

Greater Monadnock Public Health Network

2019 Intervention Summary Report

Building Resilience Against Climate Effects (BRACE) Project

Prepared by Southwest Region Planning Commission
8-30-2019

The following materials were created using a Federal-pass-through grant of the State of New Hampshire Department of Health and Human Services, who awarded the Greater Monadnock Public Health Network a Building Resilience Against Severe Weather and Climate Effects grant (RFP-2018-DPHS-19-BUILD) to plan, pilot and implement a public health intervention to address extreme precipitation, flooding, storm damage, and related health effects or injuries.

Contents

Background	2
Methods.....	3
Evaluation of Impact	5
Findings	7
Conclusions and Lessons Learned.....	10
References	12
Publications.....	13
Appendix A: Work Plan (Goals, Objectives & Activities).....	14
Appendix B: Publications	21

List of Tables

Table 1 - Simplified Logic Model of Monadnock Region Intervention Strategies.....	4
Table 2 - Target and Actual Process Measures for Objectives 1 and 2.....	6

List of Figures

Figure 1 - Findings: On a scale of 1 to 5, with 5 being the highest, how prepared do you feel you are for an extreme precipitation event?	7
Figure 2 - Findings: On a scale of 1 to 5, with 5 being the highest, how likely do you believe an extreme precipitation event will affect you in the next year?.....	7
Figure 3 - Findings: On a scale of 1 to 5, with 5 being the highest, how certain are you that you have an alternative place to go in the event of an emergency?	8
Figure 4 - Findings: On a scale of 1 to 5, with 5 being the highest, how comfortable are you with reaching out to emergency services personnel?.....	8
Figure 5 - Findings: On a scale of 1 to 5 with 5 being the highest, how confident are you that emergency personnel will be able to assist you in an extreme precipitation event?	8
Figure 6 - Findings: With respect to preparing for floods, severe weather, and other emergencies, which phrase most resonates with you?.....	9
Figure 7 - Findings: With respect to emergency preparedness kits, which phrase most resonates with you?.....	9
Figure 8 - Findings: With respect to early warning systems, such as flood warning as part of your weather forecast, which phrase most resonates with you?	9
Figure 9 - What is Your Age?.....	10
Figure 10 - How Large is Your Household (Including Yourself)?	10

Background

Over the period July 2018 through June 2019, project partners (including Greater Monadnock Public Health Network staff, Southwest Region Planning Commission staff, and an Antioch University New England Environmental Studies doctoral student) reviewed previous regional and local efforts related to climate and health, examined literature on intervention-based studies, engaged a variety of regional and local groups in structured discussions, developed a Building Resilience Against Climate Effects (BRACE) Plan of Action, and piloted the in-person workshops described in the Plan. In general, the selected interventions:

- Responded to community and organizational concerns about protecting public health during severe weather events, floods, and disasters;
- Implemented an evaluation practice tied to individual behavior change;
- Focused on protective steps and skills that are already reinforced by local, state, and federal public safety groups;
- Defined vulnerability fairly broadly, but with targeted actions to individuals with higher exposure (i.e. living in a flood-prone area), higher sensitivity (i.e. having particular medical or mobility needs) or reduced adaptive capacity (i.e. not having an emergency preparedness kit and plan) to avoid the negative health consequences of a severe weather event;
- Were confirmed as a need by the region's Public Health Advisory Council, the Leadership Council for a Healthy Monadnock Executive Committee;
- Built on/complemented educational efforts involving emergency preparedness offered by the State (through ReadyNH.gov) and via regional efforts (including the [Greater Monadnock Medical Reserve Corps](#));
- Addressed a regional health priority documented in the region's [Community Health Improvement Plan \(2015-2018\)](#): emergency preparedness.
- Included components suitable for re-use by municipalities and organizations to sustain and extend the reach of the initiative.

A more detailed overview of activities follows below:

- [NH DHHS "Training Days"](#) were hosted on two dates (9/26/18 and 1/18/19) and included content on assessing vulnerabilities related to extreme precipitation events and severe weather, use of the Centers for Disease Control BRACE framework, initiating planning through the use of template materials, reviewing previous interventions, evidence-based best practices, and evaluation measures.
- [Stakeholder Sessions](#) were conducted with nine groups (including one with the Leadership Council for a Healthy Monadnock Executive Committee) with an agenda catered to the particular audience: background on previous and ongoing climate and health planning and intervention efforts in the Monadnock Region and a discussion based on experiences, specific health hazards, concerns and other perceived needs, and guidance on intervention actions and vulnerable groups and places.
- [Planning Meetings](#) were held on six occasions with the Leadership Council for Healthy Monadnock Executive Committee to guide and share results from the stakeholder sessions and evidence-based research activities, prioritize intervention options, and obtain input on the Plan of Action.

- A [Summary Report and Intervention Strategy List](#) was developed as a compilation of “what we heard” at stakeholder and planning sessions, “what we learned” from relevant publications, and the intersection of these resources – the intervention options to consider were based on that information.
- A [Plan of Action](#) (dated 2/5/19) was finalized after receiving input from the Leadership Council for Healthy Monadnock Executive Committee detailing three intervention objectives to serve as the focus of the implementation phase of the BRACE initiative:
 - Group trainings to support individual-level competence in emergency preparedness via a lecture format to at-risk older adults and others;
 - Group trainings to support individual-level competence in the writing and use of emergency plans, and the maintenance of home emergency preparedness kits (same target audience as above); and,
 - Multi-media public outreach campaign to support community-level understanding and acceptance of emergency preparedness via effective messages on the need for training, home plans, and home disaster kits.
- [Workgroup Meeting and Pilot Workshop Interventions](#) included Greater Monadnock Public Health Network and Southwest Region Planning Commission staff and Greater Monadnock Medical Reserve Corps volunteers to coordinate on the development of curriculum and assemble materials needed at pilot intervention workshops.
- [Consultations with NH Department of Health and Human Services staff](#) included conference calls and sharing of materials via e-mail for review and feedback.

Methods

The piloted intervention is tied to the defined problem statement articulated in the Plan of Action (p. 2):

Among certain vulnerable populations, such as older adults and those with disabilities, extreme precipitation events, flooding, and storm damage can result in a variety of health effects or injuries. The events and resulting health problems occur year-round throughout the region in flood-prone areas and in areas that have not historically experienced such events. The general public has a lack of awareness of the increased frequency and/or intensity of such events which is compounded by misperceptions about resources and supports available during disasters. There are also misunderstandings about the spectrum of health risks and their potential to become worse in the future due to changes in weather and climate. As it's uncertain when a major weather event or disaster will occur, and it is difficult to engage the public to build and maintain response skills.

The aim of the intervention is therefore to influence individual behaviors before, during, and after severe weather events by increasing individual awareness, skills and resources, and confidence to apply these skills and resources in the daily lives of workshop participants. The table below outlines the three implementation strategies and their long-term benefit to protecting health (Table 1). Awareness to such events was addressed through local examples and imagery associated with a variety of past (but recent) severe weather events, an overview of changes in weather patterns, and individual experiences. Skills and resources were created and enhanced through instruction on and completion of various preparedness actions: gathering supplies in an emergency preparedness kit, documenting emergency

contact information and needs, learning to use early warning systems, and identifying specific action items to accomplish following a training.

Table 1 - Simplified Logic Model of Monadnock Region Intervention Strategies

Activities to Move Target Audiences to Take Action	Target Groups That Need to Take Action	Long-Term Public Health Outcomes
Create and disperse emergency preparedness kits.	Older adults entirely without or having an emergency preparedness kit that does not completely meet their individual needs.	Increased capabilities and confidence to “shelter in place” and be self-reliant during weather-related emergencies.
Conduct emergency preparedness trainings with older adults.	Older adults unfamiliar with rescue operations protocols and evacuations, preparing for severe weather, contacting appropriate agencies for assistance with medical devices, safe operation of generators and detection of CO, adoption of early warning systems notifications, family preparedness planning.	Increased awareness of existing supports relative to weather-related emergencies as well as increased capabilities to avoid or prevent hazardous situations that may occur during or following a severe weather event.
Create a multi-media campaign to support use of kits and trainings and reinforce the need for emergency preparedness.	Media outlets and organizations in direct communication with older adults.	Widespread awareness of health effects associated with extreme precipitation events, flooding, and severe weather as well as appropriate individual responses.

The initiative recognized that participants would fall along a continuum of various levels of willingness to adopt these strategies. The Transtheoretical Model of behavior change recognized that individuals require unique supports depending on their level of behavior change and was used as a before-and-after evaluation tool for project evaluation (Prochaska and Di Clemente, 1982).

