

EVALUATION REPORT



Save the Children®

IN PARTNERSHIP WITH



Building State & VOAD Capacities to
Protect Children in Emergencies

“ There is no trust more sacred than the one the world holds with children. There is no duty more important than ensuring that their rights are respected, that their welfare is protected, that their lives are free from fear and want, and that they can grow up in peace.”

-KOFI ANNAN

This project was designed to assess how state-level VOADs can build capacity to address children's needs before, during, and after disaster.

Key Findings

VOAD's are likely to respond to children and families in a disaster.

VOAD's are not fully ready to meet children's needs in a disaster.

VOAD organizations face a number of constraints that impede their ability to collaborate and appropriately address children's disaster-specific needs.

Rural areas are under-represented in state-level VOAD structures and therefore children living in these areas are likely to be underserved during times of disaster.

There are many unrealized opportunities for the exchange of child-specific resources among organizations within VOADs.

Recommendations

At least two child-serving organizations are involved and active participants in the state-level VOAD.

At least one state VOAD member has received formal training in child-specific needs in disaster and that member is regularly invited to speak about children's needs at VOAD meetings.

The state-level VOAD has a plan to identify and address the specific needs of children during disaster.

The state-level VOAD has collected child-specific data within their state to identify the number of children, their geographic location, their hazard exposure, and potential vulnerabilities (e.g., low-income children, non-English speaking children and families, children in foster care, etc.).

The state-level VOAD holds semi-annual meetings that assess available child-focused assets and identify areas for improvement within the VOAD.

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EXECUTIVE SUMMARY

This report summarizes research conducted by the Natural Hazards Center at the University of Colorado Boulder to evaluate Save the Children's *Building State Voluntary Organizations Active in Disasters (VOAD) Capacities to Protect Children in Emergencies Project*. This project was designed to assess how state-level VOADs can build capacity to address children's needs before, during, and after disaster. Children are an important group. One-quarter of the U.S. population is children under the age of 18, and they are especially vulnerable to disasters—yet they are often overlooked in disaster planning and response.

Key Findings

This project involved multi-method research in the focal states of Arkansas and Nebraska and in collaboration with members of VOADs, emergency management, and child serving organizations in both states. The evaluation team conducted participatory engagement exercises, survey research, secondary data analysis and GIS mapping, and a social network analysis survey. Key findings from both states included:



VOAD's are likely to respond to children and families in a disaster.

In our initial survey, more than 80% of participants from Arkansas and 76% of participants from Nebraska selected that their organizations would be “very likely” or “likely” to assist children and/or families during a *catastrophic disaster* and more than 72% of respondents from Arkansas and 68% of respondents from Nebraska selected that their organization would be “very likely” or “likely” to assist children and/or families during a *low-attention disaster*.



VOAD's are not fully ready to meet children's needs in a disaster.

When asked whether respondents had “personally received training related to protecting children in emergencies,” 56% of Arkansas participants reported “no,” whereas 47% of Nebraska participants reported “no.” A majority of respondents in each state, however, selected that their organization is either “knowledgeable” or “somewhat knowledgeable” (Arkansas: 71%; Nebraska: 57%) about the needs of children during disasters.



VOAD organizations face a number of constraints that impede their ability to collaborate and appropriately address children's disaster-specific needs.

In both states, “insufficient funding” was the most reported concern or challenge that affected organizations' ability to respond effectively to disasters. Other frequently reported constraints included challenges with “maintaining high quality staff/volunteers,” “insufficient equipment or other material resources,” and difficulties associated with “inter-organizational coordination.”

Within the social network analysis surveys for both Arkansas and Nebraska, participants shared feedback regarding the challenges of collaboration. These included: a lack of resources, staff turnover, time constraints, geographic distance, and different styles of communication.



Rural areas are under-represented in state-level VOAD structures and therefore children living in these areas are likely to be underserved during times of disaster.

Participatory asset mapping activities in both states revealed critical gaps in service provision for rural areas, with metropolitan areas receiving the most attention in terms of organizational representation and resources.

Analysis of secondary data and interactive GIS maps also revealed a dearth of child-serving organizations in rural areas, despite high levels of social vulnerability among children and their families within these areas.



There are many unrealized opportunities for the exchange of child-specific resources among organizations within VOADs.

According to findings from the social network analysis, child-specific networks for exchanging resources were among the least cohesive of all the networks measured in the survey. This means that when comparing the different types of resource exchange networks, such as those that exchange information or technical assistance, there were fewer established networks and opportunities for exchanging child-specific resources within both state VOADs. In fact, the survey showed that many organizations within each state were not seeking child resources at all.

In both Arkansas and Nebraska, the social network analysis also revealed low levels of interaction within the VOADs. This may negatively affect organizations' ability to provide and coordinate child-specific resources and services to communities affected by disaster.

Recommendations

Based on these findings, this report recommends adopting the following **five state-level indicators** to help assess and monitor state progress in building capacity to address children's needs in disaster. These indicators are meant to build on key recommendations from the National Commission on Children and Disasters: 2010 Report and the Joint Children's Needs Response Assessment and Referral Pathways. Furthermore, the state-level indicators were informed by key findings from this evaluation research project, as well as insights from VOADs in the focal states of Arkansas and Nebraska and members of the Save the Children team.

The recommended indicators for assessing state progress toward inclusive VOADs that are prepared to meet children's needs include:



1. **At least two child-serving organizations** are involved and active participants in the state-level VOAD.



2. **At least one state VOAD member** has received formal training in child-specific needs in disaster and that member is regularly invited to speak about children's needs at VOAD meetings.



3. The state-level VOAD has **a plan to identify and address the specific needs of children** during disaster.



4. The state-level VOAD has collected **child-specific data** within their state to identify the number of children, their geographic location, their hazard exposure, and potential vulnerabilities (e.g., low-income children, non-English speaking children and families, children in foster care, etc.).



5. The state-level VOAD holds **semi-annual meetings** that assess available child-focused assets and identify areas for improvement within the VOAD.

The report, as reflected in the table of contents, opens with an introduction and project overview followed by a brief description of data collection activities in Arkansas and Nebraska. The report also includes supplemental material, including state-specific appendices for Arkansas and Nebraska with detailed findings from each data collection activity; copies of the data collection instruments and research protocols; and snapshots of interactive GIS maps produced for the Arkansas and Nebraska VOADs. We reference relevant appendices throughout the report and encourage readers to explore these supplemental materials.

BUILDING STATE VOAD CAPACITIES TO PROTECT CHILDREN IN EMERGENCIES





Introduction

Tens of millions of Americans are affected each year by disasters, and extreme events are becoming more common, complex, and damaging (NOAA 2019). Children and youth, while representing roughly a quarter of the U.S. population, remain under-represented and generally overlooked in disaster planning and research (Anderson 2005; Save the Children 2015). This is problematic not only because so many young people are living at risk, but also because numerous studies have shown that children are uniquely psychologically, physically, and educationally vulnerable during and following disasters (Lai et al. 2016; Peek 2008; Peek et al. 2018).

Multiple actors and entities are critical to ensuring that children's needs are represented in disaster planning and that necessary resources are mobilized leading up to, during, and after disaster to reduce negative outcomes for children. The National Commission on Children and Disasters (NCCD), an independent, bipartisan body established by Congress and the President to identify gaps in disaster preparedness, response, and recovery for children, issued a final report in 2010 that highlighted 81 key recommendations for ensuring that children's needs are identified and incorporated throughout the disaster lifecycle (NCCD 2010). In response to this final report, Save the Children commissioned research to measure progress toward achieving and addressing the 81 recommendations. From this, a 2015 Save the Children report found that 79% of the recommendations remain unfulfilled. More specifically, only 17 of the initial 81 recommendations had been fully met or implemented in the decade following Hurricane Katrina; 44 were still in progress; and 20 remained unaddressed (Save the Children 2015).

Project Overview and Goals

To fill this gap, Save the Children commissioned a project titled, "Building State VOAD Capacities to Protect Children in Emergencies Project" (hereafter Building Capacities to Protect Children Project). The overarching goals of the project described in this report are to:

-  Increase VOAD and emergency management knowledge and awareness of children's needs and strengthen their ability to meet children's needs in emergencies;
-  Influence increased prioritization of children's needs in VOAD and emergency management organizations through representation and shifts in organizational culture;
-  Assess the proof of concept behind the project model in two Midwest states using a formative outcome evaluation; and
-  Establish basic state-level indicators to measure a state's progress in addressing key recommendations by the NCCD.

Save the Children issued a call for state VOADs in the Midwest region to participate in this project. Based on a competitive review process that sought diversity in terms of VOAD composition and capacity, Save the Children selected two state VOADs for inclusion—Arkansas and Nebraska (see Figure 1). The award included subgrants

for \$25,000 to each state over the three year project timeline. Save the Children also hired a state consultant to enhance collaboration and ensure progress toward project-related goals and participation in relevant Save the Children trainings, webinars, and other related activities.

Figure 1 – Participating States within Building Capacities Project

Once the focal states were identified, the Natural Hazards Center at the University of Colorado Boulder was selected to lead the evaluation research project and to support Save the Children in achieving the four major project goals. This report is one of multiple deliverables for the evaluation (see Table 1).

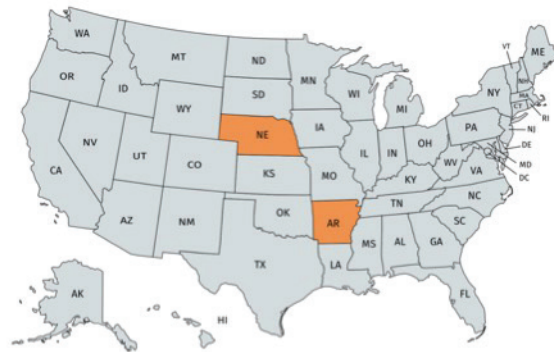


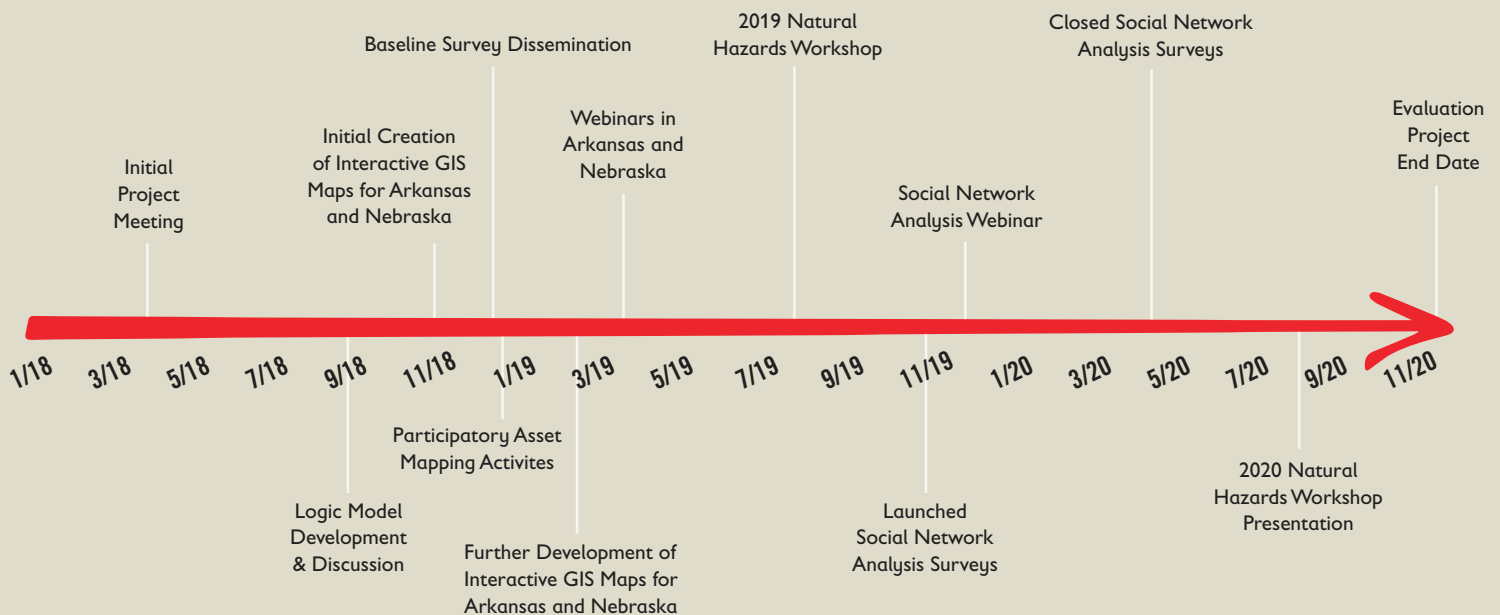
Table 1 – Deliverables for Save the Children

DELIVERABLES FOR SAVE THE CHILDREN	
Interactive GIS Maps for Arkansas and Nebraska	GIS- and Social Network Analysis-specific Webinar Presentations for Arkansas and Nebraska VOADs
Co-Development of Project Logic Model	
Pre-Facilitated Session Survey Instrument	Executive Summary and Final Report of Evaluation Findings
Social Network Analysis Instrument	State-Level Findings Appendices
Participatory Asset Mapping Activity Protocol	Co-Constructed State-Level Indicators

Project Timeline

The project timeline illustrates key milestones throughout the project period (see Figure 2). In the early stages of the project, the Natural Hazards Center and Save the Children project team co-developed a logic model to inform the decisions and measure the progress of the Building Capacities to Protect Children project and evaluation. Activities and outcomes within this logic model reflected the key objectives of the project.

