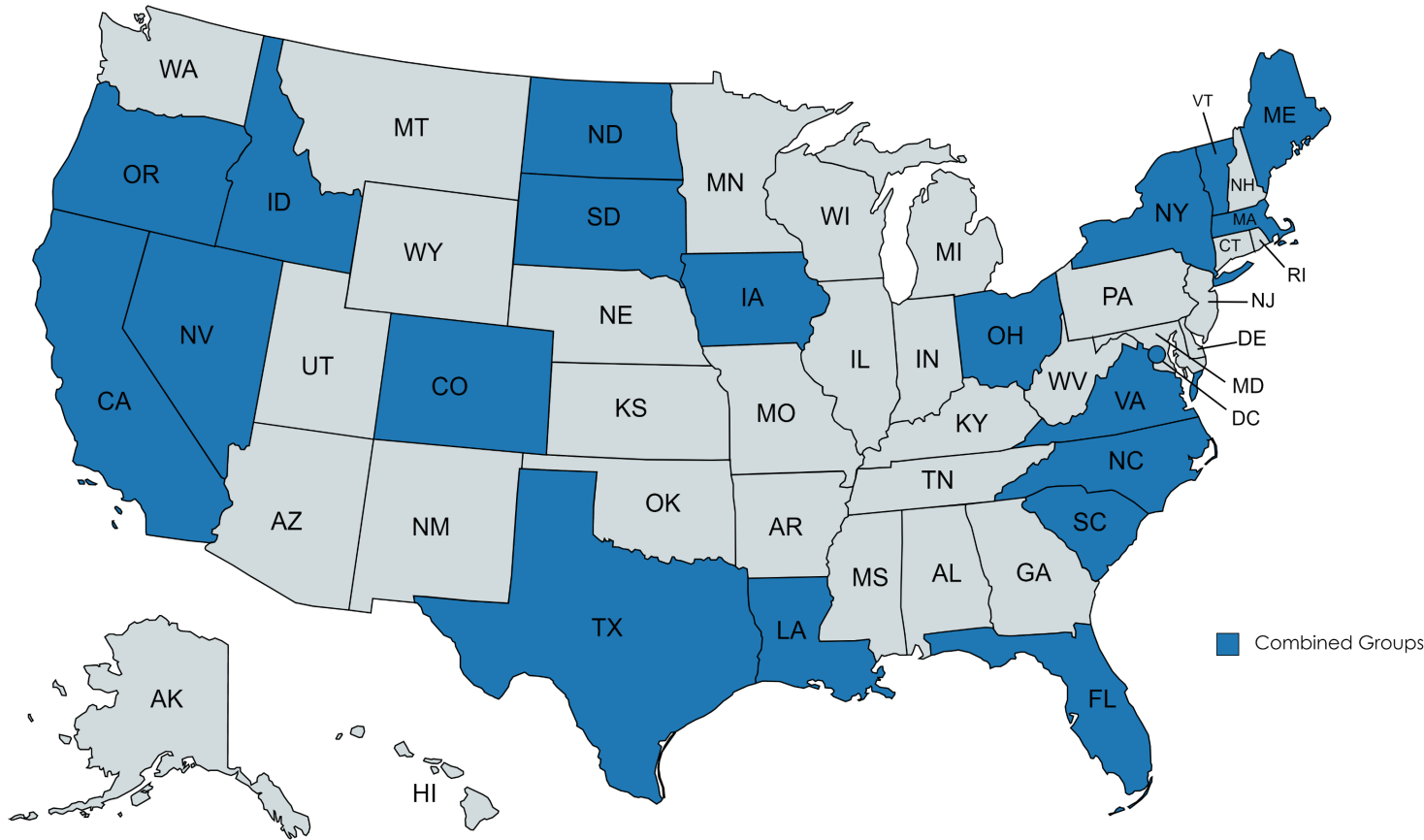


Host virtual
workshop for
participants and
stakeholders

Advisory Group

Advisory Group

Facilitate Discussions with Advisory Groups



- Representing all 10 FEMA Regions, 19 states & the District of Columbia
- A total of 25 participants - Community (N=10), Government (N=8), and Academics (N=7)