Throughout the effort, project partners engaged with NH Department of Health and Human Services staff, NH Homeland Security and Emergency Management staff, a variety of local practitioners (including emergency preparedness stakeholders, first responders, and related organizations to develop and implement the selected interventions:

- NH Department of Health and Human Services staff provided in-person training sessions on how to launch and test public health interventions; reviewed existing evidence-based literature and interventions dealing with extreme weather; reviewed and provided written and verbal feedback on project deliverables, including objectives and activities put forth in the Plan of Action; proposed evaluation surveys, and the in-person workshop content; oriented project partners to a core competency framework to guide the development of workshop content (Walsh et al., 2012).
- Antioch University conducted research into evidence-based and case study literature regarding intervention options, provided assistance with public input gathering (and indirect

support through their [Center for Climate Preparedness and Community Resilience webinar series](#)).

- Greater Monadnock Medical Reserve Corps volunteers, with a variety of backgrounds and experiences in education and outreach, public health, safety, and emergency preparedness and other fields, co-developed intervention information and activities through in-person and online opportunities for feedback.
- Cheshire Medical Center/Dartmouth-Hitchcock Keene Center for Population Health and Greater Monadnock Public Health Network staff provided written and verbal input on developing intervention curriculum, presentation materials, and activities as well as survey methods through a series of communications and in-person meetings.
- Southwest Region Planning Commission staff organized and co-facilitated focus group sessions and planning meetings to identify and learn about community needs and past successes to consider, coordinated the development of intervention curriculum and evaluation methods, and compiled evaluation data to understand changes in behavior.
- NH Homeland Security and Emergency Management staff were consulted on aspects of the activity level of the workshop curriculum dealing with early warning systems/NH Alerts, developing a communication plan, and available education and outreach materials.

The project determined that there were gaps in the evidence-base for some specific interventions aimed at preventing injuries due to floods (e.g. floodplain management, effective evacuations, creating and maintaining dams, education, and de-energizing circuits in flooded areas) (Anderson et al., 2017). However, project research supported community flood education (Dufty, 2008) and emergency preparedness education (Bodoque et al., 2018); the importance of local knowledge of disasters and neighbors helping neighbors (Moreno, Lara, and Torres, 2018); and the need for multiple means of communication and channels as early warning systems before and during emergencies (Morris, Mueller, and Jones, 2014).

Evaluation of Impact

During pilot implementation of the selected strategies, four trainings were held at four locations in the Monadnock Region: two in Keene, and two in the eastern part of the region (Jaffrey and Peterborough). The four partner organizations in the pilots were:

- The Home Healthcare Hospice & Community Services Friendly Meal location in Jaffrey, NH.
- Keene Housing, an agency with numerous properties in the Monadnock Region hosted a session in Keene, NH.
- Keene Senior Center hosted a session in Keene, NH. Members of the Center and Cheshire Village at Home self-selected (or volunteered) to participate.
- Monadnock at Home conducted a session at Monadnock Community Hospital in Peterborough, NH.

The following table summarizes proposed process measures of activities based on the three objectives outlined in the Plan of Action:

Table 2 - Target and Actual Process Measures for Objectives 1 and 2

Implementation Objective	Process Measure	Actual	Target
Train on emergency preparedness	Number of organizational partners and workshops	4	4
	Number of workshop attendees (based on completion of "Beginning of Workshop Survey")	60	100
	Number of emergency preparedness kits available in community	100	100
Train on emergency plans	# of emergency plans developed	60	100
	# of train the trainer sessions held	1	1

Due to the required level-of-effort, a multimedia campaign was not conducted during the pilot intervention, as the intent is to do so during the full implementation phase of the BRACE initiative. However, based on feedback from partners and session participants, process/evaluation measures for a future campaign could include:

- Up to 1,000 older adults reached through multi-media campaign with emergency preparedness messages;
- Number of organizational partners engaged in multi-media campaigns;
- Number of communications distributed by organizational partners (e-newsletters, flyers, posters, etc.);
- Number of hits on social media sites;
- Number of comments posted on online sites (Facebook, Twitter).

The outcome measures of the in-person workshops were tied to three general lines of evaluation: 1) questions about current preparedness and perception of risk; 2) statements about stages of behavior change tied to the Transtheoretical Model of Behavior Change (Prochaska and Di Clemente, 1982); and 3) status of planning and emergency preparedness actions. Items 1) and 2) were evaluated at the beginning and end of the workshops through a written multiple-choice form and one more time after approximately 6 weeks through a mailed response. The outcomes of item 3) were achieved during the workshops themselves by providing basic emergency preparedness supplies, instruction on subscribing to an early warning system, and beginning to develop an emergency communication plan.

The baseline measures were used successfully during a similar 2017 climate and health intervention in the Monadnock Region and adapted for the BRACE project. In addition, a survey based on the Transtheoretical Model of Behavior Change was incorporated for quantitative data.

Findings

Pre- and post-testing at the workshops were the basis for a quantitative comparison on changes tied to the content and experiences of participants at the in-person workshops. An additional follow-up and test, delivered by mail, was initiated 6-8 weeks following the workshop (input received through 8/27/19 also appears below). Comparable questions and results from the three tests are as follows:

Figure 1 - Findings: On a scale of 1 to 5, with 5 being the highest, how prepared do you feel you are for an extreme precipitation event?

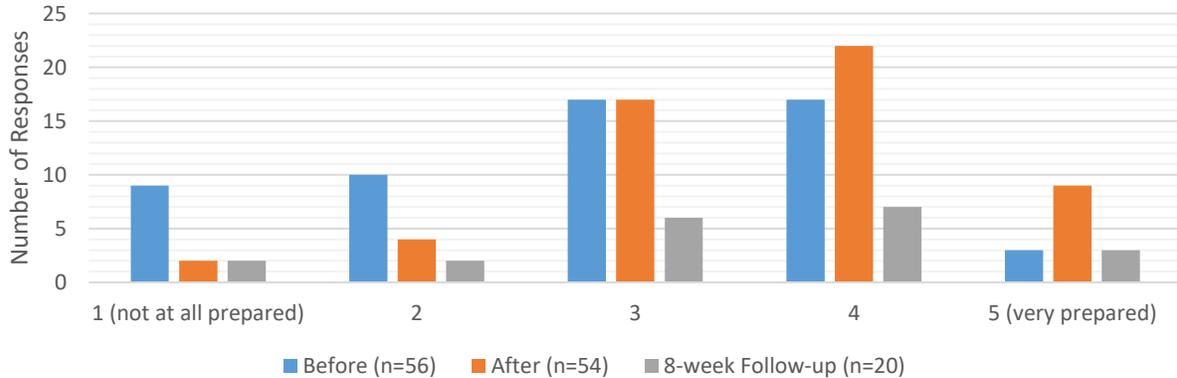


Figure 2 - Findings: On a scale of 1 to 5, with 5 being the highest, how likely do you believe an extreme precipitation event will affect you in the next year?

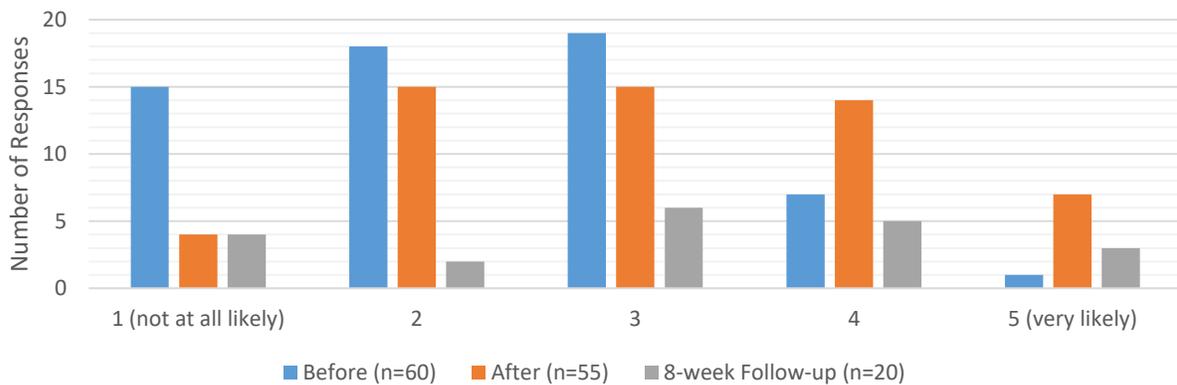


Figure 3 - Findings: On a scale of 1 to 5, with 5 being the highest, how certain are you that you have an alternative place to go in the event of an emergency?

