



# Community–Led Preparedness Training for Climate Emergencies Project

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## "CPT" Project

Sponsored by Climate Justice Collaborative,  
City of Boulder, Community Foundation of  
Boulder County & Philanthropiece



**COMMUNITY  
FOUNDATION**  
BOULDER COUNTY



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# Fall 2022 Pilot Project Overview

Community-Identified Need: Residents reported a lack of preparedness after the Marshall Fire and other climate-related emergencies that have occurred in Boulder County.

Solution: The **Community-Led Preparedness Training for Climate Emergencies Project** (“CPT Project”) created by and for Frontline communities to increase emergency preparedness. A 4-workshop series to inform and empower low-income housing communities on how to better manage and prepare for a climate emergency.



Co-founders/Trainers: Isabel Sanchez, Angela Maria Ortiz Roa

Project Manager: Alysia Sanchez

## Components

### Week 1

- Participant lived experiences
- Basic preparedness information and materials
- Planning for sheltering in place and/or a power-outage

### Week 2

- Intermediate preparedness information and materials
- Planning for an evacuation.

### Week 3

- Advanced preparedness information and materials
- Preparing the emergency kit
- Bug-out bag

### Week 4

- Food preparation for emergency
- *Pasa la voz*: passing what you learned along to friends, neighbors, and family members.





# Results

Completed: Two (2) four-week programs; 1 in English, 1 in Spanish

Participants: 28 graduates (100% course completion rate)  
18 English- and 10 Spanish-language course participants

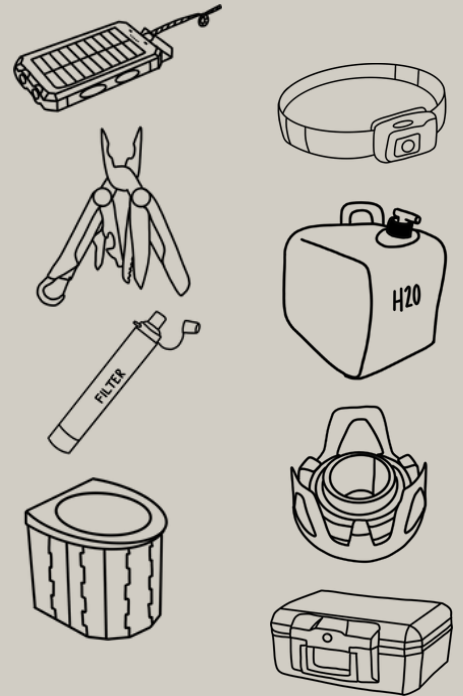


Materials: Each participant received a workbook and prepared their emergency kit.

- **Workbooks** included an emergency plan, contacts, medical information, list of key documents, plan for pets, plan to support neighbors, list of additional items needed for the emergency kit (including food), etc.
- **Emergency kits** (aka the “Bug-out Bag”) included a solar charger, headlamp, portable potty, fireproof document box, water jug, water purifier, and a 10 in one tool.

Location: Red Oak Park (Boulder Housing Partners); Virtual option via Zoom offered in response to public health needs

What's in  
your Bug-  
Out Bag?







# Impact

Initial qualitative impacts include:

1

Participants obtained **information and items** to prepare for a climate emergency (the majority of participants did NOT feel prepared or have items prior to the course).

2

Participants felt **safe and included** in the workshop space; a **sense of community** was fostered.

3

Participants wanted further information and training, and asked for the program to be delivered in other communities so that **friends and family members** could experience it.

4

Participants experienced a space to be able to learn in a **culturally-relevant** manner.

5

Participants **processed the social emotional aspects** of climate emergencies, including the fear that comes with the uncertainty of these kinds of events, and the trauma that has marked the communities after people have lived/experienced them.

6

Participants felt empowered to know that the information that they were sharing would be delivered to city and county officials; the program **served as a bridge to share their voices**, experiences, and recommendations (key recommendation is for government organizations to be more equipped to communicate with their communities, both via language and alternatives to technology-based communication in case of climate emergencies).

7

A notable need/priority exists to **create more spaces that build community** around the topic of preparing for climate emergencies and learning risk-mitigation techniques. This may include first aid certification, conversations about mental health, and training on food security (including growing food, natural/herbal remedies, etc.).

*The CPT team experienced some challenges with data collection and analysis. While all surveys from the Spanish-language course were completed, the team has not been able to collect all the post-surveys from the English class, resulting in incomplete/incomparable data. The team is working on improvements to the survey tools and data collection processes in order to have more clear quantitative results of the program.*





# WINS & MISSES

"This training and conversation can't stop here...we need more."

"Me siento más segura y quiero tener más clases. Nuestra comunidad necesita esta clase urgentemente para prepararse con todos los recursos disponibles."

