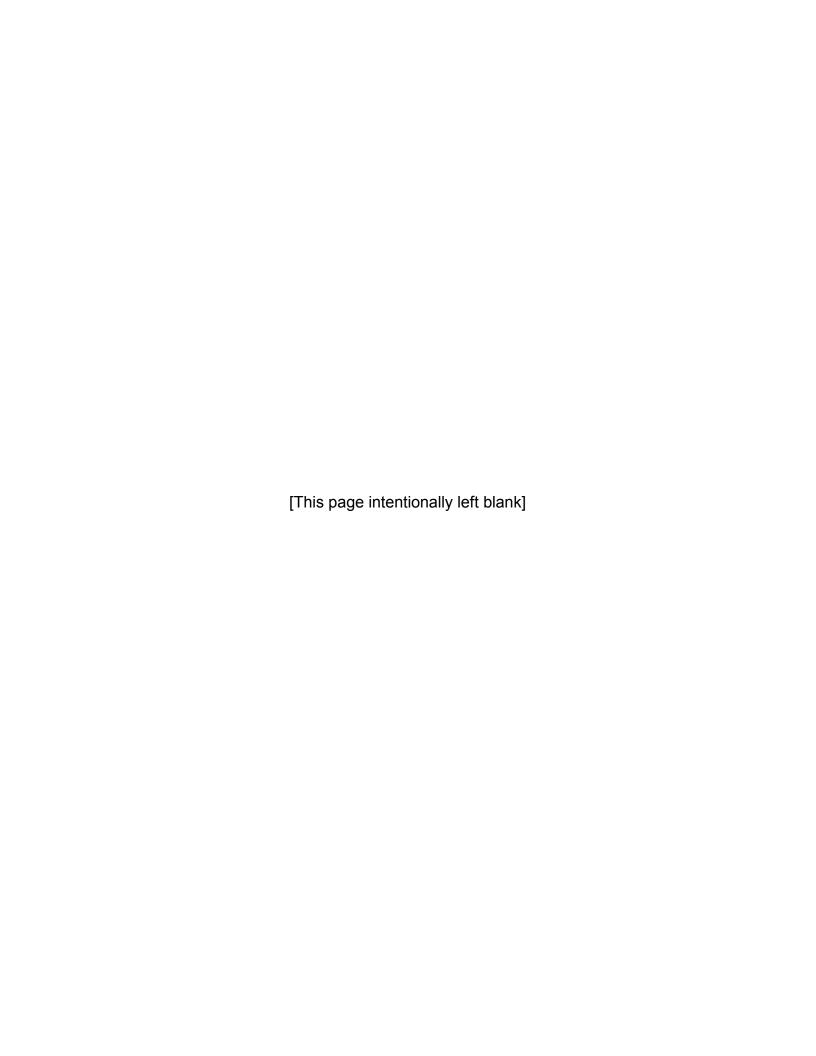


CERT Program Manager

Instructor Guide







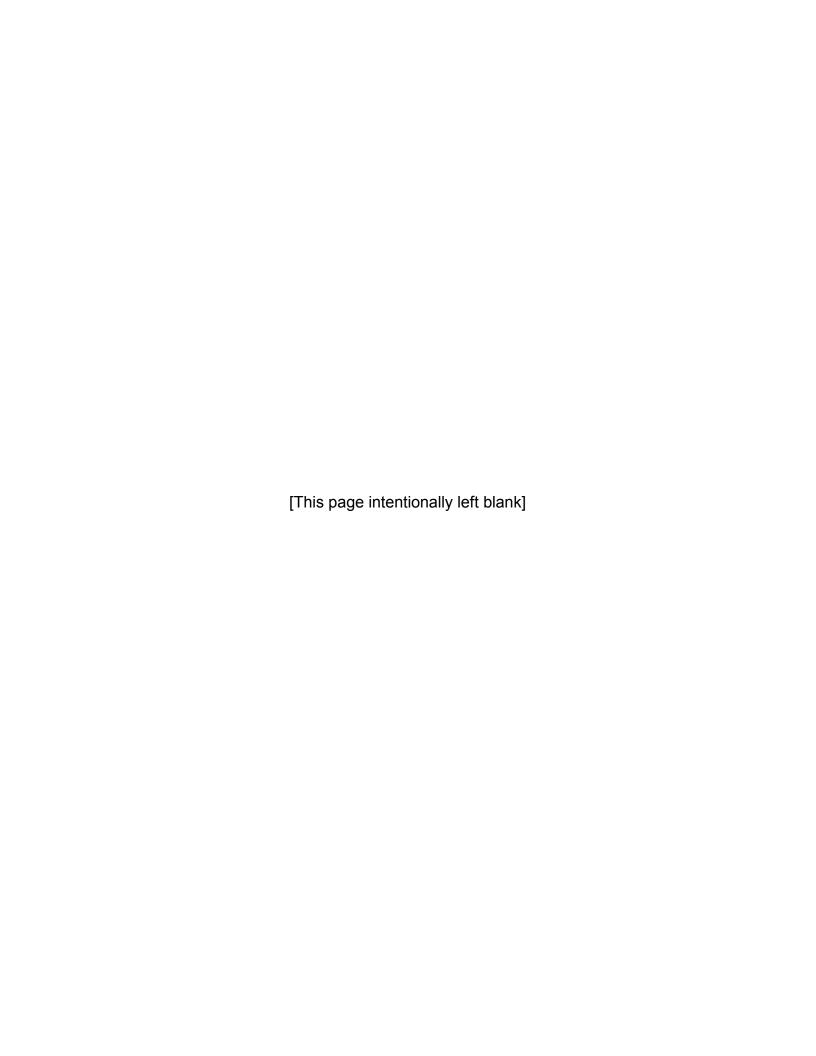


CERT Program Manager: Course Overview

Instructor Guide







Course Purpose

The purpose of this Community Emergency Response Team (CERT) Program Manager course is to prepare CERT Program Managers to start and sustain an active local CERT program.

Overall Course Objectives

By the end of this course, the participants should be able to:

- 1. Define the purpose and most important parts of a local CERT program.
- 2. Use strategic planning to define the mission and goals for a local CERT program.
- 3. Describe why and how to promote a local CERT program.
- 4. Create a process for working with volunteers and instructors.
- 5. Set a process for acquiring and managing program resources.
- 6. Build a plan for delivering and handling safe training and exercises.
- 7. Describe the role of policies and procedures in running a local CERT program.
- 8. Develop a process for evaluating a local CERT program.
- 9. Describe how to sustain a local CERT program.

In addition to the overall course objectives listed above, each unit has specific objectives.

Target Audience

The target audience for this course includes the following:

- Professionals and volunteers who have been or are interested in being selected as a state or local CERT Program Manager; and
- Current CERT Program Managers.

Prerequisites

The prerequisites for anyone who wants to attend the CERT Program Manager course include the following:

- A referral from a CERT sponsoring agency, which can be a state, local, or regional government agency;
- Approval from a state CERT coordinating agency if such an agency sponsors the CERT Program Manager course; and
- Completion of the CERT Basic Training course.

Course Materials

The CERT Program Manager course includes these materials:

- 1. Instructor Guide (includes administrative, logistical, and preparation information; lesson plan; instructor notes; mini PowerPoint slides; instructions for all activities; all participant handouts and job aids);
- 2. Participant Manual (key content, activity worksheets, all handouts, and job aids); and
- PowerPoint slides.

Course Agenda

This is a three-day course. The first and second days run about 8.5 hours each. The third day runs about four hours. The agendas for each day are displayed below in **Table 1: Day 1 Course Agenda**, **Table 2: Day 2 Course Agenda**, and **Table 3: Day 3 Course Agenda**.

Table 1: Day 1 Course Agenda

Time	Activity
8:30 – 10:00 a.m.	Unit 1: Course Introduction, Overview and Pre-Test
10:00 – 10:15 a.m.	Break
10:15 – 11:15 a.m.	Unit 2: Setting a Program Vision
11:15 – 11:30 a.m.	Break
11:30 a.m. – 12:30 p.m.	Unit 2: Setting a Program Vision (cont'd)
12:30 p.m. – 1:30 p.m.	Lunch
1:30 – 2:30 p.m.	Unit 3: Promoting Your Program
2:30 – 2:45 p.m.	Break
2:45 – 3:45 p.m.	Unit 3: Promoting Your Program (cont'd)
3:45 – 4:00 p.m.	Break
4:00 – 5:00 p.m.	Unit 4: Working with Volunteers

Table 2: Day 2 Course Agenda

Time	Activity
8:00 – 9:00 a.m.	Unit 4: Working with Volunteers
9:00 – 9:15 a.m.	Break
9:15 – 10:15 a.m.	Unit 5: Working with Instructors
10:15 – 10:30 a.m.	Break
10:30 a.m. – 12:00 p.m.	Unit 6: Procuring and Managing Resources

Time	Activity
12:00 p.m. – 1:00 p.m.	Lunch
1:00 – 2:00 p.m.	Unit 7: Training and Exercises
2:00 – 2:15 p.m.	Break
2:15 – 3:15 p.m.	Unit 7: Training and Exercises (cont'd)
3:15 – 3:30 p.m.	Break
3:30 – 4:30 p.m.	Unit 8: Policies and Procedures

Table 3: Day 3 Course Agenda

Time	Activity
8:00 – 9:00 a.m.	Unit 9: Program Evaluation
9:00 – 9:15 a.m.	Break
9:15 – 10:15 a.m.	Unit 10: Keeping Your Program Going
10:15 – 10:30 a.m.	Break
10:30 a.m. – 12:00 p.m.	Unit 11: Course Summary and Conclusion

Instructor Qualifications

Instructors will be recruited and selected to teach this course based on the following qualifications:

- Completion of the CERT Basic Training course;
- Completion of the CERT Train-the-Trainer course;
- · Completion of the CERT Program Manager course;
- Broad training experience;
- State-level approval; and
- Completion of instructional methodology course (preferred, but not required).