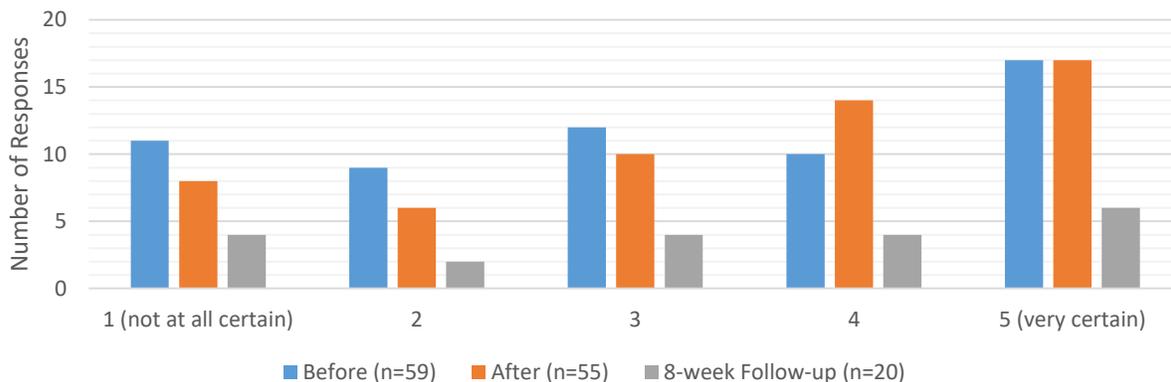


Figure 4 - Findings: On a scale of 1 to 5, with 5 being the highest, how comfortable are you with reaching out to emergency services personnel?

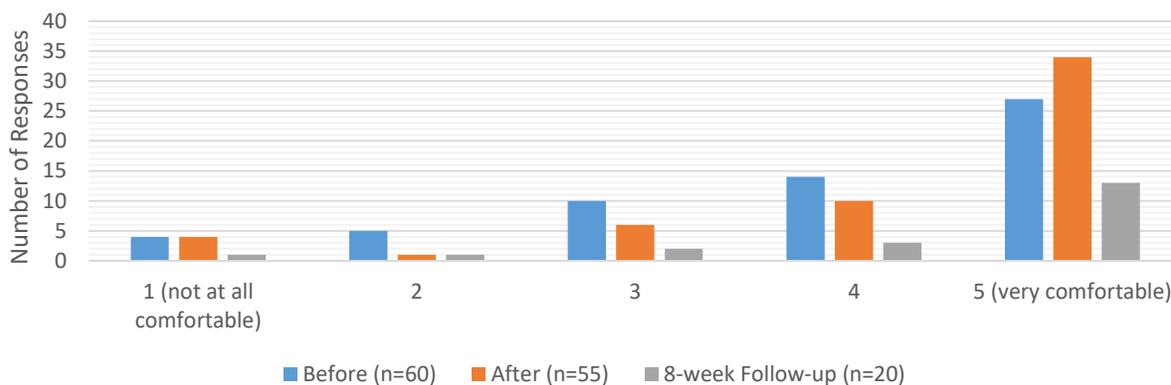


Figure 5 - Findings: On a scale of 1 to 5 with 5 being the highest, how confident are you that emergency personnel will be able to assist you in an extreme precipitation event?

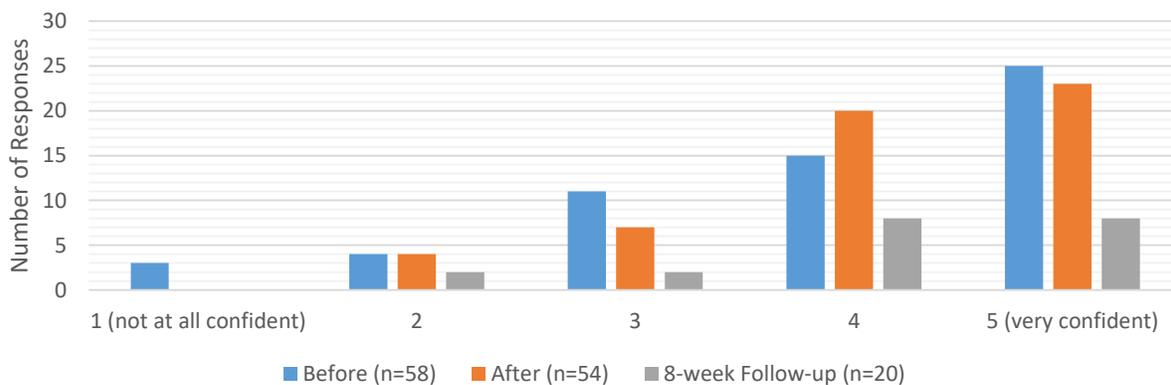


Figure 6 - Findings: With respect to preparing for floods, severe weather, and other emergencies, which phrase most resonates with you?

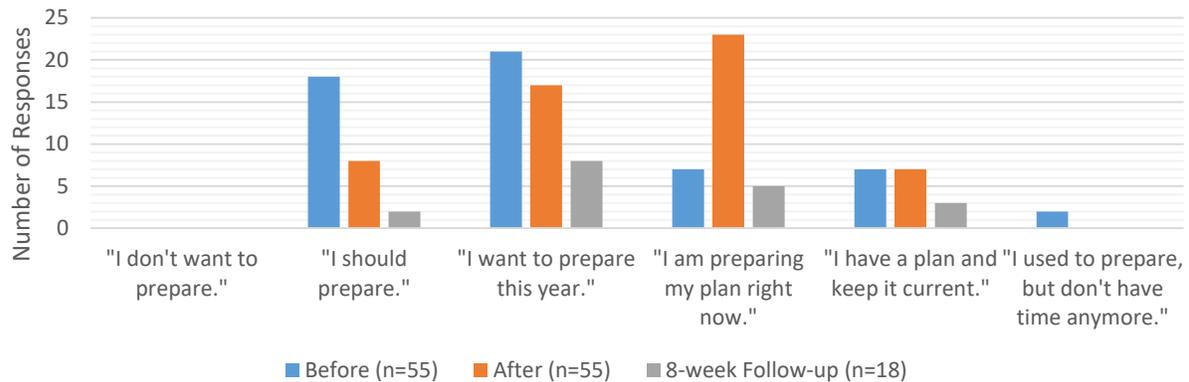


Figure 7 - Findings: With respect to emergency preparedness kits, which phrase most resonates with you?

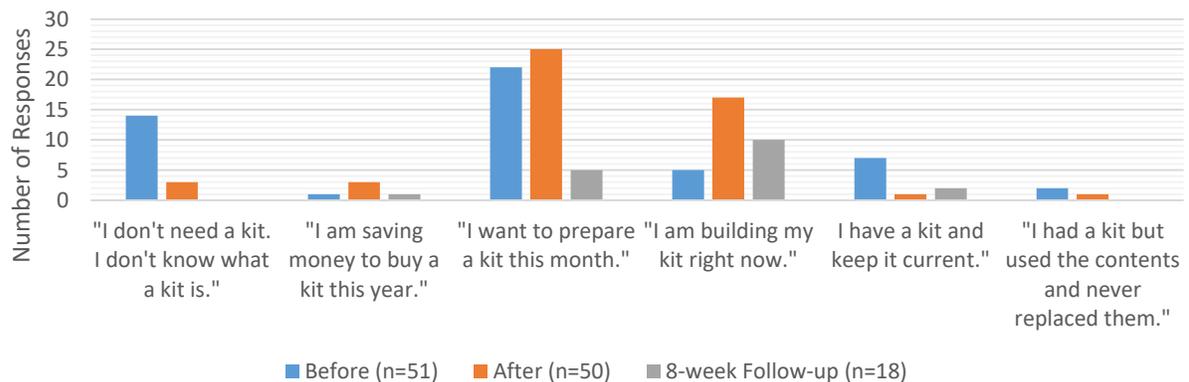
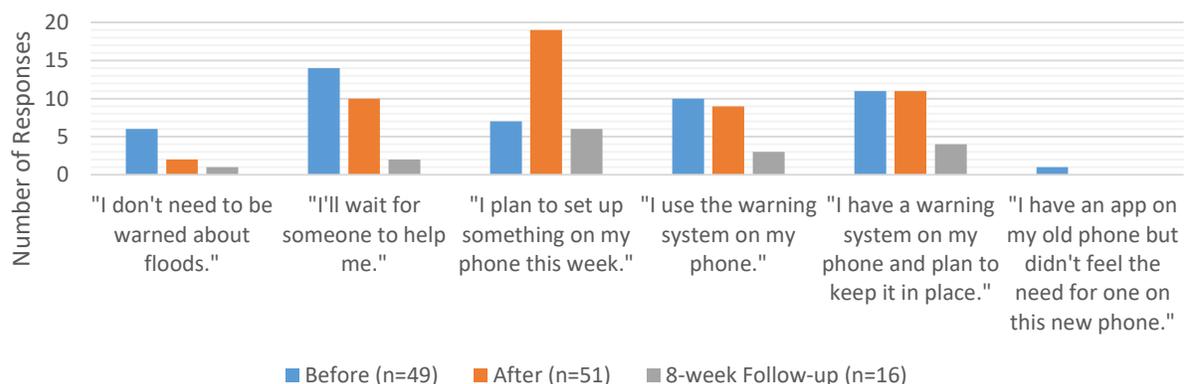


Figure 8 - Findings: With respect to early warning systems, such as flood warning as part of your weather forecast, which phrase most resonates with you?