Figure 2 – Evaluation Project Timeline



METHODS AND KEY FINDINGS

This section of the report briefly summarizes the data collection approaches and the data generated in this project (see Figure 3). These activities occurred sequentially and built on one another.

Figure 3. Summary of Collected Data

1. PRE-FACILITATED SESSIONS SURVEYS	2. ANALYSIS OF SECONDARY DATA AND GIS MAPPING	3. PARTICIPATORY ASSET MAPPING ACTIVITIES	4. SOCIAL NETWORK ANALYSIS SURVEYS
<ul style="list-style-type: none"> • 24 AR Surveys • 46 NE Surveys 	<ul style="list-style-type: none"> • U.S. Census Data • CDC Social Vulnerability Data 	<ul style="list-style-type: none"> • 3 AR Transcripts and 2 NE Transcripts • 16 AR Worksheets and 12 NE Worksheets • 3 AR State Maps with Assets & Gaps and 2 NE State Maps with Assets & Gaps 	<ul style="list-style-type: none"> • 34 AR Surveys • 43 NE Surveys

Pre-Facilitated Sessions Survey

Before the launch of the Save the Children-led training sessions in the two focal states, the evaluation research team developed and disseminated an online survey to formal members and those partnered or affiliated informally with Arkansas and Nebraska state-level VOADs. The intent of this survey was to assess individual and organizational levels of disaster preparedness and the state of child-centered disaster preparedness activities.

The Natural Hazards Center team created one primary survey, which was then updated to be specific to each state (see Appendix C). We used the online survey platform Qualtrics to disseminate surveys through anonymous survey links. These links were sent to Arkansas and Nebraska VOADs and their partners on December 3, 2018. In all, a total of 24 surveys in Arkansas (seven of which were partially completed), and 46 surveys in Nebraska (13 of which were partially completed) were submitted via Qualtrics by December 17, 2018. The data were then analyzed to understand organizational baseline knowledge, readiness, and capacity as it pertains to children’s needs during disaster. Survey findings also provide an overview of the participating organizations’ characteristics, including populations served, services provided, and organization funding sources. Given that we did not require participants to share their organization names and that we initially had a goal of receiving approximately 60 surveys from each state, findings from the survey data may not be generalizable to each state VOAD and VOAD partners. They do, however, provide a baseline understanding of respondent and organization knowledge and experience in working with children during disasters.

Key Findings

Key findings from the pre-facilitated session surveys are included below and described in greater detail in Appendices A and B. Perhaps most notable for the purpose of this evaluation, is that roughly half of all respondents indicated that they had not received training related to protecting children in emergencies and more than half shared that their organizations do not have written plans or protocols to support children in the context of disaster. However, despite gaps in training and written plans dedicated to children’s needs, roughly three-quarters of respondents in both states indicated that they would be likely or very likely to assist children and/or families during a low-attention or large-scale, catastrophic disaster. Additional key findings include:

- In both states, “insufficient funding” was the most reported concern/challenge that affects organizations’ ability to respond to disasters (Arkansas n=12, Nebraska n=14). Other frequently reported constraints included “maintaining high quality staff/volunteers” (Nebraska n=13), “insufficient equipment or other material resources” (Nebraska n=10), and “inter-organizational coordination” (Arkansas n=5).
- A majority of respondents in each state selected that their organization is either “knowledgeable” (Arkansas n=11, Nebraska n=10) or “somewhat knowledgeable” (Arkansas n=6, Nebraska n=16) about the needs of children during disasters. Two respondents in Arkansas and five respondents in Nebraska selected “very knowledgeable.”
- When asked about the readiness of their respective organizations to respond to children’s specific needs during disaster, a majority of respondents in both states selected “somewhat ready,” with nine total respondents selecting “not at all ready.”
- Although a majority of organizations from Arkansas (55%) and Nebraska (65%) reported a lack of material resources for children in disaster, a majority of respondents in both states selected that they were “very confident” and “somewhat confident” about their organization’s ability to meet children’s unique needs during disaster.

Secondary Data Analysis and GIS Mapping

Our evaluation team used available secondary data to develop a better understanding of the contexts that each state-level VOAD operated in—both in terms of VOAD structure and as it relates to child-specific, state-level data. In addition, this information was presented to the state-level VOADs as a deliverable to support the activities of the organizations and to demonstrate how available data can help advance emergency management efforts.

Drawn from U.S. Census data, Table 2 provides an overview of child-specific demographics in each state as compared to the United States as a whole. In both focal states, children make up nearly a quarter of the population, and they, like their adult counterparts, are diverse in terms of their potential social and economic vulnerabilities.

Table 2. Overview of Child Demographics^{1 2}

	U.S. ^[1]	Arkansas ^[2]	Nebraska ^[3]
POPULATION			
Total population	318,558,162	2,968,472	1,881,259
Children under 18 years in households	73,366,146	703,357	465,487
Percentage of children under 18 years in households	23.03%	23.69%	24.74%
AGE			
Under 6 years	32.60%	32.70%	33.70%
6 to 11 years	33.60%	33.80%	34.00%
12 to 17 years	33.80%	33.50%	32.20%

	U.S. ^[1]	Arkansas ^[2]	Nebraska ^[3]
RACE AND ETHNICITY (Percentage of children under 18 years)			
White	67.60%	71.40%	83.00%
Black or African American	14.10%	18.30%	5.80%
American Indian and Alaska Native	1.00%	0.60%	1.20%
Asian	4.70%	1.40%	2.10%
Native Hawaiian and Other Pacific Islander	0.20%	0.40%	0.10%
Some other race	6.30%	3.70%	2.80%
Two or more races	6.10%	4.30%	5.10%
DISABILITY STATUS			
Percentage of civilian children under 18 years in households with any disability	4.10%	5.60%	3.70%
SCHOOL ENROLLMENT			
3-17 years population	61,740,238	590,979	388,310
Enrolled in school	55,805,215 (90.4%)	528,376 (89.4%)	347,662 (89.5%)
Not enrolled in school	5,935,023 (9.6%)	62,603 (10.6%)	40,648 (10.5%)
PUBLIC ASSISTANCE			
Percentage of children under 18 years in the past 12 months	27.90%	31.00%	20.30%
POVERTY STATUS (Percentage of children under 18 years in the past 12 months)			
Below Poverty Level	21.10%	26.70%	16.30%
Above	78.90%	73.30%	83.70%

¹ U.S. Census Bureau, 2012-2016 American Community Survey 5-Year Estimates

[1]. **National Level:** https://factfinder.census.gov/bkmk/table/1.0/en/ACS/16_5YR/S0901/0100000US

[2]. **Arkansas:** https://factfinder.census.gov/bkmk/table/1.0/en/ACS/16_5YR/S0901/0400000US05F

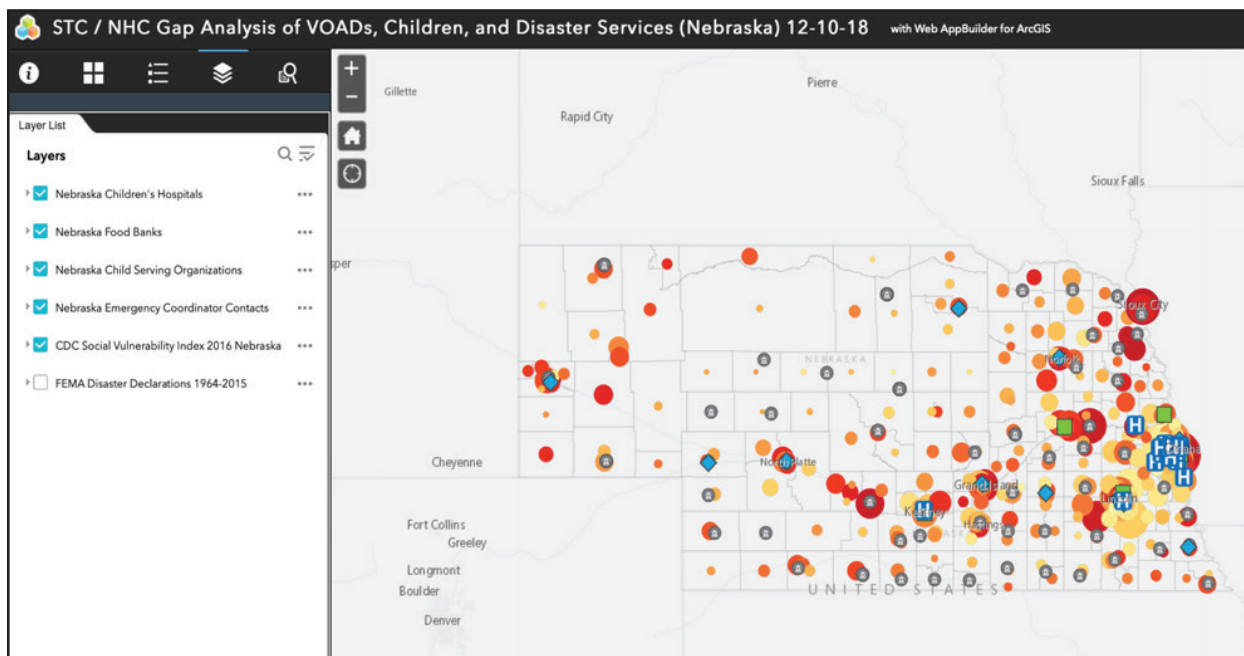
[3]. **Nebraska:** https://factfinder.census.gov/bkmk/table/1.0/en/ACS/16_5YR/S0901/0400000US31

² Margin of Error: +/- 0.1–0.4

We incorporated the U.S. Census data shown in Table 2 and Centers for Disease Control (CDC) social vulnerability data, into two interactive GIS maps for Arkansas and Nebraska (both are available on the Natural Hazards Center website). For each state, layers for these interactive maps include: (1) children’s hospitals, (2) food banks, (3) child-serving organizations, (4) emergency coordinator contacts, (5) CDC social vulnerability index by census tract, and (6) Federal Emergency Management Agency (FEMA) disaster declarations from 1964-2015 (see Figure 4 for a screenshot of the Nebraska map).