Trust & Building Relationships

Community

NGOs are quicker to support marginalized groups

Too many federal requirements and need more diverse representation

Government

Get to know the informal leaders within a community

Have little time and resources, making it challenging to meet immediate needs

Academics

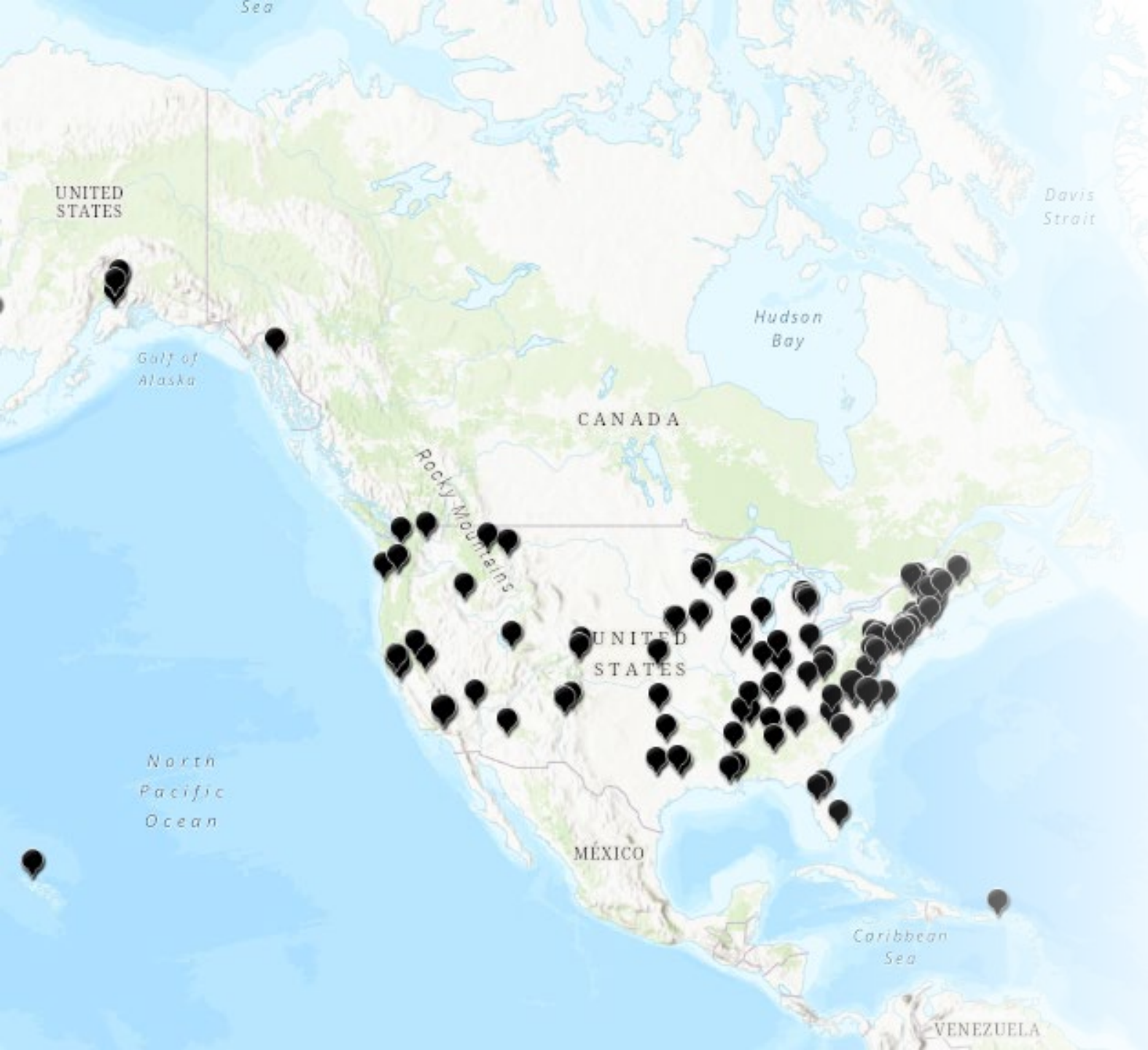
Trust is vital

Building trust is a slow-moving process, which conflicts with funding opportunities and research timelines

Similarities & Differences

	Community	Government	Academics
Building trust between groups takes time and is vital	X	X	X
Identified the “invisible leaders” within communities	X	X	X
Representation matters	X	X	X
Trust building requires resources		X	X
Communities & governments rely on NGOs	X	X	X
Generational - institutional knowledge	X	X	