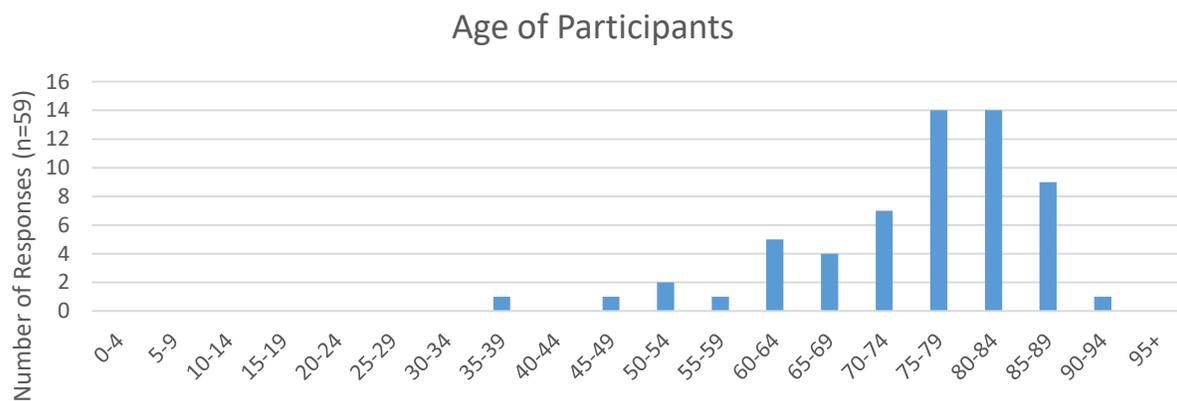


The pilot intervention workshops were targeted to a population that is at risk through education on what to do to prepare for emergencies including creating a written plan, how to maintain and customize a kit of emergency supplies, and where to go for more information and resources. Regional surveys have indicated many people have not created emergency preparedness plans or kits, which was again

demonstrated through the pre-survey at the workshops (18 participants or 30.5% indicated they “had an emergency preparedness plan” and 41 participants or 69.5% did not).

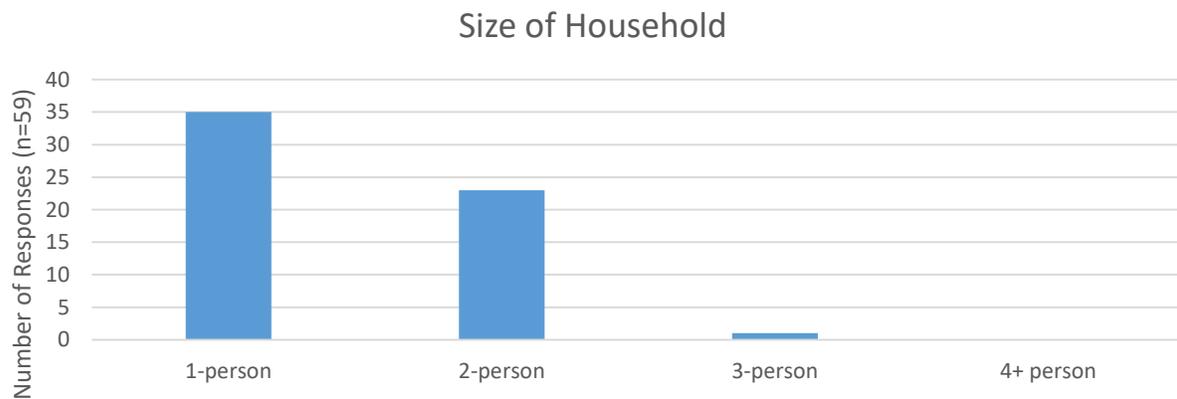
Older adults can have one or more medical needs that come with age less common in younger adults. In 2010, 49.8% of older adults (over 65) were reported to have a disability, compared to 16.6% of people aged 21–64 (Brault et al. 2012). For example, persons with disabilities can have trouble when an evacuation is required and there is no transportation or way to leave their home. From the standpoint of age, this focus was validated through the pre-survey questionnaire, which indicated the average age of participants to be 75 years (Figure 9).

Figure 9 – What is Your Age?



The intervention pre-survey also observed that this group was likely to be living alone (Figure 10).

Figure 10 – How Large is Your Household (Including Yourself)?



The results of the participant survey also suggest a need for participants to be informed about and plan for their unique needs in the case of an evacuation. It should be pointed out that the pilot intervention did not perform an assessment of individual needs and that the information was self-reported.

Conclusions and Lessons Learned

The pilot intervention workshops increased collaboration in the area of emergency preparedness and engaged individuals not only during implementation, but as part of project planning. It has also built

capacity to conduct future workshops through the creation of ready-to-use materials and the recruitment and training of workshop facilitators.

Following the implementation of the pilot workshops, project partners met in-person and by phone to discuss various aspects of the pilot workshop, evaluation, and lessons learned.

Workshop content and effectiveness:

- Trainers in general observed the content to be effective, relevant, and interactive. Participants felt comfortable sharing personal stories related to extreme weather events and other disasters.
- The opening introductory content connecting climate change and health, past trends in extreme precipitation events, and expected trends in extreme precipitation events and severe weather was found to be overly detailed by trainers. Trainers suggested more visuals and fewer words on the slide decks (which were provided in hardcopy to participants).
- The train-the-trainer model was observed to work well. Participants emphasized the need to develop a screening mechanism to determine knowledge base and appropriate background and suggested this role be assigned to a permanent professional organization in the region.
- Volunteer trainers commented on the need for specific steps to accommodate disabilities that could impair the learning environment (e.g. providing reading glasses).
- The pilot workshop activity involving subscribing to NH Alerts, an early warning system, was observed to need more time – to explain the NH Alerts paper sign-up form as well as assist individuals interested in smartphone applications.
- Participants felt advertising “door prizes,” food, and physical supplies were an effective way to recruit participants.
- The intervention evaluation component does not address competencies that require completion by participants outside of the workshop (such as an emergency communication plan) or would benefit from practice or observation during an extreme weather event (reading or listening to early warning system notification). The post-workshop follow-up was found to be useful, but relies on self-reporting, and was labor-intensive. Contact by phone and the development of an appropriate script may be a more appropriate and effective method.
- Targeted locations were suggested for future in-person workshops as a means to prioritize those most in need of the information and resources.
- The basic emergency preparedness kits (including a 5-gallon waterproof bucket, crank powered LED flashlight, pill box, first aid kit, whistle, survival blanket, and “File of Life” health information wallet card and refrigerator magnet) were accepted by all participants.

Reaching vulnerable groups:

- Participants suggested training additional workshop trainers as a means to reach more groups as well as Cheshire Medical Center/Dartmouth-Hitchcock Keene Community Health Educator-led classes.
- Targeted outreach to specific community organizations was successful, however the participation was observed to be best at organizations that had more staff and appeared to spend more time promoting the opportunity.
- To reach other vulnerable groups for future workshops, participants recommended approaching community contacts like local welfare departments/staff, faith-based organizations, primary care

providers/doctors, visiting nurses, Friendly Meals sites, blood pressure clinics, facilities such as Sunrise Village (in Winchester), and local leaders.

Refining curriculum and evaluation:

- Utilizing Google Drive as a shared space for collaboration was found to be useful for development and refining content and is expected to play a role in providing training and related content in the future.
- Fire and police chiefs, and emergency management directors (outreach targets in project planning) were suggested as priority supports as was Southwest Region Planning Commission, Antioch University New England and NH Department of Health and Human Services. There was a desire to make the content more locally-relevant.
- Where possible, future workshops should set aside more time for conversation and continue to work to identify successful discussion questions around extreme weather events and preparedness.
- The amount of writing to complete various surveys and forms was observed to be a burden on some participants.
- Trainers expressed an interest in educational resources focused on emergency preparedness in general, adult learning principles, and situational awareness to help them be more effective.