Figure 4 shows a screenshot of the interactive GIS map for Nebraska, which offers an informational overview of the content within these maps, including sources and how the tool might be used. We also enabled a query widget that allows users to search certain characteristics within each state-level map. For instance, as explained on the maps webpage, users can search U.S. Census tracts above certain thresholds within the CDC Social Vulnerability Index, federally declared disasters within certain counties, or emergency coordinator contacts by county.

Figure 4. Interactive GIS Map for Nebraska



Key Findings

The maps not only provide compiled resources and information for state VOADs, partner organizations, and other government or social service entities; they also are a useful tool to illustrate gaps in child-focused service provision within Arkansas and Nebraska. Using the example above, although the population is concentrated around Omaha and Lincoln in the eastern part of Nebraska, high social vulnerability indices among children exist in rural parts of the state. Similar gaps were found in Arkansas, with the majority of child-serving organizations and children's hospitals located around the Little Rock metropolitan area and Fayetteville. Given that more populated areas tend to receive more resources and organizational support, this is a notable gap area for children in rural parts of the country.

Participatory Asset Mapping Activities

Participatory asset mapping activities were used in both Arkansas and Nebraska to gain an understanding of existing organization-based assets and areas for improvement in the context of emergency preparedness.

WHAT IS PARTICIPATORY ASSET MAPPING?

Participatory asset mapping involves a collaborative process where organizational representatives create asset maps indicating areas of strength and areas for improvement. The activity promotes cross-organizational involvement and collaboration by engaging participants and facilitating discussions around organizational assets and gaps (Advancement Project 2012; Energize Our Neighborhoods, N.D.; Lightfoot et al. 2014; Wells et al. 2013).

Assets are described as, "individual or organizational level skills, capacities, or strengths that can help to make a community a safe, healthy, and good place to live, especially for children" as well as "the status, condition, behavior, knowledge, or skill that a person, group, or an entity possesses and which serves as a support, resource, or source of strength to one's self and others in the community" (Advancement Project 2012:15).

The main goals of the mapping activities that the Natural Hazards Center team led in Arkansas and Nebraska included:

- Identifying strengths, capacities, skills, and resources within organizations generally and for children in disasters specifically;
- Deciphering organization limitations and gaps, both generally and in providing support for children before, during, and after disasters; and
- Facilitating potential cooperation between and among organizations by generating a shared awareness and understanding of organizations’ collective assets and areas for improvement.

Participants engaged in a participatory asset mapping activity constructed by the evaluation research team during the first two facilitated sessions held in Lincoln, Nebraska, and Little Rock, Arkansas, and hosted by Save the Children for the Building Capacities to Protect Children project. Participants included individuals from state-level VOAD member organizations, community-based organizations, emergency management, and partners that provide services for children during disasters and emergencies (see Table 3 for organization types represented in each state).

Table 3 – Overview of Organization Types Represented in the Participatory Asset Mapping Activities, by State³

ORGANIZATION TYPE	ARKANSAS (N=16)	NEBRASKA (N=12)
Child-Serving Organization	n=5	n=2
Emergency Management	n=3	n=3
Government	n=1	n=0
Nonprofit Organization	n=7	n=3
Other	n=3	n=6

³ Participants could indicate if they represented more than one organizational type. This is why the total number of participating organizations in each state does not match the total when broken out by organizational type.



Natural Hazards Center team members Jamie Vickery and Haorui Wu presented examples of asset mapping activities as well as examples of assets and gaps to VOAD members and emergency managers.

As part of the participatory asset mapping activity, participants were divided into small groups to ensure diversity in organizational representation. They placed post-it notes representing assets and gaps on state-level maps at each of their tables. Groups then presented themes that they saw emerge from the activity in terms of each state’s clusters of assets, gaps, or areas without assets. Participants discussed what they thought explained the assets and gaps identified and shared ideas for potential collaborations moving forward. See Appendix D for more detail, including a participatory asset mapping guidance document and facilitators guide; and Appendix E for participatory asset mapping worksheets that can be adapted for other settings.

Arkansas Map with Assets & Gaps

Nebraska Map with Assets & Gaps



Key Findings

A number of assets, strengths, challenges, and areas for improvement—both generally and those pertaining specifically to children’s needs—emerged from the participatory asset mapping exercise and discussions.

Key assets across participating organizations in Arkansas and Nebraska included:

- Training capacity,
- Emotional and spiritual care,
- Supplies and other physical resources,
- Inter-organizational communication and coordination, and
- Trained staff and a dedicated volunteer base.

It is noteworthy that participants in both states more readily and easily identified *general assets* offered by their respective organizations compared to *child-specific assets*, which were either more difficult to identify or nonexistent. Examples of **child-specific assets** that were identified included:

- Programming for children and youth (e.g., ministries and youth councils),
- Missing child search capabilities,
- Child-appropriate food supplies, and
- Staff with experience and training in working with children.

When asked to discuss gaps and areas of improvement, Arkansas and Nebraska asset mapping participants often identified general organizational constraints that overlapped with child-specific gaps such as:

- Limited resources,
- Funding constraints,
- Limited organizational capacity, and
- Need for improved inter-organizational partnerships, networking, and communication.

When asked specifically about child-specific gaps and areas for improvement, examples offered included:

- Lack of training specific to child-focused needs,
- Lack of experience working with children, and
- The need for child- or youth-specific disaster-related programs.

Social Network Analysis

A central objective of this project was to gain a deeper understanding of existing connections and opportunities for additional collaboration across VOAD member and partner organizations in Arkansas and Nebraska. To achieve this, our evaluation team developed a novel social network analysis (SNA) survey to measure the degree to which VOAD member organizations in Arkansas and Nebraska: (1) engage in various levels of interaction, (2) contact one another, (3) exchange essential resources, and (4) perceive the benefits and challenges associated with collaboration. More specifically, we wanted to capture the extent to which child-serving organizations were represented within Arkansas and Nebraska VOAD networks and whether they were sought after for child-focused resources.

WHAT ARE SOCIAL NETWORKS?

A **social network** can be defined as a set of interacting social entities (actors), the linkages (relations or edges) among them, as well as any additional information regarding those actors and relations. **Social network analysis** is used to understand the interactions between many different types of actors, which can be people, organizations, countries, and other types of entities (Prell 2012). A vast array of different types of relations are studied with social network analysis, including friendship, market exchanges, communication, and much more. In this report, the actors and the organizations involved in or with the state-level Arkansas and Nebraska VOADs.

The SNA survey was launched in mid-October 2019 and remained open for respondents through the end of March 2020. Using a roster of organizations within each state level VOAD, Natural Hazards Center research team members conferred with Save the Children leadership to ensure that the lists of organizations were complete, including non-member child-serving organizations within each state. Most of the organizations in the survey rosters for each state were VOAD member organizations. However, several non-member organizations (primarily child-serving organizations) were added to the recruitment roster as part of the research design. There were 46 total organizations on the Arkansas survey roster and 51 organizations for Nebraska. The final survey response rates were 74% (n=34) for Arkansas and 84% (n=43) for Nebraska, respectively.⁴

Key Contributions and Findings

State-level VOADs tend to amplify their efforts through the 4Cs of interaction—communication, cooperation, coordination, and collaboration. The main focus of the SNA survey was to understand the degree to which state VOAD organizations interact with other member and partner organizations using the 4Cs. To begin, we operationalized four levels of interaction driven by the national VOADs “commitment to shared values,” which encompasses the 4Cs. As they engage in these different levels of interaction, VOAD member organizations exchange key resources that enable them to provide disaster services to the communities they serve. Through careful review of existing literature, insights from Arkansas and Nebraska VOADs, and conversations with Save the Children about how to define and measure the 4Cs, we co-created definitions and examples of each of these interactions for the SNA survey (see Figure 5).

Figure 5. The 4Cs of Interaction

COMMUNICATION	Communication represents a short-term, informal relationship focused on the act of sending a message across a channel to another organization. This relationship does not involve resource sharing other than information exchange, and the purpose of this relationship is focused on emergent, short-term goals. Examples: informal and formal meetings; conference calls.
COOPERATION	Cooperation also refers to a short-term, informal interorganizational relationship. However, when organizations cooperate they combine communication with an effort to align their services and resources with those of other organizations or jointly address specific needs or problems. Example: responding jointly to provide disaster services (e.g., sheltering, disaster case management).
COORDINATION	Coordination represents a longer-term relationship defined by particular goal(s) or effort(s). This relationship is associated with higher levels of interorganizational trust than the previous two relationships and moves beyond information sharing to resource sharing. Examples: joint exercises; working to share resources instead of duplicating resources/efforts; developing partnerships.
COLLABORATION	Collaboration refers to a long-term, stable relationship consisting of high levels of trust between organizations, frequent communication, and information and resource sharing. Organizations defined by this relationship combine resources to work toward predetermined goal(s) and objectives. Examples: participating in interorganizational exercises; developing interorganizational plans.

⁴ In the final data we removed the organizations that did not complete a survey, partially completed a survey, or opted out of the study. Even though we had the responses from the other organizations that completed the survey regarding their interactions with those that did not, we did not have data from the non-responding organizations. Therefore, we deemed it appropriate to remove these organizations from the final dataset.

These definitions and examples of the 4Cs were included within the survey for participants to reference as they determined levels of interactions with other organizations. Specifically, we asked participants from Arkansas and Nebraska to “check the box next to the type of interaction that **best represents** your organization’s interaction with each organization on the list below over the last **two years**. This may entail interactions across the disaster life cycle, ranging from preparedness, to emergency response, to recovery.” (Appendix F contains the full survey and consent language for participation.)

Visualizations of network results for each states’ 4Cs responses are shown in Figures 6 and 7 with the nodes numbered and color-coordinated by organization name and type. Findings demonstrate the relatively binodal nature of interactions within each state VOAD—with a majority selecting either “no relationship” or “communication,” and the next most common response being “collaboration.” In both Arkansas and Nebraska, there were a significant number of organizations that had no relationship and no contact, which may negatively affect or impede the provision of a number of services to affected communities, including child-specific resources.

Figure 6. Arkansas 4Cs Networks

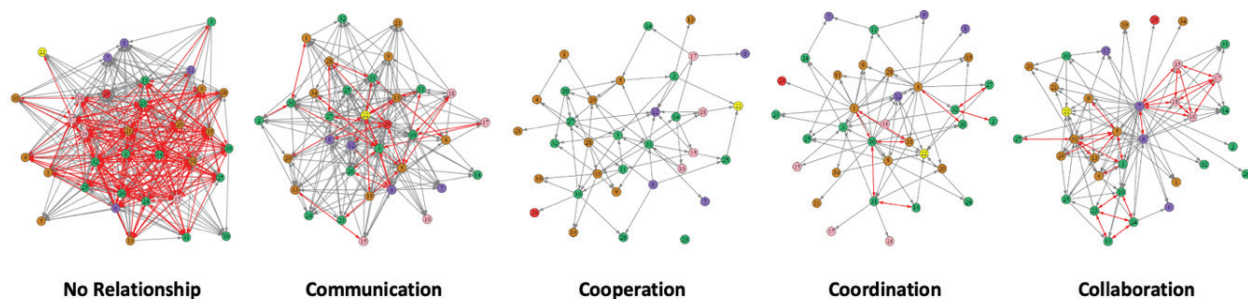
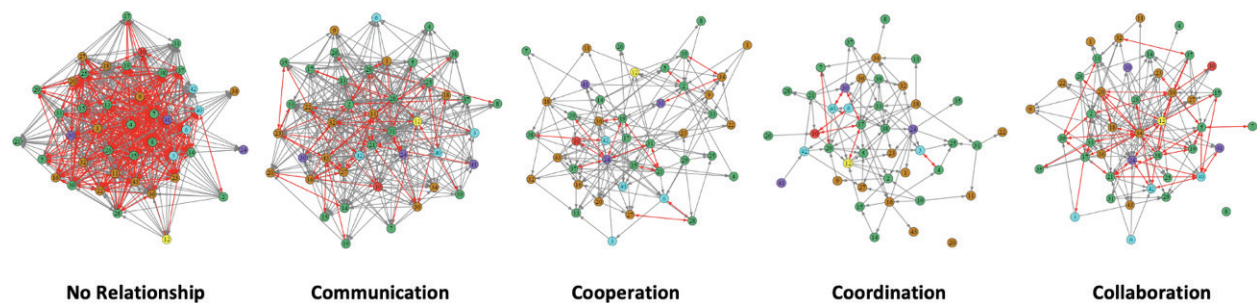