Preparing to Train

As the instructor, the way you prepare for and conduct the training will have a definite impact on its success. This section provides guidelines to help you prepare for this course. Use the following steps when you prepare for training:

- Read both the Instructor Guide and the Participant Manual.
- Conduct a walk-through of all activities and prepare to answer any questions the participants ask while completing the activities themselves.
- Add important information to the course, but do not delete topics.
- Teach to groups of 15 to 25 participants, but do not exceed class sizes of 40.
- Follow the Instructor Guide to make sure you conduct these activities during the course.
- If time is limited, prepare to hold an optional lunch session for questions and answers for state and local course offerings.

Preparing the Classroom

As an instructor, you are responsible for the equipment you need for the course. For each session, you will need:

- A computer with Microsoft PowerPoint software (PowerPoint 97 or newer);
- A computer projector and screen;
- A whiteboard or large writing pad with an easel and markers;
- Masking tape; and
- Pens and pencils.

The beginning of the Instructor Notes for each unit lists the session-specific equipment and materials you will need.

Regardless of the room arrangement you select, the training room must be large enough to have demonstrations and hands-on activities. A U-shaped seating arrangement—especially for larger groups—is best for group interactions and media visibility.



CERT Program Manager Unit 1: Introduction and Overview

Instructor Guide









CERT Program Manager Unit 1: Introduction and Overview

In this unit, participants will learn about:

- ☐ **The Instructors and the Participants.** Who is teaching the course and who is taking the course?
- ☐ The Community Emergency Response Team (CERT) Program Manager Course Preview. What is the course purpose and course learning objectives?
- ☐ **The CERT Program.** How and why were CERT programs developed? What are the most important parts of a CERT program? How do CERT programs interact with the emergency response system and the community?
- ☐ **The Draft Program Plan.** What template is available to use before, during, and after the course?



CERT Program Manager Unit 1 Table of Contents

Unit Objectives	
Scope	1-1
Estimated Completion Time	1-1
Training Methods	1-2
Resources Required	1-2
Equipment	1-2
Preparation	1-3
Instructor Remarks	1-3
Pre-Test	1-3
Expectations	1-3
CERT Train-the-Trainer Pre-Test	1-4
CERT Draft Program Plan	1-18
Unit 1: Program Goal and Objectives	1-18
Unit 2: Program Partners	1-20
Unit 3: Promoting to Target Audiences	1-21
Unit 4: Working with Volunteers	1-22
Recruitment	1-22
Retention	1-23
Unit 4: Working with Instructors	1-24
Unit 5: Procuring and Managing Resources	1-26
Unit 6: Training and Exercises	1-28
Unit 7: Policies and Procedures	1-32
Unit 8: Program Evaluation	1-34
Unit 9: Keeping the Program Going	1-36

UNIT OBJECTIVES

By the end of this unit, the participants will be able to:

• Define the purpose and most important parts of a local CERT program.

SCOPE

The topics that will be discussed in this unit are:

- Welcome:
- Participant Introductions;
- · Participant Expectations;
- Course Preview
- What is a CERT Program;
- The Draft Program Plan; and
- Unit Summary.

ESTIMATED COMPLETION TIME

A suggested time plan for this unit is displayed below in **Table 1.1: Estimated Completion Times**.

Table 1.1: Estimated Completion Times

Activity	Suggested Time
Pre-Test	10 minutes
Welcome	10 minutes
Participant Introductions	40 minutes
Course Preview	5 minutes
What is a CERT Program?	20 minutes
The Draft Program Plan	2 minutes
Unit Summary	1 minute
Total	1 hour, 30 minutes

TRAINING METHODS

The lead instructor will hand out the Pre-Test and ask participants to complete it. The lead instructor will collect the Pre-Test before beginning the unit instruction.

The lead instructor will begin by welcoming the participants to the course. All the instructors will introduce themselves. The lead instructor will make any needed administrative announcements.

Next, the instructor will ask participants to briefly introduce themselves. During this activity, each participant will:

- Introduce himself or herself;
- Say what CERT program he/she is with; and
- Volunteer his or her expectations for the course, which the instructor will record on an easel pad and post on the walls for later review.

The instructor will then briefly explain the course purpose, course objectives, and course materials.

Next the instructor will review the course agenda.

The instructor will lead a guided discussion of how and why CERT programs were developed, the most important parts of a CERT program, and how CERT programs interact with the emergency response system and the community.

Next, the instructor will introduce the blank Draft Program Plan that participants will work on throughout the course, which will be the basis for the ongoing plan for their program.

The instructor will conclude with a brief summary of what was discussed in the unit.

Please be advised that, as a general rule, the instructor is encouraged to add relevant information to this guide, but should never delete topics.

RESOURCES REQUIRED

- Community Emergency Response Team Program Manager Instructor Guide (for Program Manager instructors)
- Community Emergency Response Team Program Manager Participant Manual (for all participants)
- PowerPoint slides 1-0 to 1-19
- Copies of the Pre-Test, one for each participant

EQUIPMENT

The following equipment is required for this unit:

- A computer with PowerPoint software
- A computer projector and screen
- Masking tape (for posting the participant expectations)
- An easel and writing pad or whiteboard
- Markers

PREPARATION

Before class, make one copy of the Pre-Test for each participant. The Pre-Test questions can be found in this guide, just before the lesson plan for the unit.

INSTRUCTOR REMARKS

Pre-Test

As you distribute the Pre-Test, explain that you will collect them but that they will not be graded. The Pre-Test helps the instructors know where to focus attention during the training. The Pre-Test will be returned to participants at the conclusion of the training so they can see the progress they made.

Answers for the Pre-Test:

- 1. B
- 2. D
- 3. A
- 4. A, B, C, D
- 5. Checkmarks in all boxes
- 6. E
- 7. B
- 8. C
- 9. A
- 10.B
- 11.D
- 12.A
- 13.A, B, D
- 14.B
- 15.D
- 16.A, C, D, E, F
- 17.A, B, C, D, E

Expectations

Record participant expectations on an easel pad. Hang the pages on the walls of the classroom as reminders during the training. You will return to them at the end of the course to see how well the expectations were met.

CERT TRAIN-THE-TRAINER PRE-TEST

Name:	

You have 10 minutes to complete this test.

- 1. When did CERT programs first come into existence?
 - A. 1980-1984
 - B. 1985-1989
 - C. 1990-1994
 - D. 1995-1999
- 2. A CERT program is NEVER involved with which activity?
 - A. Missing person search
 - B. Crowd and traffic control
 - C. Debris removal after a flood
 - D. Conducting search and rescue operations in a collapsed building
 - E. Supplementing fire tower staff during fire season
- 3. Which of the following tasks is not necessary when a Program Manager prepares to meet with a potential partner?
 - A. Develop a newsletter
 - B. Create talking points
 - C. Research the group
 - D. Prepare a program description
 - E. Find ways to help each other
- 4. Circle each item that a SWOT Analysis identifies to evaluate program goals.
 - A. Strengths
 - B. Threats
 - C. Weaknesses
 - D. Opportunities
- 5. Check next to the activities a Program Manager performs for each group.

Activity	Volunteers	Instructors
Recruit		
Orient		
Track		
Manage		
Retain		
Terminate		

- 6. Which resource management issue is a Program Manager NOT likely to address?
 - A. What resources do we need?
 - B. Where/how will we get the resources?
 - C. How much will the resources cost?

- D. Where will we store the resources?
- E. How will we get rid of excess resources?
- 7. Every CERT program has the same goal
 - A. True
 - B. False
- 8. _____ is an important part of program evaluation, risk management, goal setting, and funding.
 - A. A training facility
 - B. Program promotion
 - C. Good recordkeeping
 - D. A program report
- 9. What is the first thing to do when approaching funders and partners?
 - A. Create a program description
 - B. Develop a plan for approaching the funder or partner
 - C. Hold a one-on-one meeting with the funder or partner
- 10. The CERT Basic Training should never be tailored by the local CERT program.
 - A. True
 - B. False
- 11.A CERT Training and Exercise Plan should comply with which one of these requirements?
 - A. NIMS
 - B. ISO 700
 - C. Homeland Security Act
 - D. Homeland Security Exercise and Evaluation Program (HSEEP)
- 12. Choose which step should come first.
 - A. Set program goals
 - B. Promote the program
 - C. Get program funding
 - D. Educate staff about the program
- 13. Choose all signs that suggest the program policies and procedures need to be reviewed and updated.
 - A. An increase in the number of injuries or ineffective team operations
 - B. Frequent questions on what are "normal operations" or a sense of general confusion
 - C. Too many volunteers
 - D. Complaints about poor performance from the sponsoring agency, partners, or the community
 - E. An increase in donations
- 14.A particularly important policy area is _____
 - A. The correct CERT uniform
 - B. Safety concerns during CERT activities and CERT training
 - C. The recruitment of one new member by every current CERT member
 - D. The program funding that will be accepted
- 15. A Program Report should be developed at least:
 - A. Weekly
 - B. Monthly

- C. Bi-monthly
- D. Annually
- 16. Circle the five characteristics of program objectives
 - A. Achievable
 - B. Funded
 - C. Relevant
 - D. Time-bound
 - E. Measurable
 - F. Specific
- 17. Circle all elements critical to keeping a program in operation.
 - A. Volunteers retained
 - B. Skills are sharpened
 - C. Teams respond effectively
 - D. Program is run efficiently
 - E. External program support

SECTION 1: COURSE PREVIEW



Roster

As the participants are arriving, make a class roster by passing around a sheet of paper. Ask the participants to write down their name, address, phone number, and email address, or to check their contact information on an existing roster to confirm that it is correct.