References

- Anderson, H, C Brown, LL Cameron, M Christenson, KC Conlon, S Dorevitch, J Dumas, et al. 2017. "Climate and Health Intervention Assessment: Evidence on Public Health Interventions to Prevent the Negative Health Effects of Climate Change." *Climate and Health Technical Report Series. BRACE Midwest and Southeast Community of Practice. Climate and Health Program, Centers for Disease Control and Prevention.*
- Bočkarjova, M., A. van der Veen, and P.A.T.M. Geurts. 2009. "A PMT-TTM Model of Protective Motivation for Flood Danger in the Netherlands." Working Papers Series 3. Enschede, Netherlands: ITC International Institute for Geo-Information Science and Earth Observation. <http://edepot.wur.nl/233784>.
- Bodoque, J.M., A. Diez-Herrero, M. Amerigo, J.A. Garcia, and J. Olcina. 2018. "Enhancing Flash Flood Risk Perception and Awareness of Mitigation Actions through Risk Communication: A Pre-Post Survey Design." *Journal of Hydrology*, 39. <https://doi.org/10.1016/j.jhydrol.2018.11.007>.
- Brault, Matthew W., United States., Economics and Statistics Administration., United States., and Bureau of the Census. 2012. "Americans with Disabilities : 2010." 2012. <http://www.census.gov/prod/2012pubs/p70-131.pdf>.
- Campano, Nicholas. 2010. "Community Preparedness: Creating a Model for Change." Master of Arts, Monterey, CA: Naval Postgraduate School. <https://apps.dtic.mil/dtic/tr/fulltext/u2/a518567.pdf>.
- Citizen Corps. 2006. "Citizen Corps Personal Behavior Change Model for Disaster Preparedness." *Citizen Preparedness Review*, Fall 2006. https://www.nationalservice.gov/sites/default/files/resource/citizen_prep_review_issue_4.pdf.
- . 2009. "2009 Citizen Corps National Survey." https://www.fema.gov/media-library-data/20130726-1859-25045-2081/2009_citizen_corps_national_survey_findings___full_report.pdf.
- Dufty, Neil. 2008. "A New Approach to Community Flood Education." *The Australian Journal of Emergency Management* 23 (2): 4–8. http://www.academia.edu/14314872/A_new_approach_to_community_flood_education.

- Glanz, Karen, B.K. Rimer, and K. Viswanath, eds. 2008. "Social and Behavioral Theories." In *Health Behavior and Health Education: Theory, Research, and Practice*, 4th ed., 40. San Francisco: Jossey-Bass Inc.
http://www.esourceresearch.org/portals/0/uploads/documents/public/glanz_fullchapter.pdf.
- Martin, Ingrid M., Holly Bender, and Carol Raish. 2007. "What Motivates Individuals to Protect Themselves from Risks: The Case of Wildland Fires." *Risk Analysis* 27 (4): 887–900.
<https://doi.org/10.1111/j.1539-6924.2007.00930.x>.
- Moreno, Jenny, Alejandro Lara, and Mauricio Torres. 2018. "Community Resilience in Response to the 2010 Tsunami in Chile: The Survival of a Small-Scale Fishing Community." *International Journal of Disaster Risk Reduction*, 9. <https://doi.org/10.1016/j.ijdrr.2018.10.024>.
- Morris, John T., James L. Mueller, and Michael L. Jones. 2014. "Use of Social Media During Public Emergencies by People with Disabilities." *Western Journal of Emergency Medicine* XV (5): 567–74. <https://doi.org/10.5811/westjem.2014.4.21274>.
- Mundorf, Norbert, Colleen A. Redding, James O. Prochaska, Andrea L. Paiva, and Pamela Rubinoff. 2018. "Resilience and Thriving in Spite of Disasters: A Stages of Change Approach." In *Urban Disaster Resilience and Security: Addressing Risks in Societies*, edited by Alexander Fekete and Frank Fiedrich, 383–96. The Urban Book Series. Cham: Springer International Publishing.
https://doi.org/10.1007/978-3-319-68606-6_22.
- Prochaska, James O., and Carlo C. Di Clemente. 1982. "Transtheoretical Therapy: Toward a More Integrative Model of Change." *Psychotherapy: Theory, Research, and Practice* 19 (3).
- Walsh, Lauren, Italo Subbarao, Kristine Gebbie, Kenneth W. Schor, Jim Lyznicki, Kandra Strauss-Riggs, Arthur Cooper, et al. 2012. "Core Competencies for Disaster Medicine and Public Health." *Disaster Medicine and Public Health Preparedness* 6 (1): 44–52.
<https://doi.org/10.1001/dmp.2012.4>.

Publications

A variety of materials were created to facilitate the in-person workshops. A slide deck, workshop flyers, emergency communication plan template, and surveys are all attached to this report as Appendix B and will serve as the basis for future implementation efforts.

Appendix A: Work Plan (Goals, Objectives & Activities)

Goal	Reduce the health risks before, during, and after extreme precipitation events and severe weather on vulnerable populations, including older adults.	
Objective 1: Train on Emergency Preparedness	Project staff will use a set of education strategies in a group lecture format to reach up to 100 older adults in the Monadnock Region in order to increase both their knowledge of health risks and engagement in protective actions associated with extreme weather and precipitation events by June 30, 2019.	
STRATEGY 1: Use a lecture or workshop-style educational intervention with verbal and visual information to <u>increase knowledge of risky and protective actions related to extreme precipitation events.</u>		
EVALUATION: Written pre and post survey of emergency preparedness knowledge (including questions on emergency preparedness kits, emergency preparedness planning best practices, and the use of available educational materials from relevant agencies and organizations). Pre and post surveys should contain questions related to TTM stage of change to demonstrate change in preparedness behaviors; types of knowledge retained and used; and educational materials including media sources that served as reminders for safe behaviors.		
Activities	Short-term Performance Targets	Intermediate or Longer-Term Performance Targets
<ul style="list-style-type: none"> One 90-minute intervention with presentations, slideshow with printed handout, and group discussions by project partners & guests. 3 topic areas: preparing for extreme precipitation events with emergency kits; early warning messages; how to stay safe & informed during and after events. Includes list of items to maintain in emergency kits and gift of kit to each attendee (strategy 3), presentation and instructions on signing up for emergency messages or 	<ul style="list-style-type: none"> Convene group to select and customize curriculum from available options (including 2017 Greater Monadnock Public Health Network intervention). Publicize seminars via 4 target agencies (Cheshire Village at Home, Meals on Wheels, Monadnock at Home, Keene Senior Center). Conduct 5-10 tests of how to create a home emergency plans, and how to use kits, with older adults living alone (via MOW). Conduct post survey in May 2019 for piloted older 	<ul style="list-style-type: none"> Increase the number of attendees/fact sheets or toolkits delivered. Replicate program at larger community level to increase resilience of older adults throughout Monadnock Region by 2020. Increase number of area service agencies involved with building resilience of older adults against the effects of climate change. Re-evaluate the effectiveness of short-term interventions and the adaptation of long-term behavior changes to reduce health risks associated with

<p>loading apps onto cell phones, and emergency contact list of local service agencies.</p> <ul style="list-style-type: none"> • Conduct 2-4 one-time trainings designed to increase knowledge and reduce health risks associated with extreme precipitation events before March 31, 2019. 	<p>adults to determine knowledge, use of materials, and adopted behaviors (mail? 2nd meeting to talk about program? via phone?).</p>	<p>extreme precipitation events via surveys of population, service agencies & project partners.</p>
<p>STRATEGY 2: Distribute printed educational materials to <u>increase knowledge of health risks and personal protective actions related to extreme precipitation events.</u></p>		
<p>EVALUATION: Written pre & post pilot survey, phone call, or in-person meeting.</p>		
Activities	Short-term Performance Targets	Intermediate or Longer-Term Performance Targets
<ul style="list-style-type: none"> • Fact sheets include emergency kit contents, dealing with contaminated water, safe generator use, blank form for personal medical information and emergency contact information for emergency kit, etc. • Consider creating project component for promoting “<u>supplemental ALI</u>” through <u>E911</u> and flood insurance. 	<ul style="list-style-type: none"> • Convene group to select materials from available options (including the 2017 Greater Monadnock Public Health Network intervention). • Conduct post survey in May 2019 for piloted older adults to determine knowledge, use of materials, and adopted behaviors (mail? 2nd meeting to talk about program? via phone?). 	<ul style="list-style-type: none"> • Increase the number of attendees/fact sheets or toolkits delivered. • Replicate program at larger community level to increase resilience of older adults throughout in Southwest New Hampshire. • Increase number of area service agencies involved with building resilience of older adults against the effects of climate change. • Re-evaluate the effectiveness of short-term interventions and the adaptation of long-term behavior changes to reduce health risks associated with extreme precipitation events via surveys of population, service agencies & project partners.