Figure 7. Nebraska 4Cs Networks



Another key component of the SNA survey included prompts pertaining to resource exchange between organizations within each state. Arkansas and Nebraska VOAD member and partner organizations were first asked to indicate resources that other organizations (listed within each survey) sought to obtain from their organization in the last two years. Following this, they were then asked to indicate resources that their organization sought to obtain from other organizations over the last two years. With this approach, we were able to capture and compare perceptions between organizations regarding their resource exchanges. The resources identified for inclusion in the survey included:

- **Information:** Information includes updates about unfolding disaster events, training and educational opportunities, and upcoming events (e.g., state-level meetings, regional meetings, exercises).
- **Equipment:** Equipment includes generators, vehicles, emergency supplies, etc.
- **Training:** Training includes CPR and first aid training, CERT training, joint exercise training, leadership training, tabletop and/or functional exercises, etc.
- **Technical Expertise:** Technical expertise includes volunteer management, mass care sheltering set up, debris removal, etc.
- **Funding:** Funding includes collaborative grant proposals, emergency funding, scholarship or award funding, etc.
- **Networking Assistance:** Networking assistance includes trying to obtain a referral to assist in forming partnerships or opportunities for formal or informal networking such as joint meetings and events.
- **Child-Specific Resources:** Child-specific resources can include, but are not limited to, child-focused emergency training, expertise in child care or child sheltering, and child-focused supplies such as child-friendly foods, clothes, toys, infant care supplies, etc.
- **No Attempt to Obtain Resources**

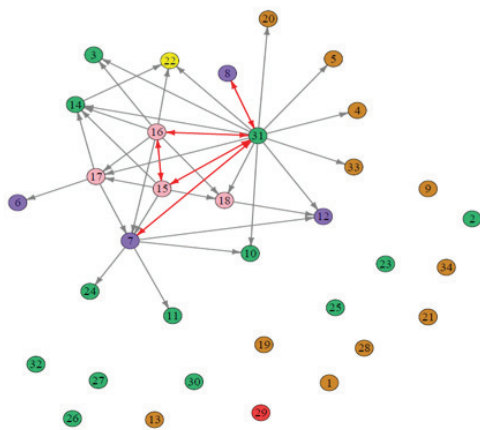
For this report, we focus on child-focused resource exchange networks in both states to demonstrate which organizations seek and/or provide these resources throughout Arkansas and Nebraska VOAD networks. Figures 8 and 9 illustrate Arkansas participant responses about whether participating organizations provided or sought child-specific resources, respectively. Similar to Figures 6 and 7, nodes are numbered and color-coordinated by organization name and type.

In Figure 8, the perceptions of Arkansas respondents about which organizations sought child resources from their organization are listed (e.g., organization #7 indicated that organizations #10, #11, and #24 sought child resources from their organization). Figure 9 illustrates the perceptions of respondents about which organizations *their organization* sought to obtain child resources from (e.g., organizations #15, #16, and #31 indicated that they sought child resources from organization #7). A benefit of asking the resource exchange questions in this fashion is the ability to *compare the perceptions* of resource exchange. For instance, the child-specific resource exchange

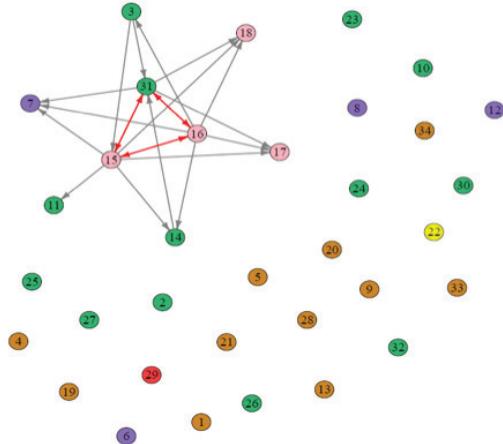
relations between organizations #15, #16, and #31 appear to be well established. All three organizations not only agreed that they exchanged child resources, but also agreed that these exchanges were reciprocated (shown via red connectors). In other cases, the perceptions of survey respondents regarding these resource exchanges did not match. There was a large amount of variability in the levels of cohesion (or connectedness) and reciprocity within the different types of resource exchange networks in both states. Other types of resource exchange networks, such as information exchange, were significantly more cohesive than the child-specific resource exchange networks. See Appendix A to see how the child-specific resource exchange networks compare to the other types of resource exchanges in Arkansas.

Figures 8 and 9. Arkansas: We/They Seek Child-Specific Resources—Arkansas

They Seek Child-Specific Resources



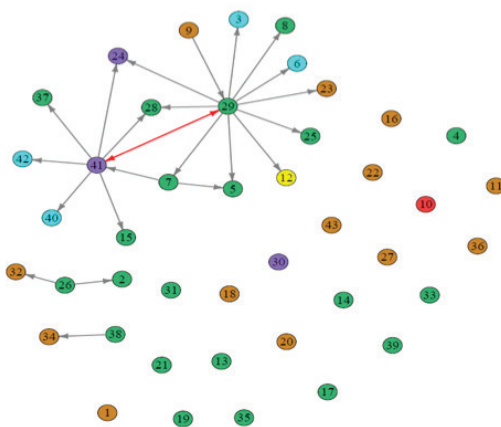
We Seek Child-Specific Resources



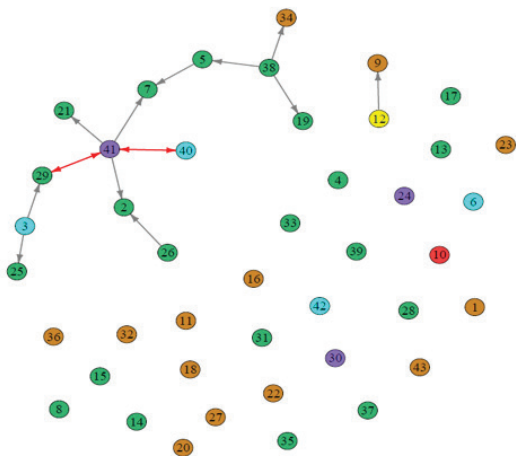
In many ways mirroring Arkansas, the child-specific resource exchange networks in Nebraska were among the least cohesive or connected resource exchange networks. There were a significant number of organizations that were not engaged at all in the exchange of child resources. However, just as in Arkansas, many of these organizations were engaged in other types of resource exchange. If there is a need to expand the exchange of child-specific resources to organizations not currently involved in these networks, the other types of resource exchange relationships may facilitate this process. See Appendix B to see how the child-specific resource exchange networks compare to the other types of resource exchanges in Nebraska.

Figures 10 and 11. Nebraska: We/They Seek Child-Specific Resources

They Seek Child Resources



We Seek Child Resources



STATE LEVEL INDICATORS

The evaluation research described in this report informed the development of basic state-level indicators to assess and monitor a state's progress in building the capacity of VOADs to support children's needs before, during, and after disaster. These indicators, which may overlap and are meant to be mutually reinforcing, include:

1. *At least two child-serving organizations* are involved and active participants in the state-level VOAD.
2. *At least one state VOAD member has received formal training* in child-specific needs in disaster and that member is regularly invited to speak about children's needs at VOAD meetings.
3. The state-level VOAD has a *plan to identify and address the specific needs of children* during disaster.
4. The state-level VOAD has collected *child-specific data* within their state to identify the number of children, their geographic location, their hazard exposure, and potential vulnerabilities (e.g., low-income children, non-English speaking children and families, children in foster care, etc.).
5. The state-level VOAD holds *semi-annual meetings* that assess available child-focused assets and identify areas for improvement within the VOAD.

These indicators are described in more detail throughout the remainder of this section of the report. References to questions, recommendations, or instruments that can be adapted for each state-level VOAD to advance progress are also included.

INDICATOR 1. At least two child-serving organizations are involved and active participants in the state-level VOAD.

Child- and youth-serving organizations include, but are not limited to, nonprofit, private-sector, and volunteer groups, adult- and youth-led clubs, childcare providers, schools, and other institutions that are concerned with the health and well-being of young people. These organizations play a crucial role supporting children and in promoting their needs and capacities. For this reason, it is important that they be involved and appropriately integrated into state-level VOAD decision making, response, and recovery structures.

The following questions can help guide next steps for integrating child- and youth-serving organizations into the state-level VOAD:

- Does the VOAD currently have any active members who represent child-serving organizations?
- If not or if these groups are under-represented, what is the process for identifying and engaging potential new VOAD members and partners from the child-serving community?
- Does the VOAD have a bylaw structure that allows organizations that focus on child protection, child health and well-being, and/or child care and education to be included formally or informally in the VOAD as members? Does the VOAD have the authority to invite subject matter experts into a task force or other organizational unit?
- Once integrated either formally or informally into the VOAD, is there a structure for engagement and onboarding of new child-serving organization members?
- How can the expertise, experience, and resources of these child-serving organizations be most fully integrated into the VOAD structure?

When VOADs do not involve child-serving organizations in their formal or informal structures, there is no point of contact for understanding and integrating the unique needs of children into disaster planning, response, and recovery frameworks. Children’s needs are therefore often overlooked, children remain underserved, and their vulnerability may be further amplified during and after the disaster (Fothergill and Peek 2015).

INDICATOR 2. At least one state VOAD member has received formal training in child-specific needs in disaster and that member is regularly invited to speak about children’s needs at VOAD meetings.

Children are not just “little adults.” They have special psychosocial, emotional, educational, and physical needs. These needs, in turn, are connected to their age, stage of development, social class, racial/ethnic identity, family structure, and other meaningful social statuses. Given the diversity and diverse needs of children and youth in the United States, it is vital that at least one member in a state-level VOAD have advanced training in child-specific needs in disaster. This person, or cadre of trained persons, may become what Fothergill and Peek (2015) refer to as advocates, or nonfamilial outsiders who work on behalf of children and youth to mobilize both material and non-material resources in the context of disaster.

The following questions can help guide next steps for encouraging formal training in child-specific needs in disaster among VOAD members:

- Does the VOAD currently have any active members who have a degree or other specialized training in the area of children and emergencies?
- If not, does the VOAD have access to such training through local or regional partners?
- Is the VOAD aware of resources that exist through Save the Children, Church of the Brethren Children’s Disaster Services, or other child-serving organizations in emergency management?

INDICATOR 3. The state-level VOAD has a plan to identify and address the specific needs of children during a disaster.

Emergency planning is crucial to reducing the harm and suffering caused by disasters by preparing diverse individuals and organizations for a range of threats. Developing an inclusive emergency operations plan that considers children’s needs can help VOADs to be prepared to effectively respond to the youngest survivors of disaster. Indeed, this planning work can help ensure a more holistic response to large-scale, high-attention disasters as well as low-attention emergencies and disasters. Moreover, if children were better integrated into disaster planning and response efforts, they could likely help reduce their own vulnerability to disaster, as well as that of others (Fothergill and Peek 2015; Peek 2008).

Despite the importance of planning, this evaluation research revealed that more than 50% of respondents in both states indicated that their organizations do not have written plans or protocols for supporting children in the context of disaster. This is a clear opportunity for forward progress in the emergency planning space. To begin the planning process, we recommend the following six-step process adapted from guidance established by the U.S. Department of Education:

1. Form a collaborative planning team that includes at least one member with expertise in children and emergencies.
2. Understand the threats and hazards that may affect children when at home, at school, or at play.
3. Determine the goals and objectives for the plan.
4. Develop the plan.
5. Write, review, and seek approval for the plan in consultation with partners from emergency management, child-serving organizations, and child-protection experts.
6. Implement, evaluate, and regularly update the plan.