Pre-Test

Hand out the Pre-Test. Explain that you will collect the Pre-Test but that the Pre-Test will not be graded. The Pre-Test helps the instructors know where to focus attention during the training. The Pre-Test will be returned to participants after the training so they can see the progress they made.

Tell participants that they have 10 minutes to complete the Pre-Test.

Collect the Pre-Test after 10 minutes, or sooner if all participants have finished.

Welcome

Welcome the participants to the Community Emergency Response Team Program Manager course.

Introduce yourself and give some background information about your past experiences with CERT, with training, and/or as a CERT Program Manager.

Ask other instructors to introduce themselves in the same way.

Housekeeping Restrooms Smoking Policy Cell phone policy (silent mode) Emergency exits Breaks

Make any administrative announcements at this time.

Housekeeping

- Restrooms
- Smoking and cell phone policies
- Emergency exits
- Breaks (mention when the first break will be)
- Other

Participant Introductions

Ask participants to introduce themselves by providing:

- Their name
- The name of the CERT program they manage or will be managing

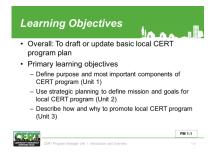




- Those building on an existing program



Ask if there are any questions about the materials.



 Their expectations for the CERT Program Manager course

Ask participants:

What expectations do you have for this course?

What do you hope to have learned by the time you leave this training?

When all the responses are recorded, explain that you will review the list at the end of the training to see how well the expectations were met.

Course Purpose

Review the course purpose.

 The purpose of the CERT Program Manager course is to prepare CERT Program Managers to start and sustain an active local CERT program.

Explain that this course is relevant for:

- Those starting a new local program
- · Those building on an existing local program

Say that each person should leave with new ideas to help start a new program or to refresh an ongoing program.

Course Materials

Refer participants to their Participant Manual.

Explain that all the materials they will be using in the course are included in the Participant Manual.

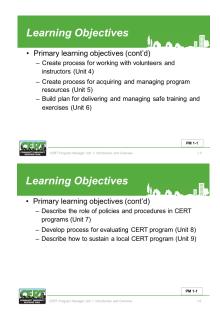
Say that the Participant Manual does not include copies of the slides.

- All of the information on the slides is included in the text in the Participant Manual.
- Each slide includes a reference in the bottom right corner showing the corresponding page number in the Participant Manual.

Course Learning Objectives

Tell participants that an overall activity throughout this course will be to draft or update a basic local CERT program plan.

Say that in addition there are 10 primary learning objectives for the CERT Program Manager course. These objectives describe what behaviors are expected



from the participants by the end of the CERT Program Manager course.

By the end of this training, participants will be able to:

- Define the purpose and most important parts of a local CERT program. (Unit 1)
- 2. Use strategic planning to define the mission and goals for a local CERT program. (Unit 2)
- 3. Describe why and how to promote a local CERT program. (Unit 3)
- 4. Create a process for working with volunteers and instructors. (Unit 4)
- 5. Set a process for acquiring and managing program resources. (Unit 5)
- 6. Build a plan for delivering and handling safe training and exercises. (Unit 6)
- 7. Describe the role of policies and procedures in running a local CERT program. (Unit 7)
- 8. Develop a process for evaluating CERT programs. (Unit 8)
- Describe how to sustain a local CERT program. (Unit 9)

Explain that the slide only shows the primary learning objectives.

Say that each course objective has sub-objectives. They are included in the Participant Manual and can be reviewed in detail individually.

Course Learning Sub-Objectives

After completing this training, participants will be able to:

- Define the purpose and most important parts of a local CERT program. (Unit 1)
- 2. Use strategic planning to define the mission and goals for a local CERT program. (Unit 2)
 - Explain why a CERT program must have clearly defined goals and objectives.
 - Create draft goals and objectives for a CERT program.
- Describe why and how to promote a local CERT program. (Unit 3)
 - Explain expected results of program promotion.
 - Find community groups to consider for partnership.

- Find strategies for creating and maintaining partnerships.
- Explain how the process of goal setting links to program promotion.
- Describe CERT key messages to include inprogram promotion.
- Find ways to promote a program to different audiences.
- 4. Create a process for working with volunteers and instructors. (Unit 4)
 - Describe how to recruit and orient volunteers and instructors.
 - Explain why it is important to track volunteers and instructors.
 - Describe ways to manage volunteers and instructors.
 - Find techniques for retaining volunteers and instructor.
 - Find strategies for terminating a volunteer or instructor.
- 5. Set a process for acquiring and managing program resources. (Unit 5)
 - Identify types of resources needed to run a CERT program.
 - Identify data types to collect and keep to manage the program.
 - Create strategies for finding and handling resources.
 - Find program funding options and sources and successful funding strategies.
 - Create a draft program budget.
- 6. Build a plan for delivering and handling safe training and exercises. (Unit 6)
 - Identify training and exercises required or available for CERT volunteers.
 - Explain how to tailor CERT Basic Training content.
 - Identify tasks needed for handling CERT trainings.
 - Describe the parts of a CERT Training and Exercise Plan.
 - Explain how to ensure safety during training and exercises.

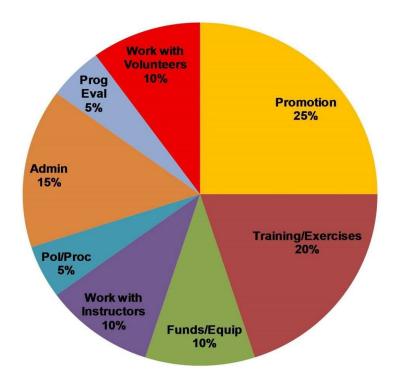
- 7. Describe the role of policies and procedures in running a local CERT program. (Unit 7)
 - Explain why policies and procedures are needed to run a successful program.
 - Find policies and procedures needed to start and run a program.
 - Find resources for creating program policies and procedures.
- 8. Develop a process for evaluating a local CERT program. (Unit 8)
 - Explain what a program evaluation is.
 - Describe the reasons for evaluating a program.
 - List the steps for evaluating different program parts.
 - Knowing the features of a Program Report.
- 9. Describe how to sustain a local CERT program. (Unit 9)
 - Describe the knowledge, skills, and abilities a Program Manager must have in order to run a program.
 - Identify elements needed for sustaining a program.
 - Explain a technique for finding program activities that do the most for program maintenance.



percentage of time in the pie

chart.

CERT Program Management



Emphasize to participants that, as they can tell from the learning objectives, a local CERT program includes much more than just conducting CERT Basic Training. Some experienced CERT Program Managers have estimated that the CERT Basic Training covers only 20% of their work. This course reviews the other key activities needed for an active program.

Ask participants who are already Program Managers if the pie percentages are about the same as their time spent in these activities.

SECTION 2: WHAT IS A CERT PROGRAM?



- What is a CERT program
- How CERT programs interact with emergency response system and the community



Review what is a CERT program.

Note: If this course is being taught in conjunction with the CERT Train-the-Trainer course and slides 1-11 to 1-20 have already been covered, review quickly and then move to slide 1-21.



- 700 people saved by untrained volunteers
- · 100 volunteers died trying to help
- City of Los Angeles Fire Department (LAFD) recognized that citizens are likely to be on their own during early stages of a disaster



Start a class discussion by asking this question.

This slide is animated. The first click displays the question. The second click displays the responses.

Ask the participants if they have questions.



- 1986 in Los Angeles for earthquake response



Tell participants that, before getting into the details about how to manage a CERT program, everyone should have a clear picture of:

- How CERT programs got started;
- What a CERT program is; and
- How CERT programs interact with the emergency response system and the community.

CERT History

Ask participants:

What was the impetus for CERT?

Sum up the discussion by going over the slide.

- An estimated 10,000 people died in the 1985 Mexico City earthquake and its aftermath; 700 people were saved by untrained volunteers, but 100 volunteers also died trying to help.
- The City of Los Angeles Fire Department (LAFD) recognized that citizens would very likely be on their own during the early stages of a catastrophic disaster.

Ask participants:

When was the first CERT program piloted?

Give the answer to the question.

The first CERT program was piloted in 1986 in Los Angeles for earthquake response.

Ask participants:

How did the CERT Program spread?

Sum up the discussion by going over the slide.

- Other jurisdictions, including San Francisco, Portland (OR), and the State of Utah, adapted the CERT model for earthquake response in their communities. Orlando (FL) then adapted the CERT model for hurricane response. demonstrating how CERT could apply to other hazards.
- In the early 1990s, the Federal Emergency Management Agency (FEMA) felt that the idea

Start a class discussion by asking this question.

This slide is animated. The first click displays the question. The second click displays the responses.

Ask the participants if they have questions.





responses.
Ask the participants if they have

questions.



- and the program should be made available to communities nationwide as all hazards training.
- In 1994, the Emergency Management Institute (EMI) at FEMA began to have the CERT Trainthe-Trainer course.

CERT Program

Ask participants:

Where is the CERT Program currently housed?

Give the answer to the question.

CERT is currently housed in the Individual and Community Preparedness Division at FEMA. The CERT program has been an important part of the Citizen Corps Program at FEMA since 2003.

CERT Purpose

Ask participants:

What is the purpose of the CERT Program?

Summarize the discussion by saying that, at its basic level, the purpose of the CERT Program is to train and organize community members:

- To be a response asset in an emergency or disaster; and
- To be an extension of first responder services until professional responders arrive.

Explain that CERTs are organized to respond in different venues, for example:

- Neighborhoods
- Work places
- High schools
- College/university campuses
- High-rise buildings
- Rural areas

Note that some local CERT programs refer to multiple individual teams across their service area, while other programs refer to all of their participants as a single team.