Online Survey

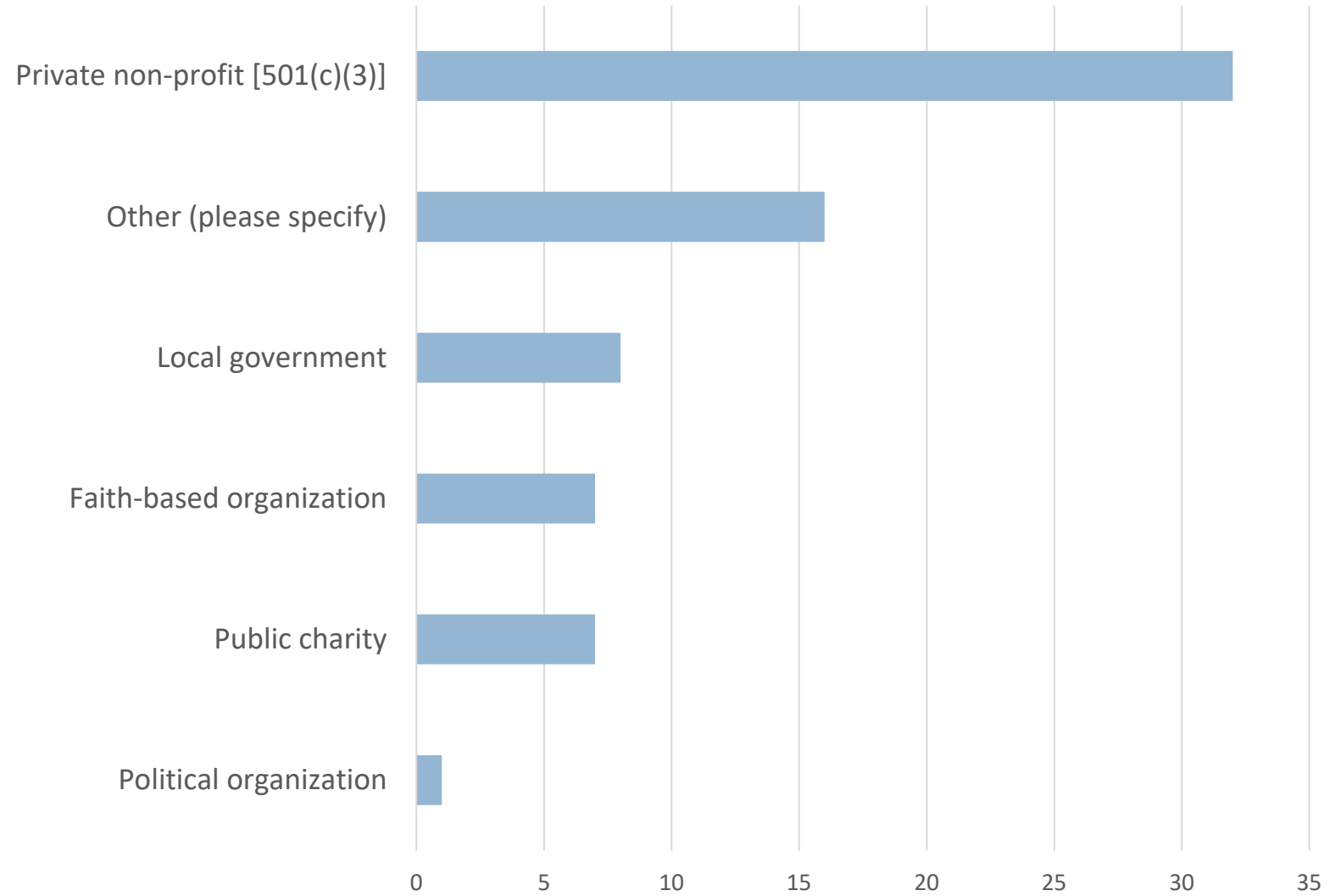


Administer Survey

- Represent 10 FEMA Regions, 46 states & 5 U.S. Territories & Commonwealths
- 179 Organizations
- 61.5% - private non-profit
- 42.9% - support low-income households
- Roughly half (51.0%) located in FEMA Regions 4 & 7

Who responded?

- Representing 10 FEMA Regions, 33 states, 1 district, & 1 U.S. Territory
- N=81



What additional resources, information, or understanding are needed to build trust between members of your organization and marginalized populations it serves?