Plans are obviously most effective when they are practiced and revised based on the experiences and lessons learned by VOADs as they serve children and youth across the state. For that reason, it is important for VOADs to build in time to reflect, share, and continually expand their plan to fit ever-changing community demographics and needs (for further guidance, see FEMA 2017).

INDICATOR 4. The state-level VOAD has collected child-specific data within their state to identify the numbers of children, their geographic location, their hazard exposure, and potential vulnerabilities (e.g., low-income children, non-English speaking children and families, children in foster care, etc.).

Using available secondary data, state VOADs should be aware of child-specific demographics within their states, including key social vulnerability indicators, to effectively plan, prepare for, and serve the diverse needs of the population. As indicated previously, children constitute roughly a quarter of the U.S. population, yet they are often overlooked and/or homogenized in terms of their needs and capacities. By using available data, VOADs can develop a stronger awareness of the child and youth populations within their states. In turn, VOADs can become better informed about child-specific exposures, vulnerabilities, and capacities. This information can inform disaster planning activities, training prioritization, and VOAD network expansion to include additional child experts.

The following steps can help guide state VOADs in their efforts to identify and integrate child-specific data into their organizational activities:

- Compile and review available national-, state, and local-level data to identify the number of children, their geographic location, and their potential vulnerabilities.
- Based on available data, identify areas with large numbers of children or potential vulnerability hotspots where resources and service provision within the VOAD may be lacking.
- Note which local institutions or organizations, especially child-serving organizations, exist within these regions, and how they might be engaged or incorporated into the VOAD structure.

INDICATOR 5. The state-level VOAD holds semi-annual meetings that assess available child-focused assets and identify areas for improvement within the VOAD.

While the previous indicators are necessary for building state VOAD capacity to protect children in emergencies and disasters, these efforts may be stymied if opportunities for deeper levels of engagement are not offered to participating and partner organization]in the state-level VOAD. Indeed, this project revealed that there are many unrealized opportunities for the exchange of child resources among VOADs.

Based on these findings, we recommend that state-level VOADs host semi-annual meetings that are specifically geared toward assessing available child-focused assets while also identifying areas for potential improvement. Some steps that could help with the organization of such a meeting include:

1. Ensure that all VOAD members and child-focused and emergency management partners are invited to attend at a mutually agreeable time and date;
2. Engage in participatory asset mapping exercises, such as those described in this report and in the associated appendices (Appendices D and E), to individually and collectively identify what knowledge, skills, expertise, tools, and resources are already available through the VOAD member organizations and partners; and
3. Identify gaps in knowledge, skills, expertise, tools, and resources that could potentially lead to a slower or ineffective response for children in emergencies. Engaging in semi-annual meetings as described here can help VOADs to identify unmet needs, develop creative plans for filling resource gaps, and establish protocols for sharing materials as appropriate in a disaster.

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APPENDIX A

Pre-Facilitated Session Survey

Save the Children: Pre-Facilitated Session Survey Nebraska/Arkansas Voluntary Organizations Active in Disaster (VOAD), in partnership with Save the Children and the University of Colorado's Natural Hazards Center, is conducting this brief survey to obtain feedback about your organization's knowledge about and involvement in child-focused emergency response.

The questions are designed to obtain information that will help our team understand the impacts of training and other activities offered by Nebraska/Arkansas VOAD in partnership with Save the Children. Your personal identity will *not* be associated with your individual responses or revealed in reporting. Only the Natural Hazards Center research and evaluation team will have access to the raw data. Multiple people within each organization are invited and encouraged to participate. One response from a representative of the organization does not mean that is the view or opinion of the organization in its entirety, but responses will be used in combination with other qualitative data. If there are any questions you prefer not to answer, simply skip them. This survey should take no more than **15 minutes** to complete.

This survey consists of the following **SIX** sections. We encourage you to answer all of the questions. However, if there are any questions you prefer not to answer, simply skip them.

Section 1 – Organizational characteristics, VOAD involvement, and experience with disaster

Section 2 – Knowledge and awareness about children in disasters

Section 3 – Capacity for child-focused disaster response

Section 4 – Readiness for child-focused disaster response

Section 5 – Perceptions about child-focused disaster response

Section 6 – Demographic information

Section 1 – Organizational Characteristics, VOAD Involvement, and Experience with Disaster

1. Is your agency or organization currently a member of Nebraska/Arkansas VOAD?

- Yes
- No [If no, skip to Q4]

2. How long has your organization been a member of Nebraska/Arkansas VOAD?

- <1 year
- 1-3 years
- 4-9 years
- 10+ years
- Unsure

3. How often are you or someone in your organization in contact with other member organizations within Nebraska/Arkansas VOAD?

- Weekly
- Bi-weekly
- Monthly
- Quarterly
- Annually
- Other (please specify): _____

4. What populations does your organization serve? (Please check all that apply.)

- The whole community (outside times of disaster/emergency)
- Disaster-affected communities
- Children and youth (persons aged 17 and younger)
- Families
- Homeless populations
- Immigrant/non-citizen populations
- Low-income populations
- Non-English-speaking populations or other linguistic minorities
- Older adults (persons aged 65 and older)
- People with disabilities
- Racial and ethnic minority populations
- Small and local businesses
- Other (please specify): _____

5. What sector(s) does your organization operate in? (Please check all that apply.)

- Child Care
- Education
- Faith-based
- Food distribution
- Housing
- Law Enforcement
- Municipal/Infrastructure Services
- Other First Responder
- Public Health/Medical
- Social Services
- Waste/Environmental Management
- Other (please specify): _____

6. Where does your organization provide these services to individuals or groups? (Please check all that apply.)

- In clients' homes
- In your organization's office(s)
- In community or faith-based facilities
- In schools or child care programs
- Phone-based services
- Web-based services
- Other (please specify): _____

7. How is your organization funded? (Please check all that apply.)

- County funds
- Federal funds
- Philanthropic foundations funding
- Private donors
- State funds
- No funding or budget -Volunteer-based organization
- Unsure
- Other (please specify): _____

8. Do your financial contributors attach any requirements regarding disaster preparedness to the receipt of funds (e.g., requirement to maintain an emergency operation plan or inter-organizational memorandum of understanding)?

- Yes
- No
- Unsure

8.1 If yes, what are the requirements?

9. Does your organization have a disaster preparedness plan of any kind?

- Yes [If yes, skip to 9.1 and 9.2]
- No
- Unsure

9.1 How frequently is the plan exercised?

- Annually
- Biannually
- Quarterly
- Monthly
- Other: _____
- Unsure

9.2 When was the plan last updated? _____

10. Does your agency currently provide disaster-related services?

- Yes
- No
- Unsure

10.1 If yes, what disaster-related services does your organization directly provide? (Check all that apply)

- Client casework
- Damage assessments
- Distribution of emergency supplies
- Donation collections/management
- Debris removal
- Education and training
- Emergency child care
- Emergency financial assistance
- Emergency medicine
- Emergency shelter
- Food distribution
- Infrastructure repair
- Long-term recovery services
- Planning and resource guides
- Search and rescue
- Social emotional support

- o Spiritual care
- o Support for vulnerable populations
- o Volunteer management
- o Warehouse management
- o Other (please specify): _____
- o Other (please specify): _____

11. Has your organization ever deployed following a disaster?

- o Yes
- o No

11.1 If yes, please list the disasters that your organization has deployed to over the last 10 years.

12. Which of the following concerns or challenges does your organization face? (Please check all that apply.)

- o Insufficient funding
- o Insufficient training
- o Insufficient equipment or other material resources
- o Inter-organizational coordination
- o Lack of knowledge regarding clients' diverse needs
- o Maintaining high quality staff/volunteers
- o Meeting clients' needs
- o Other (please specify): _____
- o Other (please specify): _____
- o Other (please specify): _____
- o Other (please specify): _____

13. In which county/counties does your organization operate? (Please indicate if your organization operates in these areas during non-disaster times, during disaster, or both during non-disaster and disaster times.)

14. Have there been instances where your organization has operated outside of these geographic boundaries during non-disaster times?

- Yes [If yes, go to 14.1 and 14.2]
- No
- Unsure

14.1 If yes, what did this entail (and where did this take place)?

14.2 What factors influenced the decision for your organization to operate outside its geographical boundaries?

15. Have there been instances where your organization has operated outside of these geographic boundaries during a disaster?

- Yes [If yes, go to 15.1 and 15.2]
- No
- Unsure

15.1 What did this entail (and where did this take place)?

15.2 What factors influenced the decision for your organization to operate outside its geographical boundaries?

16. Does your organization work directly with children?

- Yes
- No
- Unsure

16.1 If yes, please explain what this work entails:

17. Does your organization have formal relationship(s), such as a memorandum of understanding or partnership agreement, with child-serving organizations such as schools, childcare centers, child protection agencies, family service centers, emergency management, local/county health departments, or other groups that may hold knowledge and expertise regarding children's health and well-being?

- Yes
- No
- Unsure

17.1 If yes, with which group(s) or organization(s) and for what period of time?

18. Does your organization have informal relationship(s), such as personal connections workshops, and/or conferences with child-serving organizations such as schools, child care centers, child protection agencies, family service centers, or other groups that may hold knowledge and expertise regarding children's health and well-being?

- Yes
- No
- Unsure

19. Which of the following best describes your role in the organization? We understand that your role may overlap with more than one of the responses listed below. Please identify which of these descriptions best fit your day-to-day role within the organization. (Please check all that apply.)

- Administration Support
- Direct Service Provider
- Program Manager
- Senior Management
- Training and Technical Assistance
- Volunteer
- Other (please specify): _____

20. Do you personally have experience with disaster? (e.g., have you been directly or indirectly affected by disaster in the past?)

- Yes
- No

Section 2 – Knowledge and Awareness About Children in Disasters

21. How knowledgeable is your organization about the needs of children during disasters?

- Very knowledgeable
- Knowledgeable
- Somewhat knowledgeable
- Not at all knowledgeable

22. How knowledgeable are you personally about the needs of children during disasters?

- Very knowledgeable
- Knowledgeable
- Somewhat knowledgeable
- Not at all knowledgeable

Please rate your level of understanding for the following items:

23. The role of child protection in the post-disaster context	<input type="radio"/> High level of understanding	<input type="radio"/> Medium level of understanding	<input type="radio"/> Low level of understanding	<input type="radio"/> No understanding
---	--	--	---	---

24. The diversity (e.g., socioeconomic, racial, and/or ethnic) of children in the region(s) you serve	<input type="radio"/> High level of understanding	<input type="radio"/> Medium level of understanding	<input type="radio"/> Low level of understanding	<input type="radio"/> No understanding
---	--	--	---	---

25. The unique needs of children after disaster	<input type="radio"/> High level of understanding	<input type="radio"/> Medium level of understanding	<input type="radio"/> Low level of understanding	<input type="radio"/> No understanding
---	--	--	---	---

26. What types of information would be useful for you to have in understanding and addressing children's needs) during disaster? (Please check all that apply.)

- A better understanding of children's physical needs
- A better understanding of children's emotional needs
- A better understanding of children's developmental needs
- Other: _____
- Other: _____

Section 3 – Capacity For Child-Focused Disaster Response

Please rate the following items:

27. I personally have the skills necessary to address children's unique needs in disaster.	<input type="radio"/> Strongly Agree	<input type="radio"/> Somewhat Agree	<input type="radio"/> Neither Agree nor Disagree	<input type="radio"/> Somewhat Disagree	<input type="radio"/> Strongly Disagree	<input type="radio"/> I do not know
28. At least some members of my organization have the skills necessary to address children's unique needs in disaster.	<input type="radio"/> Strongly Agree	<input type="radio"/> Somewhat Agree	<input type="radio"/> Neither Agree nor Disagree	<input type="radio"/> Somewhat Disagree	<input type="radio"/> Strongly Disagree	<input type="radio"/> I do not know
29. I know where to turn for specialized advice about addressing children's disaster-related needs.	<input type="radio"/> Strongly Agree	<input type="radio"/> Somewhat Agree	<input type="radio"/> Neither Agree nor Disagree	<input type="radio"/> Somewhat Disagree	<input type="radio"/> Strongly Disagree	<input type="radio"/> I do not know

30. Have you personally received training related to protecting children in emergencies?

- Yes, please explain _____
- No

31. Has your organization received guidance (e.g., training or other resources) on how to support children before, during, or after a disaster?