CERT Volunteer Priorities

Ask participants:

Whether preparing for or responding to an emergency or a disaster, what are a CERT volunteer's priorities?

Sum up the discussion by saying that CERT volunteers always work within the limitations of their training.

- First, they help themselves and their families.
- Second, they help their neighbors, coworkers, or others nearby.
- Third, they help the larger community.
- Refer participants to CERT in Action! on the national CERT website to see stories about local CERT response in actual emergencies.

(https://www.fema.gov/media-library/assets/videos/109481)

CERT and the Community

As the CERT concept has taken hold across the country, CERTs have become involved in the community's ability to prepare and respond.

Ask participants:

What other activities do CERT programs participate in besides disaster response?

Summarize the discussion by saying that, in addition to disaster response, CERTs are involved in other volunteer services in their communities.

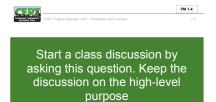
- Help at the county fair with traffic management
- Presentations on emergency preparedness at community meetings
- Staff the first aid booth at home show
- Install smoke detectors for low income households
- Supplement fire tower staff during fire season
- Assist EMS personnel with firefighter rehab



This slide is animated. The first click displays the question. The second click displays the responses.

Ask the participants if they have questions.





This slide is animated. The first click displays the question. The second click displays the responses.

Ask the participants if they have questions.



Start a class discussion by asking this question.

This slide is animated. The first click displays the question. The second click displays the responses.

Ask the participants if they have questions.

 As the CERT concept has taken hold across the country, CERTs have become involved in community preparedness and response capability

Community

 What other activities do CERTs participate in besides disaster response?





CERT and the Emergency Response System

Finally, describe the relationship between the CERT program and the emergency response system.

- No community can afford for its response agencies to have enough staff for major disasters or even large emergencies.
- A community counts on getting help from neighboring communities and it formalizes that understanding through mutual aid agreements.
- Sometimes, however, the neighboring communities are too busy taking care of themselves or there is damage to transportation routes, communication, or other critical infrastructure.
- At such critical times, the CERT program boosts a community's ability to respond.

Say that, in order to be effective, the local CERT program must connect with the existing response system. Throughout this training participants should think about relationships with response agencies and how to establish or improve them.

SECTION 3: THE DRAFT PROGRAM PLAN



- Experienced Program Managers will revise and update an existing plan
- You will find an electronic version of the blank Draft Program Plan template with the CERT Program Manager course materials at https://www.ready.gov/community-emergency-response-team



Explain that during the course participants will work on a Draft Program Plan that they design themselves. Developing this Draft Program Plan will not only be useful for new CERT Program Managers. It will also give experienced CERT Program Managers an opportunity to revisit previous decisions and revise or update them as necessary.

Refer participants to the Draft Program Plan in the Participant Manual and on the following pages in the Instructor Guide.

Emphasize that they will be working on the Draft Program Plan throughout the course.

Add that there is an electronic version of the blank Draft Program Plan template with the CERT Program Manager course materials at the national CERT website: https://www.ready.gov/community-emergency-response-team. If they want to revisit the Draft Program Plan that they build during the course, they can use the electronic template to add new ideas and details to their plan.

CERT DRAFT PROGRAM PLAN

Unit 1: Program Goal and Objectives

Instructions:

- 1. New Program Managers: Draft an overall program goal and one to two objectives for your program. These would be a starting place for the discussion you will have with program sponsors and stakeholders.
- 2. Existing Program Managers: Enter your program's overall goal and two objectives. Ask yourself if the objectives are achievable and appropriate. If not, how might the objectives be revised?

Overall Program Goal:

Objectives:

Remember to make them SMART: specific, measurable, achievable, relevant, and time bound.

- 1.
- 2.

People who should review the goal/objectives:

Complete **Table 4: List of Goal/Objectives Reviewers** below by naming people and organizations to review your goal/objectives.

Table 4: List of Goal/Objectives Reviewers

People who should review the goal/objectives:	
1.	7.
2.	8.
3.	9.
4.	10.
5.	11.
6.	12.

Unit 2: Program Partners

Instructions:

- 1. All Program Managers: Identify organizations in your community that could be targeted for partnership.
- 2. Existing Program Managers: Identify organizations that already provide important partnerships.

Complete **Table 5**: **List of Current or Potential Partners** below by naming current or potential partners

Table 5: List of Current or Potential Partners

Current Partners	Potential Partners
1.	11.
2.	12.
3.	13.
4.	14.
5.	15.
6.	16.
7.	17.
8.	18.
9.	19.
10.	20.

Unit 3: Promoting to Target Audiences

Instructions:

Complete Table 6: Promoting to Target Audiences below with ideas for your CERT program.

Table 6: Promoting to Target Audiences

Stakeholder/Partner	Promotional Message	Promotional Strategies

Unit 4: Working with Volunteers

Recruitment

Instructions:

Complete Table 7: Working with Volunteers below with ideas for your CERT program. Do not include "word of mouth."

Table 7: Working with Volunteers

I could try to recruit volunteers here:	I could use these elements in the recruitment message:
	Opening:
	Statement of need:
	Statement of solution:
	Why volunteer could do job:
	What's in it for the volunteer:
	Opening:
	Statement of need:
	Statement of solution:
	Why volunteer could do job:
	What's in it for the volunteer:
	Opening:
	Statement of need:
	Statement of solution:
	Why volunteer could do job:
	What's in it for the volunteer:

Retention

Instructions:

Record ideas for retaining volunteers. Add to the list as you think of new ideas throughout the course.

Unit 4: Working with Instructors

Instructions:

Complete **Table 8: Known Instructors**, **Table 9: Potential Instructors**, **Table 10: Instructor Retention** with ideas for your CERT program.

Table 8: Known Instructors

These are great instructors I use or would like to use:	
1.	
2.	
3.	
4.	
5.	
6.	

Table 9: Potential Instructors

I could also look for instructors from these organizations:
1.
2.
3.
4.

Table 10: Instructor Retention

Ideas I want to remember for retaining instructors:	

Unit 5: Procuring and Managing Resources

Instructions:

- 1. Complete **Table 11: Program Resource Procurement** by considering management issues related to procuring program resources.
- 2. Complete **Table 12: Data Collection and Record Keeping** by considering data collection and record keeping requirements.

Table 11: Program Resource Procurement

Resources	Factors to Consider	

Table 12: Data Collection and Record Keeping

Data or Records to Collect	Best Ways to Collect and Access Data Records

Unit 6: Training and Exercises

Instruction:

- 1. Draft the scenario for training below.
- 2. Complete Table 13: Training Ideas for Your Community with ideas to tailor training to your community.
- 3. Complete **Table 14: Sample Training Schedule** with the sample training schedule.

My draft scenario for CERT Basic Training, Unit 7:

Table 13: Training Ideas for Your Community

	Some ideas for tailoring training to my community:
1.	
2.	
3.	
4.	
5.	
6.	

Table 14: Sample Training Schedule

Week 8 Before Training	Week 7 Before Training	Week 6 Before Training	Week 5 Before Training

Week 4 Before Training	Week 3 Before Training	Week 2 Before Training	Week 1 Before Training

Table 15: Draft Training and Exercise Plan

Objective	Plan for Meeting Objective	Logistical Needs to Meet Objective	Risk to Volunteers	Evaluation of Objective

Unit 7: Policies and Procedures

(Experienced Program Managers) Do your policies and procedures need to be revised? Consider these indicators:

- An increase in the number of injuries or ineffective team operations;
- More questions on what are "normal operations" or a sense of general confusion;
- Requests from CERT volunteers for more training on a procedure;
- Inconsistent performance of CERT volunteers;
- Increase in the stress levels of CERT volunteers; and
- Complaints about poor performance from the sponsoring agency, partners, or the community.

Instructions:

Complete **Table 16: Potential Policies and Procedures** by considering ways to inform new policies and procedures.

Table 16: Potential Policies and Procedures

Topic of Policy/Procedure	Research Needed	Individuals to Consult

Complete **Table 17: Policies and Procedures (cont.)** by filling out the spaces with thoughts you had about the policies and procedures.

Table 17: Policies and Procedures (cont.)

	Learning Objectives	
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Unit 8: Program Evaluation

Instructions:

Complete Table 18: Goals and Objectives with your program's specific goals and objectives.

Table 18: Goals and Objectives

Goals	Objectives
	Objective #1
Goal #1	Objective #2
	Objective #3
	Objective #1
Goal #2	Objective #2
	Objective #3
	Objective #1
Goal #3	Objective #2
	Objective #3

Ideas for evaluating Goal #____:

Unit 9: Keeping the Program Going

Complete **Table 19: Strengths**, **Table 20: Training Opportunities**, and **Table 21: Involvement Opportunities** with your program's strengths, future training, and involvement opportunities.

Table 19: Strengths

Three areas where I do well (strengths):		
1.		
2.		
3.		

Table 20: Training Opportunities

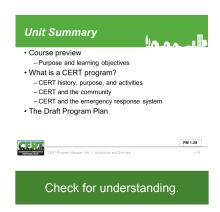
Three areas where I want additional training:		
1.		
2.		
3.		

Table 21: Involvement Opportunities

Three areas I might want to delegate or share:		
1.		
2.		
3.		

Ideas for tasks/activities to add or re-design to make my program maintenance efforts most efficient:

SECTION 4: UNIT SUMMARY



Say that in addition to covering the standard course introduction topics (course purpose and learning objectives), this unit provided an overview defining a CERT program. The unit also introduced the Draft Program Plan that participants will complete during the course.

Do you have any questions about anything covered in this unit?