Objective 2: Train on Emergency Plans	Project staff will use a set of education strategies in a group lecture format to reach up to 100 older adults in order to increase both their knowledge of personal and family emergency preparedness plans and engagement in use of a home disaster kit associated with extreme weather by June 30, 2019.	
STRATEGY 1: Use a lecture or workshop-style educational intervention with verbal and visual information to <u>increase knowledge of how to create and use home emergency plans and kits.</u>		
EVALUATION: Written pre and post survey of emergency preparedness knowledge (including questions on emergency preparedness kits, emergency preparedness planning best practices, and the use of available educational materials from relevant agencies and organizations.		
Activities	Short-term Performance Targets	Intermediate or Longer-Term Performance Targets
<ul style="list-style-type: none"> • One 90-minute intervention with presentations, slideshow with printed handout, and group discussions by project partners & guests. 3 topic areas: preparing for extreme precipitation events with emergency kits; early warning messages; how to stay safe & informed during and after events. Includes list of items to maintain in emergency kits and gift of kit to each attendee (strategy 3), presentation and instructions on signing up for emergency messages or loading apps onto cell phones, and emergency contact list of local service agencies. • Conduct 2-4 one-time trainings designed to <u>increase knowledge of how to create and use home emergency plans and kits.</u> 	<ul style="list-style-type: none"> • Convene group to select and customize curriculum from available options (including 2017 Greater Monadnock Public Health Network intervention). • Publicize seminars via 4 target agencies (Cheshire Village at Home, Meals on Wheels, Monadnock at Home, Keene Senior Center). • Conduct 5-10 tests of how to create a home emergency plans, and how to use kits, with older adults living alone (via MOW). • Conduct post survey in May for piloted older adults to determine knowledge, use of materials, and adopted behaviors (mail? 2nd meeting to talk about program? via phone?). 	<ul style="list-style-type: none"> • Increase the number of attendees/fact sheets or toolkits delivered • Replicate program at larger community level to increase resilience of older adults throughout Monadnock Region by 2020. • Increase number of area service agencies involved with building resilience of older adults against the effects of climate change. • Re-evaluate the effectiveness of short-term interventions and the adaptation of long-term behavior changes to reduce health risks associated with extreme precipitation events via surveys of population, service agencies & project partners.

STRATEGY 2: Distribute pre-package disaster kits to 50 participants in training classes (who request them) and 50 at-risk elders living alone (via meals on wheels) in order to increase the ability to survive three days without help. Contents of the kit may contain needed items such as coupons or donations of batteries, flashlight, battery-powered radio, canned goods and opener, bottled water, blanket, basic first aid kit, toiletries, and plastic water-tight storage container for contents.

EVALUATION: Written pre & post pilot survey, phone call, or in-person meeting.

Activities	Short-term Performance Targets	Intermediate or Longer-Term Performance Targets
<ul style="list-style-type: none"> • Compile or source disaster kits using available funding. • Provide instruction on use and maintenance of kits at in-person training opportunities. 	<ul style="list-style-type: none"> • Conduct 5-10 tests of how to create a home emergency plans, and how to use kits, with older adults living alone (via MOW). • Conduct post survey in May for piloted older adults to determine knowledge, use of materials, and adopted behaviors (mail? 2nd meeting to talk about program? via phone?). 	<ul style="list-style-type: none"> • Increase the number of individuals with access to an emergency preparedness kit. • Replicate program at larger community level to increase resilience of older adults throughout Monadnock Region by 2020. • Re-evaluate the effectiveness of short-term interventions and the adaptation of long-term behavior changes to reduce health risks associated with extreme precipitation events via surveys of population, service agencies & project partners.

STRATEGY 3: Distribute and fill-in emergency preparedness plans to all 100 participants in training classes and to the 50 at-risk elders living alone. Contents may include: checklist of items to purchase, replenish or update; list of area resources for assistance; instructions on subscription to early warnings and emergency alerts; emergency contact numbers, pre-planned evacuation locations, and medications list.

EVALUATION: In-person or telephone follow-up initiated by recipients of the kit or project partner.

Activities	Short-term Performance Targets	Intermediate or Longer-Term Performance Targets
<ul style="list-style-type: none"> • Identify emergency preparedness plan template. • Provide instruction on how to complete and practice an emergency preparedness plan at in-person training opportunities. 	<ul style="list-style-type: none"> • Conduct post survey in May 2019 for piloted older adults to determine knowledge, use of materials, and adopted behaviors (mail? 2nd meeting to 	<ul style="list-style-type: none"> • Increase the number of individuals with a personal or family preparedness plan. • Replicate program at larger community level to increase resilience of older adults

<ul style="list-style-type: none"> • Identify target guidance/checklist for residents and homeowners specific to older adults (e.g. Ready.gov, ARC, FEMA, DisasterAssistance.gov, CDC “Ready Now!”, APHA). • Distribute emergency kits during training seminars in March 2019 to 100 piloted older adults affiliated with Cheshire Village at Home, Meals on Wheels, Monadnock at Home, Keene Senior Center, with instructions on use and maintenance of kit. 	<p>talk about program? via phone?).</p>	<p>throughout Monadnock Region by 2020.</p> <ul style="list-style-type: none"> • Re-evaluate the effectiveness of short-term interventions and the adaptation of long-term behavior changes to reduce health risks associated with extreme precipitation events via surveys of population, service agencies & project partners.
---	---	--

Objective 3: Multimedia Campaign	Project staff will use a set of education strategies in a multi-media format to reach up to 1,000 older adults in order to increase both their knowledge of home emergency preparedness plans and engagement in use of a home disaster kit associated with extreme weather by June 30, 2019.	
STRATEGY 1: Compile a multi-media information campaign to support the creation of messages that are specific to older adults or those at-risk (e.g. disabled, limited, etc.) and specific to a particular media channel.		
EVALUATION: Written pre and post survey of emergency preparedness knowledge (including questions on emergency preparedness kits, emergency preparedness planning best practices, and the use of available educational materials from relevant agencies and organizations.		
Activities	Short-term Performance Targets	Intermediate or Longer-Term Performance Targets
<ul style="list-style-type: none"> • Create content (including instructions) and messaging for local newsletter articles, websites, e-mail lists, and announcements. 	<ul style="list-style-type: none"> • Convene group and or/consultant(s) to select and customize fact sheet from available options. 	<ul style="list-style-type: none"> • Replicate program at larger community level to increase resilience of older adults throughout Monadnock Region by 2020. • Re-evaluate the effectiveness of short-term interventions and the adaptation of long-term behavior changes to reduce health risks associated with extreme precipitation events via surveys of population, service agencies & project partners.
STRATEGY 2: Distribute public service materials to one or more specific media channel in the Monadnock Region: <ul style="list-style-type: none"> • for publication on print media or newspapers targeting older adults; • for broadcast on radio and/or TV; • for distribution on social media communities. 		
EVALUATION: Social media hits (quantitative) and comments (qualitative) from on-line media outlets and on-line communities like Facebook or Twitter.		
Activities	Short-term Performance Targets	Intermediate or Longer-Term Performance Targets
<ul style="list-style-type: none"> • Work with CodeRED and ReadyNH representatives to determine existing outreach methods and materials. 	<ul style="list-style-type: none"> • Distribute fact sheets and public service announcements to multiple media outlets 	<ul style="list-style-type: none"> • Increase the number of fact sheets or toolkits delivered. • Increase number of area service agencies involved with

<ul style="list-style-type: none"> • Create content (including instructions) and messaging for local newsletter articles, websites, e-mail lists, and announcements. • Determine outlets to implement social messaging campaign versions of guidance (listed in activities), changes to messaging, and methods to promote additional subscription. • Develop baseline questions to measure existing awareness. • Get commitment to distribute printed and electronic information. 	<p>in the Monadnock Region, including radio, television, newspapers, area service agencies for website publication.</p> <p>Information to include: how to build your own emergency kit; avoiding contaminated water and belongings after a flood; safe generator use; “turn around, don’t drown” driving tips; power outage safety tips, etc. Include cover letter requesting documentation of each material publicized with dates, times, and mediums where applicable.</p>	<p>building resilience of older adults against the effects of climate change.</p> <ul style="list-style-type: none"> • Number of subscribers before and after initiative. • Number of toolkits • Number of downloads of toolkit resources. • Increase in awareness of value/utility of CodeRED. • Increase capacity of communities to make effective use of CodeRED during extreme precipitation events. • Replicate program at larger community level. • Re-evaluate the effectiveness of media messages via surveys of population.
---	--	---

Appendix B: Publications

How to Prepare for Severe Weather Events and Other Emergencies

Get a Kit, Make a Plan, Be Informed



Do you have the supplies you need to stay safe?