“Funding, funding, funding; then training (not just informative training; transformative training)”

“More funding, more staff to provide a high degree of trauma-informed customer service and support”

“Follow-through and follow-up”

“Further internal racial equity work. Expansion of our investing in leaders of color program”

Virtual Workshop

Virtual Workshop

Hosted Virtual Workshop

Date:	Thursday, May 5 th , 2022
Time:	12:00 -1:30 pm, EST
Audience:	Advisory group members, survey respondents, and interested stakeholders
Purpose:	Share results from the advisory groups, survey analysis, and discuss policy recommendations for implementation.
Outcome:	Results will inform the final report and assist federal agencies in targeting and supporting marginalized populations.

What are some critical next steps to ensure that you, or the communities you serve, are heard and valued?

Applications/funding opportunities must be improved & simplified so that vulnerable communities will even attempt to apply.

incorporate persons who have experienced a disaster in the work may help with ensuring we don't get caught in our policies and forget the people we are serving.

workshops and listening sessions to align possible grants with needed resources and timelines; need to build capacity to be able to anticipate, apply for and administer grants and studies

policy changes

Next steps would be to involve stakeholders from groups and communities that are often overlooked or to establish more effective relationships with trusted leaders within those communities.

Funding allocations

create a mechanism to gather feedback and then a way to incorporate that feedback into action.

Mechanisms for compensating community's for their time

Grant policies need to be changed to become more equitable.

When policies and practices implemented in response to feedback from the community -- especially if that community is marginalized or vulnerable.

FEMA & Govt agencies attempt to hire/staff individuals representative of marginalized communities. Educating will not suffice.

Research shared, especially with FEMA and other government stakeholders.

Listen without trying to "fix"

adaptive management

Policy implementation

Building gaps between communities and government/funding which is critical role for NGOs

Next Steps with Research

Building Community through a Hazard: Reforming Relationships between Communities and Disaster Management Agencies

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Background

Federal agencies have noted the increase in worrisome trends related to climate change, particularly wildfires, hurricanes, and flooding.¹ Recent work shows that repeated disruption disproportionately harms marginalized communities. A research team from the Coastal Resilience Center at the University of North Carolina at Chapel Hill organized focus groups and administered surveys to community members, local government officials, and academics. The purpose of the study was to determine how respondents addressed systemic inequalities, suggest equitable support on disaster mitigation for marginalized populations by building relationships and trust, and recommend policy changes to improve disaster recovery.

Methods

The team deployed a participatory action research (PAR) design that depended on the voices of respondents who support marginalized populations subjected to natural hazards. In this study, PAR allowed for the re-evaluation of terms (e.g., solutions) and provided a space for respondents to name instances of injustice around hazards and link them to oppression and racism. To start, the research team facilitated discussions with three advisory groups, totaling nine focus groups. Then, we analyzed the focus group data, identifying overarching patterns and themes. These findings were used to generate an online survey that was distributed to 179 non-governmental agencies (NGOs) and 140 governmental agencies nationwide.

Snapshot of Findings

- The long-term inequities for marginalized groups are due to systemic forms of oppression.
- NGOs and governmental agencies are unaware of support and lack essential resources.
- Developing and maintaining relationships takes time.

¹FEMA, Climate Change (2021, February 24). <https://www.fema.gov/emergency-managers/national-preparedness/climate-change>

Data Collection

Focus Groups

- January - March 2022
- 9 focus groups
- Insight was gathered from 25 experts across the nation.
 - 10 community experts
 - 8 government officials
 - 7 academics
- 10 FEMA regions represented

Survey

- March 2022
- 83 respondents
- 179 NGO members
- 140 local government officials
- Representation from 50 states, one district, two U.S. territories and 10 FEMA regions

2022

From the Voices of Communities, Local Governments, and Academics: Assessing Preparedness and Recovery for Socially Marginalized Communities Impacted by Natural Disasters

Coastal Resilience Center

The University of North Carolina at Chapel Hill

Authors: Cassandra R. Davis, Ph.D., Philip Berke, Ph.D., Evan Johnson, Ph.D., Megan Griffard, Ph.D., Simona Goldin, Ph.D., Nathan Dollar, Ph.D., Ruth Fetaw, Gigi Cloney, Reiley Baker, Landon Powell, Tara Murray, & Kipp Williams

Support Strategies for Socially Marginalized Neighborhoods Likely Impacted by Natural Hazards

Coastal Resilience Center
The University of North Carolina at Chapel Hill

July 2021

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Disasters & Inequalities

Facing COVID-19: An assessment of First-Generation College Students' Persistence to Graduation during a Pandemic

All Sites Report – Summary of Fall 2020 Data Collection

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June 2021

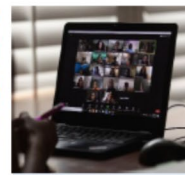
On January 21, 2020, the Washington State Department of Health confirmed the nation's first case of COVID-19. By mid-March, university officials from across the U.S. suspended face-to-face classes and moved instruction to a virtual platform. University-wide closures across the nation prompted a collaboration between researchers, college administrators and students to assess the impact of COVID-19 on First-Generation College Students (FGCS). For the purpose of this report, the team defines FGCS as an individual for whom neither parent completed a four-year bachelor degree.