Transition

The next unit will discuss setting goals for your CERT program and identifying roles the program can fulfill in your community.





CERT Program Manager Unit 2: Setting a Program Vision

Instructor Guide









CERT Program Manager Unit 2: Setting a Program Vision

In this unit, participants will learn about:

- ☐ **The Importance of Setting Goals.** Why are goals and objectives important for your CERT program?
- ☐ **The Definition of Program Goals and Objectives.** What is the difference between goals and objectives?
- ☐ The Goal Setting Process. What goals are appropriate for your CERT program?



CERT Program Manager Unit 2 Table of Contents

CERT Program Manager Unit 2 Table of Contents	2-1
Unit Objectives	2-1
Scope	2-1
Estimated Completion Time	2-1
Training Methods	2-2
Resources Requires	2-2
Equipment	2-3
Instructor Remarks	2-3
Examples of Program Objectives:	2-8
Questions to Get You Started	2-16
SWOT Analysis Template	2-17

UNIT OBJECTIVES

By the end of this unit, the participants will be able to:

- Use these strategic planning activities to define the mission and goals for a local CERT program.
- Explain why a CERT program must have clearly defined goals and objectives.
- Create draft goals and objectives for a CERT program.

SCOPE

The topics that will be discussed in this unit are:

- The Importance of Setting Goals;
- The Definition of Program Goals and Objectives; and
- The Goal Setting Process.

ESTIMATED COMPLETION TIME

A suggested time plan for this unit is displayed below in **Table 2.1: Estimated Completion Times**.

Table 2.1: Estimated Completion Times

Activity	Suggested Time
Pre-Test	5 minutes
The Importance of Setting Goals	5 minutes
What are Program Goals and Objectives	20 minutes
The Goal Setting Process	60 minutes
Draft Program Plan: Develop Program Goal and Objectives	25 minutes
Unit Summary	5 minutes
Total	2 hours

TRAINING METHODS

The instructor begins by talking about the importance of goal setting and explains that successful programs have a clear vision of where they are going.

The instructor then leads a brainstorming session to list possible goals for a CERT program.

Next, the instructor talk about the difference between an overall program goal and objectives. The instructor walks participants through the list they made to decide which are goals and which are objectives.

The instructor will go over the criteria that make an objective effective and make sure that it is SMART: specific, measurable, achievable, relevant, and time-bound. As a group, participants look at some examples of program objectives and decide if they are effective.

The instructor goes over each of the five steps in the goal setting process:

- 1. Identify community and sponsor needs;
- 2. Create draft goal and objectives;
- 3. Test the goals and objectives with sponsors and stakeholders;
- Periodically check progress toward reaching objectives, and whether objectives still fit: and
- 5. Develop new goals and objectives, as needed.

Between Steps 3 and 4, participants begin to work on the Draft Program Plan mentioned in Unit 1 by creating a draft goal and objectives for their program.

New Program Managers will create a draft overall goal and one or two draft objectives for their program. They will list community representatives that they want to include in developing the goal.

Current Program Managers will review their existing program goal and objectives and see if they are achievable, fitting, and how they may update them. They will list community representatives who should review the updated goals.

In Step 4, Periodically Check Progress, two tools are given for strategic planning use: Questions to Get You Started, and Strengths, Weakness, Opportunities, and Threats (SWOT) Analysis.

RESOURCES REQUIRES

The following resources are needed for this unit:

- Community Emergency Response Team Program Manager Instructor Guide (for Instructors)
- Community Emergency Response Team Program Manager Participant Manual (for Participants)
- PowerPoint slides 2-0 to 2-26

EQUIPMENT

The following equipment is required for this unit:

- A computer with PowerPoint software
- A computer projector and screen
- · Easel with large writing pad, or whiteboard
- Markers

INSTRUCTOR REMARKS

When talking about goals, the terms can get confusing. The literature on strategic planning uses a variety of terms: plans, policies, mission statements, goals, objectives, strategies, tactics, and actions.

For this unit, the terms "goal" and "objectives" are used.

SECTION 1: UNIT OVERVIEW

CERT Program Manager
Unit 2: Setting a Program Vision

Sta





Unit Objectives

- By the end of this unit, participants will be able to:
 Use strategic planning to define the mission and goals for a local CERT program
- Explain why a CERT program must have clearly defined goals and objectives
- Create draft goals and objectives for a CERT program

This unit looks at program goals, objectives, and how they are developed.

Unit Objectives

State the unit's learning objectives.

By the end of this unit, the participants will be able to:

- Use strategic planning to define the goal and objectives for a local CERT program.
- Explain why a CERT program must have clearly defined goals and objectives.
- Create draft goals and objectives for a CERT program.

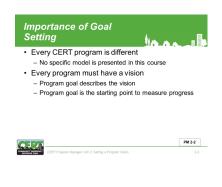
Unit Topics

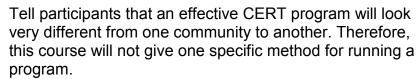
To accomplish those objectives, this unit will look at:

- The importance of setting goals;
- The definition of program goals and objectives; and
- The goal setting process.



SECTION 2: THE IMPORTANCE OF SETTING GOALS





Say that, in order to choose an operating structure, every CERT program must have a clear vision of what that CERT program will be.

Explain that the way we describe our program vision is by creating a program goal. The goal is needed as a starting point, so we can see if we have made any progress later.



Activity: Brainstorm Program Goals

<u>Purpose</u>: This activity creates a list of possible program goals.

Instructions: Follow these steps to do the activity.

- 1. Ask participants: What might be a possible goal for a CERT program?
- 2. Write the list on the easel writing pad or whiteboard.
- 3. If there is more than one page of ideas, post the pages on the wall so you can come back to the list later.

Brainstorm Program Goal



SECTION 3: WHAT ARE PROGRAM GOALS AND OBJECTIVES?



CEPT PM 2-3

· What you will do for whom and where



Ask participants if the objective on the slide is SMART.

The objective does meet the SMART criteria.



Explain the difference between a goal and an objective.

- The program goal is a clear and brief statement about the program's purpose.
- Objectives are specific actions that the program will take to reach the goal.

Provide these details about program goals.

- Sometimes a goal is called a mission statement.
- It will describe what you will do, for whom, and in what geographic area.
- Example: "The Anywhere CERT Program will manage disaster relief operations in the neighborhoods of CERT volunteers until professional responders arrive."
- Example: "To do the greatest good for the most people in the least amount of time."

Explain that objectives describe your planned future results and certain actions.

Say that to be effective, an objective must be **SMART**:

- Specific: It is clear and well-defined.
- Measurable: A method is in place to track progress towards reaching the goal.
- Achievable: The resources are available to complete the objective.
- Relevant: The goal lines up with the CERT program vision.
- Time-bound: The objective includes a due date or a time for completion.

Activity: Identify Goals and Objectives

<u>Purpose</u>: This activity allows participants to practice telling the difference between program goals and program objectives.

Instructions: Follow these steps to do the activity.

- Invite the participants: Let's look at the list we just created. Which are goals, and which are objectives?
- 2. On the easel paper or whiteboard, mark the goals with a "G" and the objectives with an "O."



Activity: Evaluate Objectives

<u>**Purpose**</u>: This activity allows participants to recognize effective objectives.

Instructions: Follow these steps to do the activity.

- 1. Invite the participants: Let's look at some objectives and decide if they are effective.
- 2. Have participants turn to *Examples of Program Objectives* in the Participant Manual and the Instructor Guide.
- 3. Ask participants to complete the worksheet on their own.
- 4. Explain that for each objective, participants should answer Yes or No to the questions by checking the box.
 - Is the objective specific?
 - Is the objective measurable?
 - Is the objective achievable?
 - Is the objective relevant?
 - Is the objective time-bound?
- 5. Go over the worksheet with participants. Talk about their responses.
- After going over all seven examples, ask participants which objectives are effective. The correct answers are #4 and #7. If there is enough time, ask participants to give ways that each objective can be made "SMART."

<u>Debrief</u>: Remind participants that to be effective, an objective must meet **all five** SMART criteria: specific, measurable, achievable, relevant, time-bound.

The correct responses are provided in the Instructor Guide.

Examples of Program Objectives:

Instructions:

For each objective, complete the SMART Checklists (i.e. **Table 22**, **Table 23**, **Table 24**, **Table 25**, **Table 26**, **Table 27**, and **Table 28**) by checking the "Yes" or "No" boxes.

1. Objective: To have enough instructors for a group of 15 or more people interested in having a CERT class.

Table 22: SMART Checklist

Objective	Yes	No
Is the objective specific?		
Is the objective measurable?		
Is the objective achievable?		
Is the objective relevant?		
Is the objective time-bound?		

Answer: Specific, measurable, achievable, and relevant

2. Objective: To improve community preparedness by training volunteers in giving care until first responders arrive.

Table 23: SMART Checklist

Objective	Yes	No
Is the objective specific?		
Is the objective measurable?		
Is the objective achievable?		
Is the objective relevant?		
Is the objective time-bound?		

Answer: Measurable, achievable, and relevant

3. Objective: To have Teen CERT programs in every county high school.

Table 24: SMART Checklist

Objectives	Yes	No
Is the objective specific?		

Objectives	Yes	No
Is the objective measurable?		
Is the objective achievable?		
Is the objective relevant?		
Is the objective time-bound?		

Answer: Specific, measurable, and achievable

4. Objective: To support a community's public safety efforts (e.g., installing smoke alarms or staffing first aid booths at community events) by providing CERT volunteers whenever requested.

Table 25: SMART Checklist

Objectives	Yes	No
Is the objective specific?		
Is the objective measurable?		
Is the objective achievable?		
Is the objective relevant?		
Is the objective time-bound?		