- Yes
- No
- Unsure

32. Does your organization have written plans or protocols on how to support children before, during, or after a disaster?

- Yes, please explain _____
- No
- Unsure

33. How ready is your organization (e.g., with systems or protocols in place) to respond to children's specific needs during disaster?

- Extremely ready
- Ready
- Somewhat ready
- Not at all ready
- I don't know

Section 4 – Readiness for Child-Focused Disaster Response

34. In the past, has your organization directly helped children who were affected by a disaster?

- Yes
- No

34.1 If yes, please explain.

35. How likely is it that your organization will assist children or families during a catastrophic disaster (e.g., one that receives substantial news coverage, triggers public and individual assistance disaster declarations, and provokes widespread mobilization on behalf of the public)?

- Very likely
- Likely
- Somewhat likely
- Not at all likely
- I don't know

36. How likely is it that your organization will assist children or families during a low-attention disaster (e.g., a disaster that does not warrant federal or state support and/or receives insufficient resources and attention)?

- Very likely
- Likely
- Somewhat likely
- Not at all likely
- I don't know

37. Does your organization have the material resources (e.g., pediatric medical supplies and age-appropriate toys) necessary to meet children's unique needs in a disaster?

- Yes
- No
- Unsure

38. How confident do you feel that your organization could help meet children's unique needs during disaster?

- Very confident
- Somewhat confident
- Not very confident
- Not at all confident
- Not sure

Section 5 – Perceptions About Child-Focused Disaster Response

Please rate the following items:

39. The actions of my organization will make a difference in disaster outcomes for children.	<input type="radio"/> Strongly Agree	<input type="radio"/> Somewhat Agree	<input type="radio"/> Neither Agree nor Disagree	<input type="radio"/> Somewhat Disagree	<input type="radio"/> Strongly Disagree	<input type="radio"/> I do not know
40. There is much my organization can do to address children's needs in disaster settings.	<input type="radio"/> Strongly Agree	<input type="radio"/> Somewhat Agree	<input type="radio"/> Neither Agree nor Disagree	<input type="radio"/> Somewhat Disagree	<input type="radio"/> Strongly Disagree	<input type="radio"/> I do not know
41. It is not the responsibility of my organization to attend to children's needs in disaster.	<input type="radio"/> Strongly Agree	<input type="radio"/> Somewhat Agree	<input type="radio"/> Neither Agree nor Disagree	<input type="radio"/> Somewhat Disagree	<input type="radio"/> Strongly Disagree	<input type="radio"/> I do not know
42. Other organizations are responsible for attending to children's needs during disasters.	<input type="radio"/> Strongly Agree	<input type="radio"/> Somewhat Agree	<input type="radio"/> Neither Agree nor Disagree	<input type="radio"/> Somewhat Disagree	<input type="radio"/> Strongly Disagree	<input type="radio"/> I do not know
43. The issue of child-focused disaster response is important within my organization.	<input type="radio"/> Strongly Agree	<input type="radio"/> Somewhat Agree	<input type="radio"/> Neither Agree nor Disagree	<input type="radio"/> Somewhat Disagree	<input type="radio"/> Strongly Disagree	<input type="radio"/> I do not know

Please rate the following items:

44. How important a role do you think you would play in your agency's overall response to a disaster?	<input type="radio"/> Very Important	<input type="radio"/> Important	<input type="radio"/> Somewhat Important	<input type="radio"/> A little Important	<input type="radio"/> Not at all Important
45. How important would pre-event preparation and training be to your ability to respond during a disaster?	<input type="radio"/> Very Important	<input type="radio"/> Important	<input type="radio"/> Somewhat Important	<input type="radio"/> A little Important	<input type="radio"/> Not at all Important
46. How important is the issue of child-focused disaster response to you personally ?	<input type="radio"/> Very Important	<input type="radio"/> Important	<input type="radio"/> Somewhat Important	<input type="radio"/> A little Important	<input type="radio"/> Not at all Important
47. How willing would you personally be to respond during a disaster?	<input type="radio"/> Very Important	<input type="radio"/> Important	<input type="radio"/> Somewhat Important	<input type="radio"/> A little Important	<input type="radio"/> Not at all Important
48. How willing would your organization be to activate personnel to respond during a disaster?	<input type="radio"/> Very Important	<input type="radio"/> Important	<input type="radio"/> Somewhat Important	<input type="radio"/> A little Important	<input type="radio"/> Not at all Important

Section 6 – Demographic Information

49. What is your role within your organization?

50. To the closest year, how many years have you been involved in emergency management or disaster response activities?

51. What is your gender?

- Male
- Female
- I identify differently (please explain) _____
- Prefer not to answer

52. In what year were you born? _____

53. What is your level of education?

- Less than 9th grade
- Some high school
- High school diploma
- Some college or vocational school
- BA or BS degree
- Some graduate work

54. In what field(s) do you have experience working in? (Please check all that apply.)

- Behavioral/mental health
- Child care
- Community and/or social services
- Education-related field
- Emergency Management
- Faith-based organization
- First response
- Foster care/adoption services
- Government
- Legal
- Medical-related field

- Public health/medical-related field
- Retired
- Other: _____

55. Do you identify as Hispanic, Latino, or Spanish origin of any race?

- Yes
- No
- Prefer not to answer

55.1 If yes, please describe: _____

56. What is your race? (Please check all that apply)

- American Indian or Alaska Native
- Asian / Asian American
- Black / African American
- Native Hawaiian / Pacific Islander
- White or Caucasian
- Other race or origin not listed (Please describe) _____

OPTIONAL

The following questions are optional and will be used to follow up with participants to request their participation in key informant interviews to share more specific information about their organization and/or to clarify responses that will aid in creating an action plan for the project. By selecting, “Yes, I would be willing to be contacted” and providing additional information below, you are giving us permission to potentially contact you.

- Yes, I would be willing to be contacted
- No, I would not be willing to be contacted

What is your organization’s name? _____

What is your name and specific role within the organization? _____

If you are willing to be contacted for additional information or an interview, please provide your email address.

APPENDIX B

Participatory Asset Mapping Guidance Document

SESSION INFORMATION, MATERIALS, AND ACTIVITY OVERVIEW

Locations and Dates

- o Lincoln, Nebraska: December 10, 2018
- o Little Rock, Arkansas: December 13, 2018

Participants

The participatory asset mapping activity will include individuals from state-level VOAD member organizations, community-based organizations, emergency management, and first responders, as well as these organizations' partners who provide services for children in the context of emergencies and disasters. Approximately 20-50 participants will attend each of the sessions to be held in Arkansas and Nebraska.

Overview of Activities

1. Session activity: all participants
2. Breakout group activity: all the participants will divide into 5-7 breakout groups with 6-10 people per group

Time

Approximately 105 minutes

Materials and Equipment (per location)

1. One table-sized county-level map of the State (Arkansas or Nebraska) per breakout group
2. One audio voice recorder per breakout group
3. One camera
4. One pen per participant
5. One package of post-it notebooks with four different colors (pink, orange, green, and yellow) per breakout group
6. Asset mapping worksheets (four worksheets per participant)
7. One marker per participant and one for the scribe (different colors)
8. One poster-sized post it sheets per breakout group
9. One roll of masking tape per breakout group
10. One Ground Rule Sheet per breakout group
11. One package of name tag stickers with 5 different colors

Facilitators

- o General facilitator (one from Natural Hazards Center team): leading the entire session by delivering an initial presentation, explaining the participatory asset mapping process to all the participants, and answering questions
- o Breakout group observer (one per breakout group from Natural Hazards Center team and SAVE team): facilitating and recording the breakout group discussion and taking notes
- o One photographer (one from SAVE team): taking photos during the entire session and time control.

IRB Documents*

Photograph and Audio Recording Consent Form

Catalogue of Participants*

All the participants will be identified by the following three groups using stickers on their name tents.

- Emergency Management
- Child-serving Organization
- Non-profit Organization
- Government (City, County, or State)
- Other

During the asset mapping activities, we would like to mix participants from these three groups, especially for peer discussion. The mixed group would stimulate participants to brainstorm their organizations' assets and gaps.

*Notes at the registration desk:

- o The instruction of using different color name tag stickers will be posted on the wall of the registration desk.
- o Participants pick up their own colors and suggest participants to sit next to a name tag color different than themselves. Some people may have more than one sticker relevant to them.
- o Participants sign the *Photograph and Audio Recording Consent Form*.
- o A reserved table will be located in the back of the conference room for those participants who are not willing to give consent for photographs and/or audio recording.

OVERVIEW OF ACTIVITY FOR FACILITATORS

This first set of instructions will be included on the PowerPoint slides, prepared by and presented by a member of the Natural Hazards Center team, and shared with the entire group of participants.

Introduction

Participatory asset mapping involves a collaborative process where organization members create maps that identify and provide information about their own organization's assets (Health City, 2012, p. 6). For these purposes, an asset is defined as:

The status, condition, behavior, knowledge, or skill that a person, group, or an entity possesses, and which serves as a support, resource, or source of strength to one's self and others in the community (Healthy City, 2012, p. 15).

Assets are positive places and/or programs that make the community a safe, healthy, and a good place to live, especially for children."

At the community level, assets include (Healthy City, 2012, p. 15):

Citizen Associations, which can include informal and formal institutions found within a community, such as social groups, recreation programs, churches, and block clubs. Local Institutions, which include institutions that reach into the community, such as businesses that create local job opportunities, social service agencies, health services (hospitals and clinics), libraries, schools (children and adult schools), colleges or universities.

For the purposes of this activity, we acknowledge that assets may be individual or community level but will be focusing specifically on **community assets**.

Goals

Participatory asset mapping can support the strategic planning efforts of Save the Children, VOAD members, emergency management, and other partners in Arkansas and Nebraska by building on existing organization-based service strengths for children in emergencies. The participatory action promotes cross-organizational involvement and collaboration and helps Save the Children to build cohesion and empowerment through cooperation among state-level VOAD members. This activity aims to:

- o Identify VOAD members' and their partners' strengths, capacities, skills, and resources within the organization generally and for children in disasters specifically;
- o Decipher VOAD members' limitations and gaps within the organization generally and in providing support for children in disasters; and
- o Facilitate potential cooperation between and among organizations by generating a shared awareness and understanding of VOAD members, emergency management, child-serving organizations, and partner organizations' collective assets and areas for improvement.

Research Questions

- o What strengths, capacities, skills, and resources do VOAD members employ in serving their communities (outside and during times of disaster)?
- o What strengths, capacities, skills, and resources do the VOAD members provide for children in disaster?
- o What are the limitations to VOAD members' strengths, capacities, skills, and resources for children in disaster? Do these limitations reflect service and asset gaps at the county, regional, and/or state levels?

Focus

The participatory asset mapping will focus on the strengths, capacities, skills, and resources of VOAD members as well as their partner organizations and entities in Arkansas or Nebraska at the organizational level, although we also acknowledge that strengths appear at the individual level as well. For our purposes, we are defining assets in these ways, but again, will be focusing at the organizational level.

Organizational Asset: the strengths, capacities, skills, and resources that VOAD members employ in serving their communities outside and during times of disaster.

Child-Specific Organizational Asset: The VOAD members' organizational assets, focusing on children in disasters and emergencies.