## BUDGET

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### WIN

- Philanthropiece as fiscal sponsor
- Climate Justice Collaborative contribution (\$35K)
- City of Boulder Climate Initiatives Dept. matching funds (35K)
- Community Trust grant from Community Foundation of Boulder County (\$2.5K)

### MISS

- Initial budget totalled \$71,775. Seed funding from CJC and COB did not cover the remaining \$1,775 (eventually covered by an additional grant from CFBC).
- Did not include food expenses in the initial budget.
- Did not include design expenses for the booklet flier in initial budget.
- Need to have a Zoom account or have access to one to be able to offer hybrid options for the training (additional funds required).
- Lack of clarity in the application process for CJC funds led to confusion and friction from other community groups and community members toward the project and the facilitating teams.







# WINS & MISSES

## MATERIALS

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### WIN

- Ordered and got materials on a timely matter for the class.
- Use of the Philanthropiece barn to store materials.
- Gave all families 12 items for their bug-out bag; participants very satisfied with the giveaways.
- Utilized facilitator's vast collection of items and is able to share different options and extra items that are essential (for future classes, other facilitators would need to include that in the budget).
- Minimized waste production and divert compost and recycling (while providing individually wrapped food to ensure safety protocols).
- Minimized expenses by accessing resources that partners already had access to: name tags, lanyards, pencils/pens, compostable silverware and plates, printing capacity.

### MISS

- Some issues with national supply chain shortage; need to order materials ahead of time to ensure we have all the supplies before the class start date.
- Lacked access of the design document to alter them as needed.
- Did not initially consider materials storage; needs to be planned out in the future when receiving materials for the class.
- For a proper bug-out bag, more materials need to be provided—participants voiced the economic limitations they have to access additional basic items for the bag.

## LOCATION

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### WIN

- Centralized location
- Parking available
- Spacious & sunny
- Kitchen, bathrooms
- Trash, compost and recycling
- Flexible schedules; willing to move dates for the training

### MISS

- The space adjacent to ours was booked by other people and we didn't know about it until midway through some of our sessions (we were able to work it out).





# WINS & MISSES

## OUTREACH

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### WIN

- English-language group outreach was successful, we registered the desired number of participants
- Spanish-language class was a lot smaller but the people were very engaged

### MISS

- For the English class new people wanted to register after the first session, but we were not able to accommodate them.
- For the Spanish class we needed more time to do inclusive and meaningful outreach.
- To honor pilot capacity limitations, we did not request partner support for outreach. However, we were not able to meet our capacity goal.

## ENGAGEMENT

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### WIN

- Both groups seemed very engaged, interested and recognized that they were listening to new ideas and concepts that they have not learned about in other preparedness educational spaces
- Participants requested the opportunity to have more spaces to engage around this topic in the future
- These spaces strengthen the sense of community
- Participants identified the need to be prepared for emergencies not only for themselves but to be able to support their neighbors and communities.
- English participants had the realization that the better prepared they are to respond the more they can support their communities and less dependent on calling 9-1-1

### MISS

- Did not come prepared to give resources about Mental Health in this area of trauma from past experiences or fear of future disasters. This was very evident during every session in both languages.
- Spanish participants recognized that they don't feel comfortable calling 9-1-1 in case of an emergency and depend more on their communities to be informed
- Spanish participants recognized the current systems in place are not designed to inform non-English speakers





# WINS & MISSES

## PARTICIPATION

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### WIN

- Multigenerational interactions (different generations from same families learning together)
- Mostly women participants (Spanish - 2 males, English - 3 males)
- Spanish class was intergenerational
- The Spanish class representation from 9 countries: Ecuador, Bolivia, Mexico, Puerto Rico, Honduras, Cuba, Colombia, Uruguay, Venezuela. Participants expressed excitement for being in such a diverse space learning about each other's immigrant experiences and countries of origin.
- The English class had a strong sense of community because people already knew each other
- The Spanish class had a strong sense of community because of the shared immigrant experience and the Latinidad share
- The English class launched a Facebook page dedicated to the Mapleton Community internal communication and to help each other feel more prepared in case of an emergency; action was community initiated and led
- The Spanish class discussed creating a WhatsApp group to continue communication and to share resources; action was community initiated
- Participants in the English class are still reaching out to the facilitator to discuss materials needed, researched and purchased
- The participants in the English class request an additional date to learn fire starting techniques
- Because of COVID 19 we had to transition and a participant let us use their Zoom account
- We were able to provide masks, hand sanitizer, and offer tests for people who needed them

### MISS

- Did not achieve the Spanish class capacity goal
- Needed to extend the starting date for the Spanish class by one week, but could have benefited from having more time to be intentional about outreach
- Did not fully develop a hybrid plan if a COVID-19 outbreak occurred. Henceforth, we stumbled a little when some participants in the English and Spanish courses tested positive (Participants confirmed they did not get it while attending the class.)