Answer: Specific, measurable, achievable, relevant (depending on a CERT program's resources), and time-bound

5. Objective: To find a group of experts to help provide CERT BasicTraining and annual refresher training to all 170,000 county residents.

Table 26: SMART Checklist

Objectives	Yes	No
Is the objective specific?		
Is the objective measurable?		
Is the objective achievable?		
Is the objective relevant?		
Is the objective time-bound?		

Answer: Measurable and achievable

6. Objective: To assist and support the work of the Office of Emergency Management.

Table 27: SMART Checklist

Objectives	Yes	No
Is the objective specific?		
Is the objective measurable?		
Is the objective achievable?		
Is the objective relevant?		
Is the objective time-bound?		

Answer: Achievable and relevant

7. Objective: To host an outdoor search and rescue class with the goal of forming a permanent team.

Table 28: SMART Checklist

Objectives	Yes	No
Is the objective specific?		
Is the objective measurable?		
Is the objective achievable?		
Is the objective relevant?		
Is the objective time-bound?		

Answer: Specific, measurable, achievable, relevant, and time-bound

SECTION 4: THE GOAL SETTING **PROCESS**



Five Goal Setting Steps 1. Identify community and sponsor needs

- 2. Create draft goal and objectives
- 3. Test goal/objectives with sponsors and stakeholders
- 4. Periodically check:
 - Progress toward reaching objectives
 - -Whether objectives still fit the goal
- 5. Develop new goal/objectives, as needed



- goal/objectives to keep them in line with community
- · Repeat Step 1 (identify community and sponsor needs) with stakeholders
- · Program goal is not likely to change
- · Specific objectives should be regularly reviewed, and updated as needed



#1: Identify Needs All program goals/objectives are local to the

- community · Program goals/objectives must be developed by
- the local program
 - This is the entity that will apply them
- · Program goal/objectives must respond to community needs







Recap that participants now understand what a goal is and what an objective must include to be effective. The next step is to talk about how to set program goals.

The Five Steps in the Goal Setting Process

Describe the five steps in the program goal setting process:

- 1. Identify community and sponsor needs.
- 2. Create draft goal and objectives.
- 3. Test the goal and objectives with sponsors and stakeholders.
- 4. Periodically check:
 - Progress toward reaching objectives.
 - Whether objectives still fit.
- 5. Develop new goal and objectives, as needed.

Explain that this slide is an overview and each step will be covered in more detail.

Explain that setting program goals is an iterative process. Over time, the CERT program must check its goal and objectives to make sure that they line up with the needs of the community. That means going back to Step 1 to review and update the goal and objectives. The overall program goal will probably not change, but specific objectives should be reviewed regularly and updated, as needed.

Step #1: Identify Community and Sponsor Needs

Explain that all program goals and objectives are local to the community.

They must be developed by the local program that will use them.

They must fit the needs of the community. Ask participants:

How can you find out what your community's needs are?

Ask participants:

When you ask about your community's needs, what do you want to determine?

The answer is very simple: You



Start a class discussion by asking this question.

This slide is animated. The first click displays the question. The second click displays the responses.

Before moving on, ask the participants if they have any other questions.



Start a class discussion by asking this question.

This slide is animated. The first click displays the question. The second click displays the responses.

Before moving on, ask the participants if they have any other questions.



- Promote the program after creating a program vision
- Set the program vision by including input from other community members
- Welcome input from the community after they learn about the program



Sum up the discussion by going over some of the things you want to determine:

- What hazards are possible in the community?
- What is the emergency management system (EMS) in the community and who is in charge?
- Have there been other community-based public safety efforts? Were they successful?
- Have some homeowners and businesses taken preparedness actions?
- What support is available for CERT?

Ask participants:

Whom do you need to talk with to find out what needs the community has?

Sum up the discussion by going over a partial list of local entities to contact:

- Fire department
- Law enforcement agency
- Emergency manager
- Neighborhood associations
- Community leaders
- Transportation department
- Local college or university
- Businesses who have prepared for emergencies, either voluntarily or because they are required by law

Say that there is an overlap between setting your program's vision and promoting program services (Unit It is useful to do these things together.

- You should promote your program after creating a program vision.
- You should set the vision for your program by including input from other community members.
- You should include the input of community representatives after they learn about the program.

Explain that when you talk with people to figure out your community's needs, you should prepare to teach them about the CERT Program:

- What its purpose is;
- How it has been used around the country;

PM 2-8



Start Small!



- How it can benefit their department, agency, or group; and
- How it can benefit your community.

Step #2: Create Draft Goal/Objectives

Tell participants that once they have determined the community's needs, they will have gotten some direction for creating draft goal/objectives.

Explain that the number of objectives to set will depend on the program. However, those creating new programs should start with a small and simple program scope that is manageable.

Step #3: Test the Goal and Objectives with Sponsors and Stakeholders

Say that the program organizers should go back to the community representatives for their feedback on the program goal and objectives. This does two things:

- 1. If a goal does not meet a community need, the representatives can give other guidance.
- 2. Asking for guidance gives the community representatives a feeling of ownership and buy-in for the program. Their support for the program will be stronger.

Activity: Draft Program Plan – Create Program **Goal and Objectives**

Purpose: New Program Managers will draft a program goal with one or two objectives. They will make a list of community representatives they want to ask to review the draft goal and objectives.

Current Program Managers will review the existing program goal and objectives to see if they are achievable, fitting, and how they may update them. They will list other stakeholders who should review the updated goal and objectives.

Instructions: Follow these steps to do the activity.

- 1. Have participants turn to the *Draft Program Plan* in Unit 1 in the Participant Manual and the Instructor Guide.
- 2. Ask participants to complete the first section, Program Goals and Objectives, on their own.

Debrief: Talk about the activity with participants.

For New Program Managers: Was it easy to create a goal and objectives?

For Experienced Program Managers: Do you want to update your current goal and objectives?

For All Participants: Do you think you have found the right people to include in developing your goal and objectives? Why or why not? Ask the participants for some examples of the people and community representatives that they are thinking of.

Step #4: Periodically Check Program Progress

Explain that a CERT program objective is not set once and then put in a drawer and ignored.

Program objectives represent the needs of a changing community. Therefore, they must periodically be checked to confirm:

- Is the program making progress toward the objective?
- Is the objective still fitting for the program to meet community needs?

Ask participants:

How does a program review its own objectives?

Sum up the discussion by explaining that reviewing a program's objectives is part of the process known as strategic planning. Strategic planning determines:

- What the program goal is for the next year;
- How the program will reach the goal; and
- How the program will decide when the goal is met.

Explain that strategic planning is not very complicated, but it is also not a common skill that all Program Managers have. However, there are many resources available:

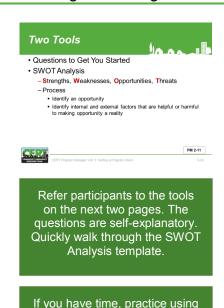
- There is a lot of information online:
- This course will give a few tools for strategic planning; and
- Program Managers should also think about finding a strategic planner to help with their CERT program. Some sources might be:
 - A community college;
 - A local volunteer clearinghouse; and/or



Start a class discussion by asking this question.

This slide is animated. The first click displays the question. The second click displays the responses.

Before moving on, ask the participants if they have any other questions.



the SWOT Analysis. Ask the

class to volunteer an opportunity a CERT program

might consider then brainstorm

strengths, weaknesses,

opportunities, and threats.

Someone employed by one of the program sponsors.

Describe two tools that a CERT program could use for strategic planning:

- 3. Questions to Get You Started
 - This series of questions developed by the National CERT Program will help a CERT program find its community's strengths and challenges, and its strategy for getting the program going.
 - This list is in the Participant Manual and in the Instructor Guide.
- 4. Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis
 - SWOT stands for strengths, weaknesses, opportunities, and threats.
 - In SWOT Analysis, you look at an opportunity and find the internal and external factors that are helpful or harmful to making it a reality.

Questions to Get You Started

Take a few minutes to review the questions contained below in **Table 29: Questions to Identify Strengths and Challenges**. Answering these questions will help you find your community's strengths and challenges, and your strategy for getting the CERT program going.

Table 29: Questions to Identify Strengths and Challenges

Category	Questions
Baseline of Community Awareness	 How would you assess the community's awareness of risk? Have there been previous community-based public safety efforts? Have some homeowners and businesses taken preparedness actions?
Industry and Business	 What businesses have a history of actively preparing for emergencies? What businesses are required by law to have response plans? What businesses are the top employers in your community? Which businesses have a corporate culture that encourages volunteering? What are the best-known business associations in your community?
Media	 Which of the television, radio, or print media outlets in your community are more focused on community service? Are there journalists or reporters who have covered stories on natural hazards, emergency preparedness, or emergency response exercises? Which local media outlets have the greatest potential to be effective partners? Can you encourage the favorite local weather forecaster to be an active participant?
Health Care Providers	 Which health care providers are most active in promoting public safety? Can you encourage medical professionals to participate actively in promoting preparedness?
Community Leaders	 Which community leaders might take on this initiative? Which community organizations are typically active in community initiatives or events? Can you get clear support from local public officials?

Category	Questions
Educational Institutions	 Have any educational institutions participated in any type of natural hazard preparedness or response activities? Are there any existing initiatives at area colleges and universities that would make sense as a partner with CERT (e.g., programs in emergency planning or public education)? Does the local school district require its students to do community service?

SWOT Analysis Template

Refer to **Table 30: SWOT Analysis** to consider your activity's strengths, weaknesses, opportunities, and threats.

Activity that you are evaluating: _____

Table 30: SWOT Analysis

	Helpful	Harmful
Internal	Strengths: Positive internal factors within your control. Things you could build on.	Weaknesses: Negative internal factors within your control. Things you should restrict or improve.
External	Opportunities: Positive external factors outside your control. Things you could build on.	Threats: Negative external factors outside your control. Things you should try to minimize.