PROCESS AND SCRIPT FOR FACILITATOR

Preparing – 10 minutes during coffee break before 1:45 pm

- o Place the county-level map of the state in clear view and on each table
- o Have participants review the map to orient themselves to the area displayed
- o Place consent scripts at each table for participants to review prior to the start of the asset mapping activity. Facilitator/presenter will review consent and table facilitators will ask for each participant's consent when prompted by lead presenter.
- o Put ground rule sheet on wall and have photocopies ready to distribute to each group:
- o Share all relevant information and your experiences
- o Be open to new concepts and ideas
- o Remember that everyone's input is equally valued
- o Only one conversation should go on at once
- o Respect each speaker. Please do not take part in side conversations. Listen and ask clarifying questions
- o Discussions and criticisms will focus on interests, not people
- o Encourage other team members
- o Respect differences and support everyone's right to be heard
- o Do not discount the ideas of others
- o Refrain from using your phone if at all possible and only in the event of an emergency

Session Activity: Welcome & Introductions – 10 minutes, Natural Hazards Center team

STEP 1: Presentation

- o Purpose of activity – goals of asset mapping activity
- o Definition of asset
- o Focus on organizational assets

Step 2: Assets, Defined: Assets refer to individual or organizational level skills, capacities, or strengths that help to make a community a safe, healthy, and a good place to live, especially for children.

Step 3: Ground Rules: Review the ground rules on the wall and on the printed paper and ask for agreement.

Step 4: Consent: Lead presenter/facilitator will turn over to table facilitators for them to ask participants for verbal consent.

Session Activity: Asset Worksheets – One facilitator per each breakout group, 50 minutes

STEP 1: Give each participant the asset mapping worksheet package (four worksheets per package).
Work on Worksheets 1 & 2 (15 minutes)

Emphasize that these first two worksheets can be filled out concurrently. After they have had time to write them down, then direct them to put these on post-its and place them on the map. This part of the activity can be done during peer discussion when people present their assets and gaps to the group.

Worksheet 1 & 2: Organizational Assets and Gaps

Activity 1: Organizational Asset: Please write down (on **Worksheet #1**) your organization's five greatest assets, including strengths, capacities, skills, and resources. This is meant to refer to any assets that your organization has, regardless of whether they are child-specific. Please indicate the importance and geographical location of each asset.

Activity 2: Organizational Areas for Improvement: Please write down (on **Worksheet #2**) your organization's five main areas for improvement or gaps that you see in terms of people or places that you are not able to serve. This portion of the worksheet is focused on any general areas for improvement. Please indicate the reason why this is a gap or an area for improvement and geographical location of each asset.

STEP 2: Group/Peer Discussion – Organizations (pair participants with different colors of name tag stickers) Audio recorded, 10 minutes

{Facilitator instruction: Please turn audio recorder on}

- o Please combine any redundancies if they cover the same geographical area. Please note how much overlap exists (e.g., “4 generators”).
- o If you haven't already done so, please transfer your final list to post-its of different colors as following (one asset per post-it: Organizational Asset: Worksheet #1--Pink, Worksheet #2—Green)

STEP 3: Work on Worksheet 3 & 4 (15 minutes)

Emphasize that these second two worksheets can be filled out concurrently. After they have had time to write them down, then direct them to put these on post-its and place them on the map. This part of the activity can be done during peer discussion where people present their assets and gaps to the group.

Worksheet 3 & 4: Child-Specific Organizational Asset

Activity 3 Child-Specific Organizational Asset: Please write down (on **Worksheet #3**) your organization's five main child-specific assets, including the strengths, capacities, skills, and resources. If your organization does not yet have five child-specific assets, then please name as many as you can. Please indicate the importance for children and geographical location of each asset.

Activity 4 Child-Specific Organizational Areas for Improvement: Please write down (on **Worksheet #4**) the five main areas for improvement or gaps when it comes to child-specific service activities. Please indicate the reason why this is a gap or an area for improvement in terms of serving or caring for children and geographical location of each asset.

STEP 4: Group/Peer Discussion – Child-Specific Assets and Gaps (pair participants with different colors of name tag string) (Audio recorded, 10 minutes):

{Facilitator instruction: Please turn audio recorder on}

- o Please share your assets / gaps sheets with your neighbor and combine any redundancies if they cover the same geographical area. Please note how much overlap exists (e.g., “4 daycare centers”).
- o Transfer your final list to post-its of different colors as following: Worksheet #3--Orange, Worksheet #4-- Yellow

Breakout Group Asset Mapping – Audio recorded, 25 minutes

One facilitator per each breakout group, facilitating and recording the entire session

{Facilitator instruction: Please turn audio recorder on}

**Note that we will eventually have one person from each group present – and encourage groups to identify this person or persons*

STEP 1: Please try to pair assets with improvements and/or gaps if they could support each other (e.g. Pink and Green are together; Orange and Yellow are together). Please put all your assets (the organizational assets and child-specific organizational assets) on the map where they are provided. (5 minutes)

STEP 2: Discussion (5 minutes)

- o Where are there overlaps and synergies between or among organizations?
- o Are there areas for improvement (single post-its)? What kind of improvements can be made?

STEP 3: Please leave these children-specific assets and take off others, and use a marker pen to indicate the geographical locations of your assets. Only orange and yellow post-its will be left on the map (5 minutes)

STEP 4: Discussion: the children-specific assets (5 minutes)

- o Where are there overlaps and synergies between or among organizations?
- o Are there areas for improvement (single post-its)? What kind of improvements can be made?
- o Some of these questions may be addressed earlier on – we combined the discussion questions for the breakout group component into one slide:
- o Where are there overlaps and synergies between or among organizations?
- o Are there areas for improvement at interorganizational or regional levels?
- o Are there types of programs, organizations, or people with particular areas of expertise that are missing?
- o Where are potential collaborations?

STEP 5: Areas for improvement and collaboration: Please try to pair the single post-its and then discuss (5 minutes)

- o What is missing?
- o Looking at the map, what type of these assets are missing and where are there gaps?
- o Are there types of programs, organizations, or people with particular areas of expertise that are missing?
- o What are potential collaborations?

Wrap-Up Discussion-Summary – Audio recorded, 20 minutes

{Facilitator instruction: Please turn audio recorder on}

Describe breakout group presentation – one person from each group will present their discussions around assets/gaps.

STEP 1: Invite each breakout group to share their group discussion, with a focus on the children-specific assets. (2 minutes per group, 10 minutes in total, the facilitator will record the group presentation.)

Instruction: review maps with the group to identify:

- o Any particular clusters of assets
- o Any logistical challenges
- o Any gaps/areas without any assets
- o Any potential collaborations

STEP 2: Presentation (2-3 minutes per group)

Each group will present:

- o Any clusters of assets
- o Any gaps/areas without any assets – including logistical challenges associated with these gap areas
- o Any potential collaborations and opportunities to connect

STEP 3: Discussion of themes, gaps, and opportunities by facilitators – noting overarching themes

STEP 4: Collect Worksheets: once the discussion finishes, have participants turn in all of the worksheets. The worksheets will be used for the final data analysis.

STEP 5: Collect maps for recording and/or take pictures of maps.

APPENDIX C

Organizational Asset Mapping – Worksheet #1

Name of Organization _____

Which best describes your organization? (Please check all that apply.)

- VOAD
- Emergency Management
- Child-Serving Organization
- Other _____

Please complete the table below, highlighting what you view as your organization’s five greatest assets, including strengths, capacities, skills, and resources. This is meant to refer to any assets that you have, regardless of whether they are child-specific. In the third round of this activity, we will ask about child-specific assets.

No.	Organizational Assets	Why is this work important? For instance, who does this serve or what goal does this help advance?	Geography: Where do you carry out this work?
1			
2			
3			
4			
5			

Please transfer the information from the second column to PINK post-its.

Organizational Asset Mapping – Worksheet #2

Name of Organization _____

Which best describes your organization? (Please check all that apply.)

- VOAD
- Emergency Management
- Child-Serving Organization
- Other _____

Please complete the table below, highlighting what you believe are your organization’s five main areas for improvement or gaps that you see in terms of people or places that you are not able to serve. This portion of the worksheet is focused on any general areas for improvement. In the last round of this activity, we will ask about potential child-specific improvements.

No.	Organizational Gaps	Why is this a gap or an area for improvement? Who is not being served or what goal is not being met?	Geography: Where is this work needed?
1			
2			
3			
4			
5			

Please transfer the information from the second column to GREEN post-its.

Organizational Asset Mapping – Worksheet #3

Name of Organization _____

Which best describes your organization? (Please check all that apply.)

- VOAD
- Emergency Management
- Child-Serving Organization
- Other _____

Please complete the table below, highlighting what you believe are your organization’s five main child-specific assets, including strengths, capacities, skills, and resources. If your organization does not yet have five child-specific assets, then please name as many as you can.

No.	Organizational Assets	Why is this work important for children? For instance, who does this serve or what goal does this help advance?	Geography: Where do you carry out this work?
1			
2			
3			
4			
5			

Please transfer the information from the second column to ORANGE post-its.

Child-Specific Organizational Areas for Improvement Mapping – Worksheet #4

Name of Organization _____

Which best describes your organization? (Please check all that apply.)

- VOAD
- Emergency Management
- Child-Serving Organization
- Other _____

Please complete the table below, highlighting what you believe are the five main areas for improvement and/or gaps when it comes to *child-specific* service activities.

No.	Organizational Gaps	Why is this a gap or an area for improvement in terms of serving or caring for children?	Geography: Where is this work needed?
1			
2			
3			
4			
5			

Please transfer the information from the second column to **YELLOW** post-its.

APPENDIX D

Social Network Analysis Informed Consent & Survey Instrument

BUILDING STATE VOAD CAPACITIES TO PROTECT CHILDREN IN EMERGENCIES PRE-FACILITATED SESSION SURVEY

Thank you for agreeing to participate in the Natural Hazards Center / Save the Children 2019 VOAD Member Collaboration Social Network Analysis Survey.

You were chosen to answer the following survey questions on behalf of your organization. This means that you will be answering questions from the **perspective of your organization** (to the best of your ability), **not from your personal perspective**. For example, the survey includes a number of questions regarding interactions between organizations. For these questions you should provide responses that reflect the interactions of your organization with the other organizations mentioned in the questions, not your own personal interactions with the organizations.

Important – If you currently represent more than one organization, please take a separate survey for each organization.

In order to advance to subsequent pages, you will need to provide a response to *all the questions on each page*. Clicking the arrows at the bottom right of the screen will enable you to advance to the next page of questions.

You can choose to stop the survey and resume later simply by closing your browser window. When you want to resume, click on the same link in the email you received inviting you to take part in the survey and you will be returned to the place where you left off.

The survey was formatted for computer screens and may not function correctly on cell phones. We recommend that you take the survey on a computer or a laptop in the “full screen” mode.

Thank you again for your participation!

SECTION 1: INFORMATION ABOUT YOUR ORGANIZATION

1. Please click the bubble next to the organization you currently represent.

- Organization Name

SECTION 2: HAZARD AND DISASTER FOCUS, EXPERIENCE, AND EXPERTISE

2. How many years has your organization been a member of ARVOAD? If you are unsure of the exact number of years, please provide your best estimate. If less than one year, please write “Less than one year” in the box.

- My organization has been a member for ____ years. (Please type the number in the box).
- My organization is not a member of ARVOAD.

3. How many years has your organization been involved in providing disaster services (e.g., during preparedness, emergency response, and/or recovery)? If you are unsure of the exact number of years, please provide your best estimate.

4. What populations does your organization serve? (Please check all that apply.)

- Child Care Resource and Referral Agency Civic Organization
- Education (Higher Education)
- Education (K -12)
- Emergency Management
- Faith-Based Organization
- Federal Government
- Non-Profit Organization
- Private Sector or For-Profit Organization State Government

5. Please estimate the percentage of your organization’s **time and resources** for disaster operations that were dedicated to each phase of the disaster cycle listed below over the last two years. The amount should add up to 100% for each column. If your organization has dedicated no time or resources to disaster operations, please leave the columns at 0%.