# WINS & MISSES

## PARTNERSHIPS

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### WIN

- Leveraged partnerships to decrease purchasing needs of program resources such as: space, printing, nametags, compostable plates/napkins, pens, paper, etc.
- Boulder County Provided existing materials that were utilized as reference for the curriculum development for the pilot
- Climate Initiatives Department at the City of Boulder supported as thought partner for working with vulnerable communities and potential funder for a Train the Trainer initiative to follow
- Climate Justice Collaborative of Boulder County provided initial seed fund and acted as major support to the pilot project; thought partner for future of the project
- Philanthropiece Foundation acted as Fiscal Sponsor for pilot program; published “A Collaborative Approach to Equitable Climate Action,” (Morning Glory Farr, August 2022) about this project in their newsletter to further the pilot programs presence in the community; As a result of the article published in the Philanthropiece newsletter, CU representatives reached out to see about a possible partnership in the future as they are working on emergency readiness for faculty and staff, many of whom are Spanish speakers.

### MISS

- There was not a clear strategy on how to do outreach with partners, which led to community members outside the targeted communities finding out about the training without the capacity to be involved.
- The project's pilot status limited us to only target 3 specific communities, but very quickly we realized that we needed to be more intentional about the approach to be more inclusive and transparent with the outreach.







# WINS & MISSES

## CURRICULUM

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### WIN

- Opened every session with a breathing/mindfulness/grounding exercise to acknowledge, welcome and normalize the feelings related to these emergency situations.
- Booklet was strategically designed to be bilingual with simple visuals; and served as a tool to have all the vital information centralized and stored in the bug-out bag.
- Every session had a section for participants to fill out an index card with a thought, a feeling and a need they identified during the session - This Head, Heart and Need activity provided additional data on how the participants were digesting each class mentally, emotionally and physically while identifying a need they had after being exposed to topics.
- Provided photos of the English participants for them to have ready in their bug-out bag.
- Facilitators maintained a light hearted approach, used humor and kept a sense of community even through a challenging, stressful and sometimes triggering topic.

### MISS

- Did not build enough time in the agenda to address emotional responses through the 2 hour sessions
- More time needed for participants to fill out the different sections of the booklet while in the class
- Copier/printer needed to be provided to support participants with gathering all the paperwork/photos they need to have ready in the bug-out bag and fireproof box - not everyone has access to a printer
- Booklet could have been more spacious to hold notes and more detailed information, not just one line per item.







# WINS & MISSES

## SURVEY

### WIN

- Even though it was a long survey, it was a tool for the participants to gauge how prepared they were. Many of the responses made them realize the importance of participating in this training.
- Even though the survey was long, we created it to gather meaningful information for the participants, but also for the city and the county to access data to better understand and service communities that are not at decision making tables, or not informing how the services should be delivered to the community.

### MISS

- We could build more time to go through both surveys as a group to have more intentional dialogue about each point and for participants to provide more detailed responses.
- We realized that participants might not take the time to give detailed feedback about their thoughts and ideas if left alone to fill it out, that is why we were intentional about collecting quotes from students during the class.
- Surveys must be handed out digitally moving forward to cut back on paper usage and streamline the collection of data to share with our partners

“I want most of all to express my appreciation for this class. The information, materials, and advice were all terrific, but having my attention called to this subject is invaluable. Heart thanks to everyone who made this class possible.”

“Me siento feliz de estar con mi comunidad porque hay otras áreas en las que no me integro mucho y me hace feliz ver a mis vecinos interactuar. Necesito retener esta información, seguir aprendiendo y saber qué hacer.”

“A lot of people in our community will need help in an emergency situation—especially transportation; I would like to get more involved in the representation of our community and the organization level.”

“In other trainings about this topic and many others, facilitators might have studied the issue of poverty, but they don’t know poverty like we do! Thank you for teaching us something while sharing and understanding this perspective.”

“I had no idea that so many things need to be taken into consideration and am now relieved to have so much information and choices, if necessary, to activate. This has been a special class which should be instigated throughout the city. Thank you Isabel and Angela for all your enlightenment.”