#5: Develop New Goals CERT program changes as community needs

- Update goals to reflect changes
- Repeat full goal setting process





Step #5: Develop New Goal and Objectives as Needed

Say that the final step in the goal setting process is to develop new goals/objectives, as needed. The CERT program will change over time as the community's needs change. The program must update its goal and objectives to reflect those changes.

Remind participants to follow the goal setting process even though it may be tempting to ignore it.

- Assess the community's and sponsor's needs.
- Test the draft goal and objectives with the sponsors and stakeholders.
- Periodically check progress.

UNIT SUMMARY



Say that participants should now understand that a CERT program is not created separately. If the program is going to be successful, it has to be proven that it will be a resource for the community. To do this, it must be clear where the program is going and how it is going to get there with input from everyone involved.

Remind participants that goals and objectives are the tools we use to lay out the program's future. They are an important part of managing existing programs and starting new ones.

Do you have any questions about anything covered in this unit?

Transition

The rest of the course will focus on strategies for reaching and evaluating your program goal and objectives.

The next unit will discuss the importance of promoting your program and how to reach out to different audiences.



CERT Program Manager Unit 3: Promoting Your Program

Instructor Guide









CERT Program Manager Unit 3: Promoting Your Program

In this unit, participants will learn about:

- ☐ **Why We Promote and to Whom We Promote.** What are the reasons to promote your program? Who are the audiences for promotion?
- ☐ **The Importance of Partnerships.** Why are partnerships important? Who are possible partners?
- ☐ **Program Promotion and Goal Setting.** How are program promotion and goal setting related?
- ☐ **How to Create and Foster Partnerships.** What is the process to develop and maintain key partners?
- ☐ **The Promotional Message.** Which CERT core values should be included in promotional messages?



CERT Program Manager Unit 3 Table of Contents

Unit Objectives	3-1
Scope	3-1
Estimated Completion Times	3-1
Training Methods	3-2
Resources Required	3-3
Equipment	3-3
Developing Partners Checklist	3-8
What to Include in Your Program Description	3-14
Gaining Support from Local Leaders	3-18

UNIT OBJECTIVES

By the end of this unit, the participants will be able to describe why and how to promote a local CERT program. Participants will also be able to:

- Explain expected results of program promotion.
- Find community groups to consider for partnership.
- Find strategies for creating and maintaining partnerships.
- Explain how the process of goal setting links to program promotion.
- Describe CERT key messages to include in-program promotion.
- Find ways to promote a program to different audiences.

SCOPE

The topics that will be discussed in this unit are:

- Unit Overview;
- Why We Promote and to Whom We Promote;
- The Importance of Partnerships;
- Program Promotion and Goal Setting;
- How to Create and Foster Partnerships;
- The Promotional Message; and
- Unit Summary.

ESTIMATED COMPLETION TIMES

A suggested time plan for this unit is displayed in **Table 3.1: Estimated Completion Times** below.

Table 3.1: Estimated Completion Times

Activity	Suggested Time
Unit Overview	1 minute
Why We Promote and to Whom We Promote	10 minutes
The Importance of Partnerships	13 minutes
Draft Program Plan: Identify Possible Partners	5 minutes
Program Promotion and Goal Setting	15 minutes
Draft Program Plan: Program Partners and Goal Setting	5 minutes
How to Create and Foster Partnerships	45 minutes

Activity	Suggested Time
The Promotional Message	20 minutes
Draft Program Plan: Promoting to Target Audiences	5 minutes
Unit Summary	1 minute
Total	2 hours

TRAINING METHODS

The instructor guides a discussion about the many reasons to promote a program and how the CERT program could benefit key stakeholders and the community.

Next, the instructor highlights the importance of partnerships in starting and sustaining a CERT program. Through a series of questions and guided discussions, the instructor and participants identify:

- 1. Possible CERT program partners; and
- 2. What these partnerships would bring to the CERT program.

After this, participants identify groups in their community to consider for partnership and write them down in the Draft Program Plan.

Then the instructor explains the relationship between goal setting and program partners and how some partners are included in goal setting and some are not.

After this, participants decide whether the possible partners they wrote down in the Draft Program Plan should be involved in goal setting.

Next, the instructor goes over the five steps of creating and fostering partnerships:

- 1. Create a program description
- 2. Develop a plan for contacting each partner
- 3. Hold one-on-one meetings
- 4. Keep in touch
- 5. Watch for new partners

Then the instructor guides a discussion on the key messages and values of the CERT program. Participants work in small groups to come up with ways to promote CERT messages to five different target audiences.

Finally, participants complete a matrix in the Draft Program Plan, naming three of the program's partners, what messages to use with them, and ways to communicate the messages.

RESOURCES REQUIRED

The following resources are needed for this unit:

- Community Emergency Response Team Program Manager Instructor Guide (for instructors)
- Community Emergency Response Team Program Manager Participant Manual (for participants)
- PowerPoint slides 3-0 to 3-33

EQUIPMENT

The following equipment is needed for this unit:

- A computer with PowerPoint software
- A computer projector and screen
- Easel and large writing pad or whiteboard
- Markers

SECTION 1: UNIT OVERVIEW

Say that this unit looks at the reasons and strategies for promoting a CERT program.

Unit Objectives

Give the unit's learning objectives.

By the end of this unit, participants will be able to describe why and how to promote a local CERT program. Participants will also be able to:

- Explain expected results of program promotion.
- Find community groups to consider for partnership.
- Find strategies for creating and maintaining partnerships.
- Explain how the process of goal setting links to program promotion.
- Describe CERT core messages to include inprogram promotion.
- Find ways to promote a program to various audiences.

Unit Topics

Say that to complete those objectives, this unit will look at:

- Why we promote and to whom we promote;
- The importance of partnerships (i.e., how to gain support through partnerships);
- The relationship between program promotion and goal setting;
- How to create and foster partnerships; and
- The promotional message.





- By the end of this unit, participants will be able to describe why and how to promote a local CERT program:
 - Explain expected results of program promotion
- Find community groups to consider for partnership
- Find strategies for creating and maintaining partnerships



- Explain how the process of goal setting links to program promotion
- Describe CERT key messages to include in program
 promotion.
- Find ways to promote a program to different audiences



- The importance of partnerships
- Program promotion and goal setting
- · How to create and foster partnerships
- · The promotional message



SECTION 2: WHY WE PROMOTE AND TO WHOM WE PROMOTE



Start a class discussion by asking this question.

This slide is animated. The first click displays the question. The second click displays the responses.

Before moving on, ask the participants if they have any other questions.



Say that program promotion tops the list of priorities for CERT Program Managers.

Ask participants:

Why is it important to promote your CERT program?

Sum up the discussion by going over a list of reasons why CERT programs must promote themselves.

- To get the program started
- To recruit volunteers
- To keep the program visible
- To gain support from:
 - The public;
 - Possible sponsors;
 - Community officials; and
 - Professional responders
- To teach the community about the need for preparedness

Explain that every member of the community—from individuals to businesses to government officials—has an important role in preparedness and response. No matter how well a CERT program is organized, it cannot succeed unless it has the support of those stakeholders.

- Sometimes that support is passive, in which case not all possible stakeholders will end up being active CERT volunteers.
- In some cases, stakeholders will see how useful it is to have a more active role in the CERT program. They see that the CERT program can help them and the community.

Ask participants:

What benefits could the CERT program have for key stakeholders and the community?

Sum up the discussion by going over the benefits a CERT program can offer key stakeholders and the community.

- It supports emergency management and its partner agencies.
- It boosts the community's ability to respond to emergencies.



- It is a reliable resource for emergency responders in non-emergency situations.
- It improves home and workplace preparedness.
- It gets neighborhoods and workplaces involved with public safety.

Page 3-7

SECTION 3: THE IMPORTANCE OF **PARTNERSHIPS**





· Who might your CERT program want as

partners?



Start a class discussion by asking these questions. Record the responses down the left side of an easel pad page.



Say that the stakeholders who see how useful it is to have a more active role in the CERT program are possible partners. Partnerships are needed to start and sustain a CERT program.

Ask participants:

Think about the list of benefits that a CERT program can bring to stakeholders.

Who might your CERT program want as partners?

Ask participants:

What will the partnership with these groups bring to **CERT?**

Have participants turn to the *Developing Partners* Checklist in the Participant Guide and on the following pages in the Instructor Guide.

Explain that some partners—homeowner's associations, Neighborhood Watch groups, and school groups—are "ready-made" partners. This checklist gives you some ideas for other partners.



write what that partnership would bring to the CERT program.

2019 Update

Developing Partners Checklist

Refer to **Table 32: Developing Partners Checklist** below to consider some possible CERT partners. The list below gives some suggestions for possible CERT partners. This list can help you identify to whom you could talk with to sell your program.

Table 32: Developing Partners Checklist

Type of Organization	Possible Contacts
Business and Industry	 Housing complexes Large employers Utility companies Locally owned businesses Other
Communications/Media Organizations	 Cable providers Daily and weekly newspapers Radio stations Telephone companies Television stations Other
Not-for-Profit Organizations	 Benevolent groups (e.g., Rotary, Kiwanis, Lions, Jaycees) Civic and service organizations Other
Public Interest Groups	 American Association of Retired Persons chapter Chamber of commerce Environmental groups Neighborhood associations / Homeowners' associations Neighborhood Watch groups Parent-teacher organizations The American Red Cross chapter Other
Health Care Providers	 Emergency medical services Hospitals Managed care facilities Medical clinics Other

Type of Organization	Possible Contacts
Local Government Agencies	 Elected and appointed officials Local emergency management agency Fire department Law enforcement agencies Planning department and zoning board Public health agency Public works departments Other
Workforce Groups	□ Professional groups□ Union locals□ Other
Education Groups	 Daycare and childcare providers School superintendent School board members University and community colleges Vocational and technical schools Other



Activity: Draft Program Plan – Identify Possible Partners

<u>Purpose</u>: This activity helps current Program Managers identify existing important partnerships that should be continued. It helps all Program Managers find groups in their community to consider for partnerships.