How will you communicate with loved ones and others?

How do you receive early warnings and stay informed?

Friday, June 21st 2019
1:45 p.m. – 3:15 p.m.

**Stone Arch Senior
Community Room**
835 Court Street
Keene, NH 03431

At this free workshop, you will:

- Gain skills and knowledge from emergency preparedness experts
- Receive a basic emergency preparedness kit (first 25 registrants only)
- Create a plan to prepare for and respond to severe weather events and other emergencies
- Enter a free drawing for a weather radio/flashlight

Space is Limited!

To RSVP Please Contact:

Karen Graveline

Resident Service Coordinator

Keene Housing

kgraveline@keenehousing.org

(603) 352-6161

Light Refreshments Provided

Limited number of bus vouchers available for residents at CST, Harper Acres and Bennet Block.

remove by: 6/22/19



Greater Monadnock



How to Prepare for Severe Weather Events and Other Emergencies

Get a Kit, Make a Plan, Be Informed



Do you have the supplies you need to stay safe?

How will you communicate with loved ones and others?

How do you receive early warnings and stay informed?

**Wednesday, June 19th
2019
11:00 a.m. – 12:00 p.m.**

**Parish Hall at the United
Church of Jaffrey
54 Main Street
Jaffrey, NH 03452**

At this free workshop, you will:

- Gain skills and knowledge from emergency preparedness experts
- Receive a basic emergency preparedness kit and chance to win a weather radio/flashlight
- Create a plan to prepare for and respond to severe weather events and other emergencies

Space is Limited!

To RSVP Please Contact:

Susan Ashworth

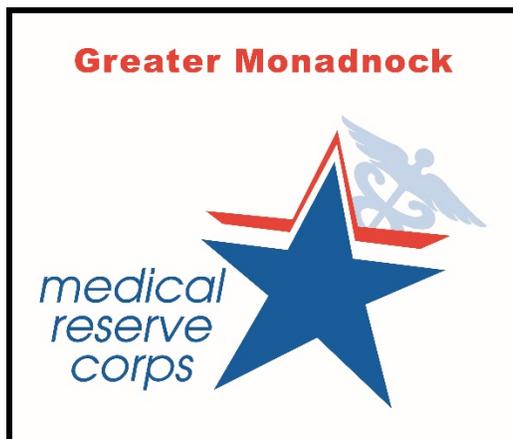
Director of Community Relations

HCS

sashworth@hcsservices.org

(603) 352-2253 x158

Light Refreshments Provided



How to Prepare for Severe Weather Events and Other Emergencies

Get a Kit, Make a Plan, Be Informed



Do you have the supplies you need to stay safe?

How will you communicate with loved ones and others?

How do you receive early warnings and stay informed?

Thursday, June 20th 2019
12:30 p.m. – 2:00 p.m.

**Monadnock Community
Hospital**
Conference Room #5
452 Old Street Road
Peterborough, NH 03458

At this free workshop, you will:

- Gain skills and knowledge from emergency preparedness experts
- Receive a basic emergency preparedness kit (first 25 registrants only)
- Create a plan to prepare for and respond to severe weather events and other emergencies
- Enter a free drawing for a weather radio/flashlight

Greater Monadnock



Space is Limited!

To RSVP Please Contact:

Tricia Zahn

tzahn@cheshire-med.com

(603) 354-5454 x3030

Light Refreshments Provided

How to Prepare for Severe Weather Events and Other Emergencies
Get a Kit, Make a Plan, Be Informed
 United Church of Jaffrey (Mildred Cutter Parish Hall)
 Jaffrey, NH
 6/19/19
 Trainers: <Insert Names>



How to Prepare for Severe Weather Events and Other Emergencies
Get a Kit, Make a Plan, Be Informed
 Monadnock Community Hospital (Conference Room #5)
 Peterborough, NH
 6/20/19
 Trainers: <Insert Names>



How to Prepare for Severe Weather Events and Other Emergencies
Get a Kit, Make a Plan, Be Informed
 Stone Arch Community Room
 Keene, NH
 6/21/19
 Trainers: <Insert Names>



How to Prepare for Severe Weather Events and Other Emergencies
Get a Kit, Make a Plan, Be Informed
 Keene Senior Center
 Keene, NH
 6/24/19
 Trainers: <Insert Names>



Agenda

- Introduction
- Weather and Health
- Activities
 - Preparing for Extreme Precipitation Events and Severe Weather with Emergency Kits
 - Early Warning Systems
 - How to Stay Safe and Informed During and After Events
- Wrap Up



Introduction



Our Venue

- Refreshments
- Restrooms
- Exits



Who Are We?



You and Your Needs During an Emergency

Greater Monadnock Public Health Network
180 West Street
Keene, NH 03501
603-224-5454 (2222)

Welcome!

Please take a moment to complete the following questionnaire. It's important we learn how prepared you are for an emergency or hazard that could negatively affect your health.

Thank you for your participation!

Personal Information

Select the most appropriate category for your age:

Under 18 18-24 25-34 35-44 45-54 55-64 65+

What is the best way to contact you during an emergency (such as a flood)?

Phone Email Text Other

How large is your household (including yourself)?

1 2 3 4 5+

Do you have any mobility issues that would prevent you from evacuating your home in the event of an emergency?

Yes No

If yes, please describe:

Age Last _____



Please list any challenges you might face during or after a flooding event that relate to your health:

Preparedness

How many people can you rely on to help you during an emergency such as an extreme precipitation event?

On a scale of 1 to 5, how prepared do you feel for an extreme precipitation event?

1 (not at all prepared) 2 3 4 5 (very prepared)

On a scale of 1 to 5 with 5 being the highest, how likely do you believe an extreme precipitation event will affect you in the next year?

1 (not at all likely) 2 3 4 5 (very likely)

On a scale of 1 to 5 with 5 being the highest, how certain are you that you have an alternative plan to go in the event of an emergency?

1 (not at all certain) 2 3 4 5 (very certain)

On a scale of 1 to 5 with 5 being the highest, how comfortable are you with checking out for emergency preparedness?

1 (not at all) 2 3 4 5 (total)

On a scale of 1 to 5 with 5 being the highest, how confident are you that emergency personnel will be able to assist you in an extreme precipitation event?

1 (not at all) 2 3 4 5 (total)

Age Last _____

List of Handouts

- Raffle Ticket
- Contact Information Card
- NH Alerts Sign-Up Sheet
- Follow-up Action Sheet
- Slides Handout



Flashlight/Radio Giveaway



Discussion



Credit: iStockphoto.com



Learning Objectives

- Identify health hazards relating to changes in climate and weather
- Gather appropriate disaster supplies and equipment to stay safe
- Understand and utilize early warning systems
- Begin to create your emergency plan and communication plan

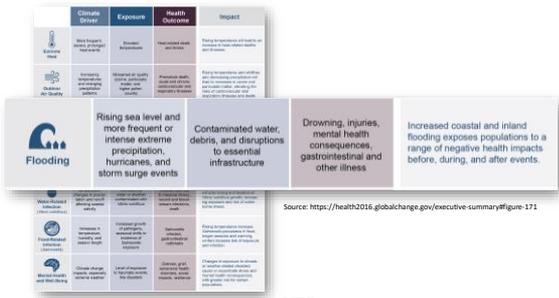


Background

Background



Climate and Human Health



Disasters in the Monadnock Region?