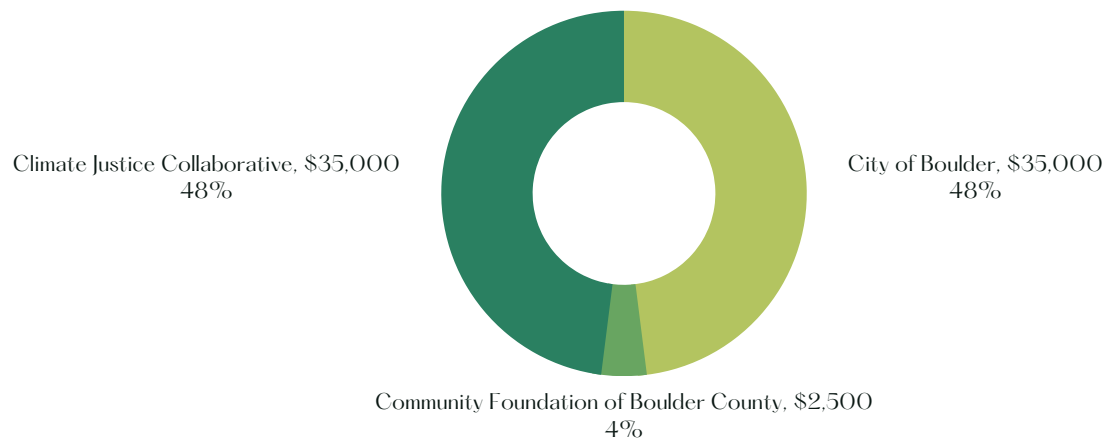




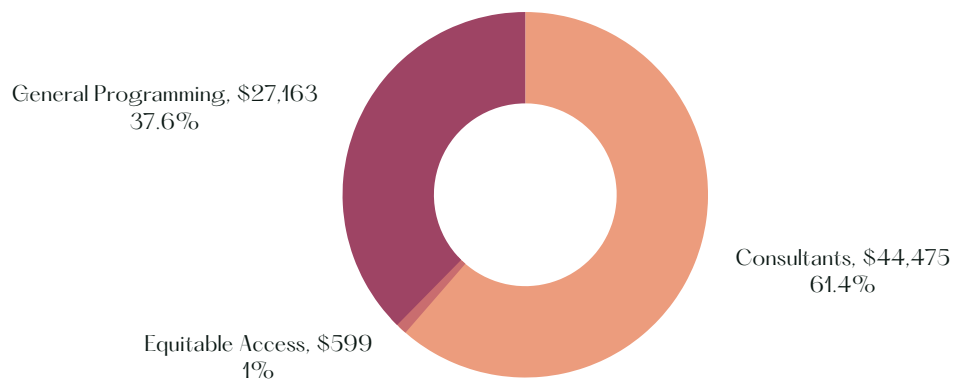
# Financials

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**Total budget:**  
**\$72,500**



**Expenses:**  
**\$72,237**



- General programming costs include: project promotion, design and printing of workbook; items for emergency kit; project coordinator
- Consultants costs include: cost of co-founders to create, facilitate, and evaluate the project.
- Equitable access costs include: translation of documents, food for workshops, etc.
- Expenses do not include pro-bono support from various individuals and organizations.



# Next Steps

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- **Present** report to key stakeholders, including community members (Winter 2023)
- **Share** proposal for CPT Train-the-Trainers program with stakeholders; secure funding needed to launch (Winter - Spring 2023)
- **Review & refine** the CPT program methodology, incorporating lessons-learned and identified priorities from the pilot (Winter-Spring 2023)
- **Implement** the CPT Train-the-Trainers program (Spring-Summer 2023)
- **Create** strategic plan for transfer of CPT program to communities throughout Boulder County (Summer-Fall 2023)
- **Initiate** strategic plan in at least 2-4 communities (Fall-Winter 2023)
- **Capture & share** data and stories of “ripple” effects/ongoing impact from CPT project (ongoing)

## We are grateful for the support from the following people:

Tim Beal, Boulder Housing Project

Carolyn Elam, City of Boulder

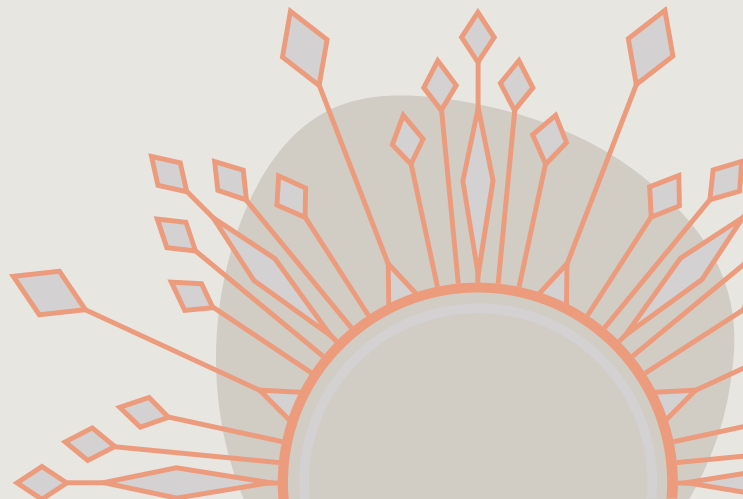
Elizabeth Crowe, City of Boulder

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Ryan Hanschen, City of Boulder

Community Foundation of Boulder County





What's in  
your  
Backpack?