Please note that we are interested in how time and resources are distributed across the disaster cycle for disaster operations - not general operations.

	Time (e.g. volunteer and staff)	Resources (e.g. financial)
Preparedness		
Response		
Recovery		
Mitigation		
TOTAL		

6. Below is a list of services provided by organizations throughout the disaster cycle. Please select all the services that your organization provides in the event of a disaster.

- Children and youth (persons aged 17 and younger)
- Access and/or Functional Needs Support Animal Care/Sheltering
- Animal Rescue Services
- Care for Caregivers
- Case Work/Emergency Assistance Child Care
- Comfort Kits (Adult)
- Comfort Kits (Children) Communications
- Community Assessment Construction Management Crisis Counseling
- Debris Removal
- Dental Care
- Disaster Case Management
- Disaster Health Services
- Domestic Violence Services Donations Management – Financial Donations Management – In-Kind
Emergency Response Canteen Exterior Debris Removal
- Family Reunification Services Feeding/Food Services
- Financial Assistance
- First Aid/CPR Training
- Homeless Services
- Information Services and Referrals Laundry Units
- Medical Care
- Medical Resource Coordination Medical Supplies
- Mental and Emotional Health Support Mold Remediation
- Muck Out
- Multi-Agency Resource Center Support Natural, Cultural and Historic Support Outreach Services
- Personal Property Recovery
- Point of Distribution Support Preparedness Training/Classes Psychological First Aid
- Public Information Rebuild/Repair
- Relocation Services
- Responder Support
- Search and Rescue Services
- Senior Services
- Shelter Management
- Shower Units
- Spiritual Care
- Technology Support
- Unmet Needs Assessment
- Veteran Emotional Support
- Volunteer Housing
- Volunteer Management
- Volunteer Reception Center Management Warehousing
- Water Purification

7. Below is a list of modes of communication. Please select the modes of communication that **your organization uses to share information and updates about your organization with other organizations** involved in providing disaster services.

- Social Media (Twitter, Facebook, Instagram, etc.)
- Websites
- Print Media (Newspapers, Magazines, etc.)
- Newsletters (Print)
- Newsletters or Blogs (Electronic)
- In-Person (via meeting, conferences, or other events)
- Virtual Via Teleconference or Videoconference (Skype, Zoom, etc.)
- Email
- Telephone
- Text Message

8. Below is a list of modes of communication. Please select the modes of communication that **your organization uses to coordinate activities with other organizations** involved in providing disaster services. (Activities might include joint activities, joint exercises, developing partnerships, or working to share resources instead of duplicating resources/efforts)

- Social Media (Twitter, Facebook, Instagram, etc.)
- Websites
- Print Media (Newspapers, Magazines, etc.)
- Newsletters (Print)
- Newsletters or Blogs (Electronic)
- In-Person (via meeting, conferences, or other events)
- Virtual Via Teleconference or Videoconference (Skype, Zoom, etc.)
- Email
- Telephone
- Text Message

SECTION 3: INTER-ORGANIZATIONAL INTERACTIONS

9. Below is a list of member organizations from the Arkansas/Nebraska VOAD and other organizations that provide disaster services in the state of Arkansas/Nebraska. Please review the definitions below for the “4 C’s” of interaction ranging from communication to cooperation to coordination to collaboration. Please note that the 4 C’s are in ascending order from the least intense (communication) to the most intense (collaboration).

Please check the box next to the type of interaction that **best represents** your organization’s interaction with each organization on the list below over the last **two years**. This may entail interactions across the disaster life cycle, ranging from preparedness, to emergency response, to recovery. **Please select only one type of interaction per organization. Please provide an answer for every organization on the list.**

0. NO RELATIONSHIP - No relationship indicates that your organization **does not** have any informal or formal connection with an organization, including the following types of relationships: communication, cooperation, coordination, or collaboration.

1. COMMUNICATION - Communication represents a short-term, informal relationship focused on the act of sending a message across a channel to another organization. This relationship does not involve resource sharing other than information exchange, and the purpose of this relationship is focused on emergent, short-term goals. Examples: informal and formal meetings, conference calls.

2. COOPERATION - Cooperation also refers to a short-term, informal inter- organizational relationship. However, when organizations cooperate, they combine communication with an effort to align their services and resources with those of other organizations to jointly address specific needs or problems. Examples: responding jointly to provide disaster services (e.g., sheltering, disaster case management).

3. COORDINATION - Coordination represents a longer-term relationship defined by particular goal(s) or effort(s). This relationship is associated with higher levels of interorganizational trust than the prior two relationships and moves beyond information sharing to resource sharing. Examples: joint exercises, working to share resources instead of duplicating resources/efforts, developing partnerships.

4. COLLABORATION - Collaboration refers to a long-term, stable relationship consisting of high levels of trust between organizations, frequent communication, and information and resource sharing. Organizations defined by this relationship pool resources to work together toward predetermined goal(s) and objectives. Examples: participating in inter-organizational exercises, developing inter-organizational plans.

Organization Name	<input type="radio"/> 0. No Relationship	<input type="radio"/> 1. Communication	<input type="radio"/> 2. Cooperation	<input type="radio"/> 3. Coordination	<input type="radio"/> 4. Collaboration
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SECTION 4: FREQUENCY OF INTER-ORGANIZATIONAL CONTACT

10. Below is a list of member organizations from the Arkansas/Nebraska VOAD and other organizations that provide disaster services in the state of Arkansas/Nebraska. Next to each organization on the list, please select the option that best represents the frequency with which your organization has contact with that organization.

We realize that it is difficult to know the exact amount of communication between organizations. Please provide your best estimate of the level of contact over the last **two years**.

'Contact' can include but is not limited to: talking on the phone, exchanging text messages, exchanging emails, talking face-to-face, or interacting in meetings or training sessions.

Organization Name	0. No Relationship	1. Communication	2. Cooperation	3. Coordination	4. Collaboration
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SECTION 5: PROVIDING RESOURCES TO OTHER ORGANIZATIONS

11. Below is a list of organizations that provide disaster services in the state of Arkansas/Nebraska. Next to the name of each organization is a list of resources that organizations often obtain from one another. Please review the definitions below.

Please check the box next to the resource(s) that each organization on the list below has sought to obtain from your organization in the last two years.

We realize that it is difficult to know exactly which resources are exchanged between organizations. Please provide your *best estimate*.

You may choose more than one type of resource for each organization. Please provide an answer for every organization on the list.

If an organization **has not sought** to obtain resources from your organization, please check option eight (No attempt to obtain resources).

1. INFORMATION - Information includes, but is not limited to, updates about unfolding disaster events, training and educational opportunities, and upcoming events (e.g., state-level meetings, regional meetings, exercises).

2. EQUIPMENT - Equipment includes, but is not limited to, generators, vehicles, emergency supplies, etc.

3. TRAINING - Training includes, but is not limited to, CPR and first aid training, CERT training, joint exercise training, leadership training, tabletop and/or functional exercises, etc.

4. TECHNICAL EXPERTISE - Technical expertise includes volunteer management, mass care sheltering set up, debris removal, etc.

5. FUNDING - Funding includes collaborative grant proposals, emergency funding, scholarship or award funding, etc.

6. NETWORKING ASSISTANCE - Networking assistance includes trying to obtain a referral for an organization your organization would like to form a partnership with or opportunities for formal or informal networking such as joint meetings and events among organizations.

7. CHILD-SPECIFIC RESOURCES - Child-specific resources can include, but are not limited to, child-focused emergency training, expertise in child care or child sheltering, child-focused resources including child-friendly foods, clothes, toys, infant care supplies, etc.

8. NO ATTEMPT TO OBTAIN RESOURCES - Please check the box if the organization has made *no attempts to obtain resources from your organization* over the last two years.

Organization Name	<input type="radio"/> 1. Information	<input type="radio"/> 2. Equipment	<input type="radio"/> 3. Training	<input type="radio"/> 4. Technical Expertise
	<input type="radio"/> 5. Funding	<input type="radio"/> 6. Networking Assistance	<input type="radio"/> 7. Child Specific Resources	<input type="radio"/> 8. No Attempt

SECTION 6: OBTAINING RESOURCES FROM OTHER ORGANIZATIONS

12. Below is a list of organizations that provide disaster services in the state of Arkansas/Nebraska. Next to the name of each organization is a list of resources that organizations often obtain from one another. Please review the definitions below.

Please check the box next to the resource(s) that each organization on the list below has sought to obtain from your organization in the last two years.

We realize that it is difficult to know exactly which resources are exchanged between organizations. Please provide your *best estimate*.

You may choose more than one type of resource for each organization. Please provide an answer for every organization on the list.

If an organization has not sought to obtain resources *from your organization*, please check option eight (No attempt to obtain resources).

1. INFORMATION - Information includes, but is not limited to, updates about unfolding disaster events, training and educational opportunities, and upcoming events (e.g., state-level meetings, regional meetings, exercises).

2. EQUIPMENT - Equipment includes, but is not limited to, generators, vehicles, emergency supplies, etc.

3. TRAINING - Training includes, but is not limited to, CPR and first aid training, CERT training, joint exercise training, leadership training, tabletop and/or functional exercises, etc.

4. TECHNICAL EXPERTISE - Technical expertise includes volunteer management, mass care sheltering set up, debris removal, etc.

5. FUNDING - Funding includes collaborative grant proposals, emergency funding, scholarship or award funding, etc.

6. NETWORKING ASSISTANCE - Networking assistance includes trying to obtain a referral for an organization your organization would like to form a partnership with or opportunities for formal or informal networking such as joint meetings and events among organizations.

7. CHILD-SPECIFIC RESOURCES - Child-specific resources can include, but are not limited to, child-focused emergency training, expertise in child care or child sheltering, child-focused resources including child-friendly foods, clothes, toys, infant care supplies, etc.

8. NO ATTEMPT TO OBTAIN RESOURCES - Please check the box if the organization has made *no attempts to obtain resources from your organization* over the last two years.

Organization Name	<input type="radio"/> 1. Information	<input type="radio"/> 2. Equipment	<input type="radio"/> 3. Training	<input type="radio"/> 4. Technical Expertise
	<input type="radio"/> 5. Funding	<input type="radio"/> 6. Networking Assistance	<input type="radio"/> 7. Child Specific Resources	<input type="radio"/> 8. No Attempt

SECTION 7: BENEFITS AND CHALLENGES OF INTER-ORGANIZATIONAL INTERACTIONS

13. For each of the following statements, please choose the degree to which you have observed the following **benefits** as a result of **your organization’s efforts to engage in the 4C’s of collaboration** with other ARVOAD member or non-member organizations active in providing disaster services in Arkansas/Nebraska. Please select only one answer for each statement.

	Did not occur	May have occurred	Definitely occurred
1. Improved capacity to acquire funding or other resources.			
2. Enhanced capacity to provide disaster services to affected communities.			
3. Reduced chaos and confusion during disaster response.			
4. Increased clarification of organizational roles and responsibilities before, during, and after disasters.			
5. A reduction in the duplication of disaster services provided.			
6. Improved relationships between different types of organizations (NGO, governmental, etc.).			
7. A reduction in the fragmentation of disaster services (creating a more holistic approach).			
8. Improved capacity to provide services to diverse populations.			
9. Enhanced problem-solving capacity.			
10. Improved access to information.			

15. Please enter your first name, last name, and your position within your organization (director, vice-president, etc.). **Responses to this question are completely voluntary and confidential and will be used only to track organizational responses.** If you are willing to share your name, you will be entered into two drawings for the chance to win the following items:

- 1) A free registration (\$455 value) to the 45th Annual Natural Hazards Research and Applications Workshop, July 11-14, 2020, in Broomfield, Colorado. One organization will be drawn.
- 2) Payment of your 2020-2021 ARVOAD dues (amount of \$50). Two organizations will be drawn.

First Name _____

Last Name _____

Current position in your organization _____

THANK YOU FOR YOUR TIME AND EFFORT IN COMPLETING THIS SURVEY!