Alstead (2005)



Keene (2005)



Nelson, Hancock (2017)



2008 Ice Storm



Since 1970 in New Hampshire

Warmer

- Average annual maximum temperatures have warmed 1.1 to 2.6 F
- Days below freezing have decreased and coldest winter nights have warmed
- Number of snow covered days has decreased (by 27 days in Durham)
- Length of the growing season is 2-4 weeks longer

Wetter

- Annual precipitation has increased 12 to 20 percent
- Extreme precipitation events have increased made evident in the several large floods that have occurred across NH in the last decade



Climate and Weather Projections

Warmer

- Increase in extreme heat days, and the hottest days will be hotter, raising concerns regarding the impact of extreme, sustained heat on human health, infrastructure, and the electrical grid

Wetter

- Annual average precipitation is projected to increase 17 to 20 percent by end-of-century, primarily in winter and spring, exacerbating concerns regarding rapid snowmelt, high peak stream flows, and flood risk
- More extreme precipitation events



Health Impacts Due to Flooding

Primary

- Physical injury, death, or displacement
- Flooding, contaminated water supplies, and mold
- Disruption of essential infrastructure

Secondary

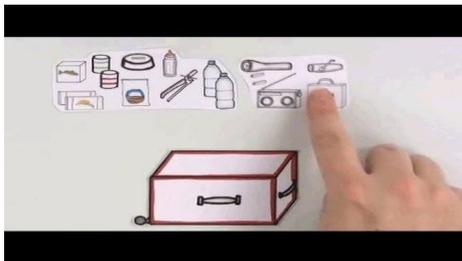
- Loss of heating
- CO poisoning
- Lost work days
- Increase in waterborne and foodborne disease
- Mental health impacts
- Inability to provide health care and emergency response services



Topic 1: Preparing with Emergency Kits



Preparing a Family Emergency Kit



Activity 1: Preparedness Needs and Supplies



Activity

- Complete the Emergency Kit checklist to assess your level of preparedness



Tips for Preparing on a Budget

- Have your preparedness shopping list ready and watch for sales
- Check the dollar store
- Set a preparedness budget and purchase items slowly
- Rotate stock of food items
- Stockpile tap water before the storm
- Use the water in your home water heater



Discussion

- If you had to shelter in your home for three days without electricity, name 2 items you would need to add to your Stay Kit?
- If you had to leave your home in 30 minutes, what are 2 important items to put in your own Go Bag?



Topic 2: How to Use Your Early Warning Systems

Notification Using NH Alerts



Flood Watch

"Be Aware." Conditions are right for flooding to occur in your area.

Steps to Take

- Turn on your TV/radio. You will receive the latest weather updates and emergency instructions.
- Know where to go. You may need to reach higher ground quickly and on foot.
- Build or restock your emergency preparedness kit. Include a flashlight, batteries, cash, and first aid supplies.
- Prepare Your Home
- Bring in outdoor furniture and move important indoor items to the highest possible floor. This will help protect them from flood damage.
- Disconnect electrical appliances and do not touch electrical equipment if you are wet or standing in water. You could be electrocuted.
- If instructed, turn off your gas and electricity at the main switch or valve. This helps prevent fires and explosions.



Flood Warning

"Take Action!" Flooding is either happening or will happen shortly.

Steps to Take

- Move immediately to higher ground or stay on high ground.
- Evacuate if directed.
- Avoid walking or driving through flood waters. Turn Around, Don't Drown! Just 6 inches of moving water can knock you down and 1 foot of water can sweep your vehicle away.



Severe Weather and Health

Do

- Do listen to local radio or TV channels for emergency advisories and instructions.
- Do unplug electrical appliances and shut off electric circuits if authorities tell you to leave your home. If authorities tell you to, shut off gas service as well.
- If your car stalls during a flood, do get out of it immediately and leave it where it is

Do Not

- Do not walk through water that has entered your basement or garage.
- Do not try to drive over a flooded road.
- Do not walk through moving water. If you need to walk through water, make sure it is not moving, and check how deep it is with a stick.
- Do not go near water that is in contact with downed power lines.
- Do not allow children to play around high water, storm drains, or any flooded areas.





Activity 2: Sign Up for NH Alerts



Discussion

- Can you name 1-2 ways to be alerted to severe weather-related information (including early warning).
- If you didn't have electric power, how would you get alerts and information?



Topic 3: Personal Plan



Approach to Preparedness

- Have plans in place to...
 - Shelter-in-Place
 - Evacuate
 - Connect with loved ones



Plan to Shelter-in-Place

Food & Water

Have a 3-day supply of Food and water for each person in your home. Remember individual diet needs and plan for your pets.

First Aid

Have a first aid kit with health products and prescription medicine.

Tools & Special Items

Don't forget a flashlight, extra batteries and important documents.



Plan to Evacuate

Evacuation Kit

Have supplies ready in your car or in a backpack in case you must leave your home. Pack lightly and include basic supplies for 24-48 hours.



Plan to Connect

FAMILY EMERGENCY COMMUNICATION PLAN

Household Information

Address: _____

Occupant 1: Name: _____ Email: _____

Number: _____ Medical Information to know: _____

Medical Insurance: Name: _____

#: _____ Policy #: _____

Occupant 2: Name: _____ Email: _____

Number: _____ Medical Information to know: _____

Medical Insurance: Name: _____

#: _____ Policy #: _____

Workplace Information

Workplace 1: Name: _____

ReadyNH.gov
TAKE ACTION. BE SAFE.

Review Your Plan and Kit



ReadyNH.gov
TAKE ACTION. BE SAFE.

Support Others



ReadyNH.gov
TAKE ACTION. BE SAFE.

Discussion

- How confident or ready are you to survive three days in your own home without help?
- What would you need in order to be more ready?

ReadyNH.gov
TAKE ACTION. BE SAFE.

Wrap-Up

Wrap-Up

ReadyNH.gov
TAKE ACTION. BE SAFE.

You and Your Needs During an Emergency

Greater Monadnock Public Health Network
800 South Street
Rochester, NH 03801
603.251.2424 x1212

Welcome!

Please take a moment to complete the following questionnaire. It's important we learn how prepared you are for an emergency or hazard that could negatively affect your health.

Thank you for your participation!

Demographic Information

Select the most appropriate category for your age:

18-24 25-34 35-44 45-54 55-64 65+

What is the best way to contact you during an emergency (such as a flood)?

Home Email Person Other

How large is your household (including yourself)?

1 2 3 4 5+

Do you have any mobility issues that would prevent you from evacuating your home in the event of an emergency?

No Yes

Please print name:

Page 1 of 1

ReadyNH.gov
TAKE ACTION. BE SAFE.

Please list any challenges you might face during or after a flooding event that relate to your health:

Preparedness

How many people can you rely on to help you during an emergency such as an extreme precipitation event?

1 (yourself) 2 3 4 5 (or prepared)

On a scale of 1 to 5 with 5 being the highest, how likely do you believe an extreme precipitation event will affect you in the next year?

1 (not at all) 2 3 4 5 (very likely)

On a scale of 1 to 5 with 5 being the highest, how confident are you that you have an alternative place to go in the event of an emergency?

1 (not at all) 2 3 4 5 (very confident)

On a scale of 1 to 5 with 5 being the highest, how comfortable are you with reaching out to emergency services personnel?

1 (not at all) 2 3 4 5 (very comfortable)

On a scale of 1 to 5 with 5 being the highest, how confident are you that emergency personnel will be able to assist you in an extreme precipitation event?

1 (not at all) 2 3 4 5 (very confident)

Page 2 of 1



Questions



Flashlight/Radio Giveaway





FAMILY EMERGENCY COMMUNICATION PLAN



Household Information

Address: _____

Occupant 1: Name: _____ Email: _____

Number: _____ Medical Information to know: _____

_____ Medical Insurance: Name: _____

#: _____ Policy #: _____

Occupant 2: Name: _____ Email: _____

Number: _____ Medical Information to know: _____

_____ Medical Insurance: Name: _____

#: _____ Policy #: _____

Workplace Information

Workplace 1: Name: _____

Address: _____

Emergency/Hotline #: _____ Emergency Plan/Pick Up: _____

Workplace 2: Name: _____

Address: _____

Emergency/Hotline #: _____ Emergency Plan/Pick Up: _____

Important Contacts

In Case of Emergency (ICE): Name: _____

Number: _____ Email: _____

Address: _____

Out of Town: Name: _____

Number: _____ Email: _____

Address: _____

Meeting Places

Indoor: _____

Instructions: _____

Neighborhood: _____

Instructions: _____

Out of Neighborhood: _____

Address: _____

Instructions: _____

Out of Town: _____

Address: _____

Instructions: _____

Important Information or Numbers

Police/Fire: 911

Poison Control: _____

Doctor 1: _____ **Doctor 2:** _____

Hospital/Clinic: _____ **Pharmacy:** _____

Homeowner/Rental Insurance: _____

Policy #: _____

Flood Insurance: _____

Policy #: _____

Veterinarian: _____

Kennel: _____

Electric Company: _____

Gas Company: _____

Water Company: _____

Alternate/ Accessible Transportation: _____

Other: _____