What does college persistence to graduation look like for FGCS living through the COVID-19 pandemic? And how, if at all, does COVID-19 exacerbate already existing barriers?

To help answer these pressing questions, researchers from an interdisciplinary team administered surveys to FGCS during the COVID-19 pandemic. Through analysis, researchers identified the effect of the pandemic on persistence to graduation for FGCS. The team also collected open-ended responses from FGCS who provided recommendations to their universities on how to improve supports.

Methods

The research team administered online surveys to FGCS across five universities: Bucknell University (PA), Florida A & M University, Rowan University (NJ), The University of North Carolina at Chapel Hill and The University of Pittsburgh (PA). The team selected sites based on convenience. At each site, researchers were responsible for gathering and distributing surveys to FGCS. In some cases, all FGCS received surveys while in other cases only a small group received them. This was due to each school's divergent ways in identifying and connecting with FGCS. The team collected respondents' perceptions on the extent to which COVID-19 exacerbated barriers to college persistence, reduced access to resources, hindered connections with peers and family, and disrupted health. Lastly, the team administered a photovoice methodology survey where they asked students to submit visual images of their workspace and address equitable schooling spaces. This report presents the combined findings from all sampled sites.



TIMELINE:

- January 2020 – Nation's first case of COVID-19
- March 2020 – Universities suspended face-to-face classes
- June 2020 – Pilot administered survey at Rowan and UNC-CH
- October 2020 – First round of data collection
- April 2021 – Second round of data collection
- October 2021 – Third round of data collection

FALL 2020

DATA COLLECTION:

- 5 universities
- 659 Barriers survey
- 166 Photovoice surveys
- 48 interviews

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COVID-19 & First-generation College Students

The Roles of Schools as Sites for Recovery



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FACT SHEET

2021



Since 2015, there have been sixteen hurricanes or tropical storms resulting in disaster declarations in twelve states and three territories. Schools play a central role in disaster recovery in their communities as they are used as shelters, places where educators communicate with parents and sites that support students and families as they recover.

A research team from the University of North Carolina at Chapel Hill conducted interviews and administered surveys in school districts recovering from Hurricanes Matthew (2016) and Florence (2018). Across the data, respondents provided insight on the various ways educators used schools as sites for communal recovery following an event.

FIRST CASE: Hurricane Matthew

- 2016 hurricane season
- NC Impact: Oct. 7-8
- At least 600,000 students affected
- An estimated 4,000 evacuees
- 109 shelters

SECOND CASE: Hurricane Florence

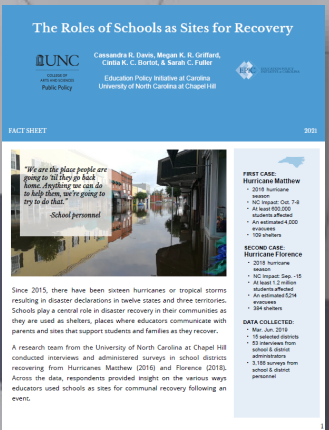
- 2018 hurricane season
- NC Impact: Sep. -15
- At least 1.2 million students affected
- An estimated 5,214 evacuees
- 384 shelters

DATA COLLECTED:

- Mar. Jun. 2019
- 15 selected districts
- 53 interviews from school & district administrators
- 3,188 surveys from school & district personnel

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Hurricanes & Schools



Key Takeaways on building trust



Involve the community you are serving – they are experts too



Building trust takes time



“Follow-through and follow up”



Thank you



We wish to thank the larger community for their voices, perspectives, and insight. These groups represent personnel from non-profits, faith-based organizations, local government officials, state government officials, and communities impacted by natural hazards.

We also wish to thank personnel from the U.S. Department of Homeland Security (DHS), FEMA, NOAA & the Coastal Resilience Center (CRC) for their support during this project.

This study was funded through DHS by way of the CRC based at the University of North Carolina at Chapel Hill.