Instructions: Follow the steps below to do the activity.

- Ask participants to turn to the *Draft Program Plan* in Unit 1 of the Participant Manual and the Instructor Guide.
- 2. Ask participants to individually complete the first column of the second section, *Program Partners*.

<u>**Debrief**</u>: Remind participants that finding partners is especially important as a program is starting. However, Program Managers should always be watching for new possible partners.

SECTION 4: PROGRAM PROMOTION AND GOAL SETTING





Program Partners

For which stakeholders/partners are goal setting and promotion tied together?

Start a class discussion by asking this question.

This slide is animated. The first click displays the question. The second click displays the responses.

Before moving on, ask the participants if they have any other questions.

Remind participants that in Unit 2 you talked about the overlap between setting your program's vision and promoting your program.

- You should promote your program after setting a program vision.
- You should include input from other community members when setting the program vision.
- People should give you input after learning about the program.

Tell participants to think about that overlap in terms of stakeholders and partners.

- The CERT program has a vision and some initial goals.
- The CERT program reaches out to a possible partner to explain how this new community resource (CERT) could help them.
- The CERT program asks for input and includes it when setting the final program goals.
- This results in stronger support for the CERT program.

Explain that this method is not used for all program partners. A CERT program has different levels of partners.

- For some of the partners, program promotion and goal setting are tied together.
- For others, you set the goals first and then do the program promotion.

Ask participants:

For which stakeholders/partners are goal setting and promotion tied together?

Summarize the discussion by saying:

Goal setting and program promotion are tied together for those whose approval is needed for the program to exist.

Ask participants:

For which stakeholders/partners do you set the program goals first and then do program promotion after?

Summarize the discussion by saying:



Program Partners

 Goal setting and program promotion are separate for volunteers and for those with minor involvement in the program

Activity: Draft Program Plan - Program Partners and Goal Setting

<u>Purpose</u>: This activity allows Program Managers to go over the list of current and possible partners and decide whether they should be included in goal setting.

Instructions: Follow the steps below to do the activity.

- Have participants turn to the *Draft Program Plan* in Unit 1 of the Participant Manual and the Instructor Guide.
- 2. Ask participants to individually complete the second column of the second section, *Program Partners*, by writing down whether the partner should be included in goal setting.

<u>Debrief</u>: Discuss the activity with participants. Was it clear to you who should be included in goal setting?

PM 3-7

SECTION 5: HOW TO CREATE AND FOSTER PARTNERSHIPS



chance to introduce CERT to many potential

· Make sure your approach is well-planned





- Create plan for contacting each partner
- 3. Hold one-on-one meetings
- 4. Keep in contact
- 5. Watch for new partners



- Even before the Program Manager reaches out to a possible partner, the CERT program must be very clear on what the program is about and what it will
- Best way to clarify program definition and activity is by creating a program description, or white paper
- Program description explains general method of the program



Development Create a draft program description first

- · Refine paper after getting input from partners
- · Use information in final program description as
- you promote your program



Tell participants that recruiting partners is like putting together a winning team. It takes careful planning. Often, Program Managers will have only one chance to introduce CERT to many possible partners, so they should carefully think through how to do it.

Say that up to this point the course has covered some of the basics of promoting a CERT program:

- Setting good program goals;
- Finding stakeholders and partners; and
- Describing the possible benefits for both the program and partners.

Say that the next step looks at the process for creating and fostering partnerships. This process includes five steps:

- 1. Creating a program description;
- 2. Developing a plan for contacting each partner;
- 3. Holding one-on-one meetings;
- 4. Keeping in contact; and
- 5. Watching for new partners.

#1: Create a Program Description

Explain that, even before a Program Manager reaches out to a possible partner, the Program Manager must have a clear idea about what the program covers and what it does. A program description, or white paper, about the general method is the best way to explain a CERT program.

Have participants turn to What to Include in Your Program Description in the Participant Manual and on the following page in the Instructor Guide.

Remind them that the program description should be handed out to partners, funders, and other stakeholders.

Explain that Program Managers will begin by creating a draft program description, then refine it after getting input from partners. You can use the information in the final program description as you promote your program.

What to Include in Your Program Description

Refer to **Table 33: What to Include in Your Program Description** to consider items to include in your program description. The white paper should include the information listed in the following table. As you consider your community's needs, you may decide to cover other topics as well.

Table 33: What to Include in Your Program Description

Category	Questions
Current Situation in the Community	 Threats the community faces Population needs Number of professional responders How CERTs can aid in response
Program Goals and Expectations	 Overview of what CERTs will do in an emergency or disaster How CERTs will work with professional responders Number of people trained in the first year Estimated number of people trained over the first five years How to maintain skill levels
Training Strategy	 Training curriculum (Note: The community can add to the FEMA curriculum if the community faces other threats or unusual conditions.) Training methods
Team Organization	 Types of teams: Neighborhood teams, rural area teams, workplace teams, non-profit organization teams, and others Use of the Incident Command System (ICS) to manage the CERT response
Links with the Existing Response System	 Protocols for self-activation and call out Steps for communicating with professional responders Level of control by emergency responders



#2: Develop a Plan for Approaching Each Partner

Explain that you will want to give careful thought to how you will approach each partner that you have targeted for participation.

Explain that there are three parts to developing a partner approach plan. To prepare for a meeting with a potential partner:

- 1. Research the group.
- 2. Find ways you can help each other.
- 3. Create talking points.

Have participants turn to the *Develop a Plan Checklist* in the Participant Manual.

Go over the checklist with participants.

Develop a Plan Checklist

Research the Group

- 1. What does the group do?
- 2. What are its concerns about disaster and community preparedness?
- 3. How does it link to emergency response?
- 4. What motivates the group?
- 5. Who in the group might be a supporter for CERT?

Identify How You Can Help Each Other

- 1. How can CERT benefit the group?
- 2. What can the group offer CERT?

Create Talking Points from Your Research

- 1. Define the CERT program.
- 2. Explain what the CERT program can accomplish when supported.
- 3. Give a clear message about why the group should join and how its support will help.
- 4. Explain what the CERT program can do for the organization.
- 5. Giving personal time and sometimes money requires a full understanding of the CERT program. A partner will want to know, "What's in it for me?" The partner will also want to know, "What makes CERT so important?" Have an answer ready, including some success stories.

PM 3-11



#3: Hold a One-on-One Meeting

Explain that the next step is to meet with one or more people from the group. The reason for the meeting is to present your talking points.

Remind participants about good meeting protocol.

- Be on time.
- Be well prepared (your presentation, copies of an agenda, materials to leave behind).
- · Be clear and brief.
- Make sure to listen as well as talk.
- End the meeting on time.

Remind participants to follow up the meeting with a letter/email that:

- Thank the person you met with;
- Briefly repeats your key points; and
- States when you will contact them again.

#4 Keep in Contact

Explain that Program Managers should find a contact person within the group and speak regularly with that person. How often to talk depends on the type of partnership? For example, sponsors will hear from the Program Manager more often than the president of a Neighborhood Watch group will.

Tell participants that you want to make it a win-win relationship.

- Think of ways that you can promote your partners as you promote the CERT program. For example, if the CERT program has a media opportunity, give credit to the partners.
- Offer services to the partner (e.g., training for their members or employees, access to information on emergency preparedness).
- Make it easy to do business with the CERT program.

#5: Watch for New Partners

Tell participants that every community has go-getters in the public and private sector who can lead powerfully and effectively. Finding new partners is an ongoing job.

 Keep notes of contacts you make and the possible resources they can provide.



#5: Watch for New

Check for understanding.

 As you recruit partners, encourage them to call on others who can help the CERT program, personally or financially.

Ask participants:

Does anyone have anything to add about creating and fostering partnerships?

Have participants turn to *Gaining Support from Local Leaders* in the Participant Manual and the following page in the Instructor Guide. It gives important information on working with some very important partners—local community leaders.

GAINING SUPPORT FROM LOCAL LEADERS

No matter how much funding your program has, you need the support of local elected and appointed officials. In most communities, you will need the support of local leaders before you start the program. This is because local leaders ultimately control program funding.

To gain the support of local leaders, try the following tips.

Do your research first. The more you know about CERTs, what they can do, how much they cost, and how they can benefit the community, the more decision-makers will trust you. Use the white paper you made to explain your program strategy. This will help you make sure you can answer as many questions as possible about what CERTs can do for your community's response efforts. Tell success stories about how CERTs have been used in similar communities.

Decide on your method. The CERT program can either be presented with the idea that "It's a real resource!" or "It's another new program!" The first method will certainly bring you more success. Be ready to give examples of how the CERT program boosts local response resources and how you can make that happen in your community.

Offer CERT as a possible resource for other agencies. CERT team members are able and willing to help in many settings. Suggest that they can help with tasks like installing smoke detectors and batteries, giving medical assistance at local parades and community events, or helping run fire safety awareness booths at fire station open houses. The more useful you can show CERTs to be, the more likely your program will be approved.

Keep elected officials in the loop. Include local elected officials on email or newsletter mailing lists to show them what you are doing to make CERTs successful and how CERTs are benefiting the community. Keep them aware of the progress you make—how many CERT volunteers you have trained, how often they havebeen called upon, and whether there is a backlog of training requests—so that the program stays "on their desks." When your program shows its worth, let the elected officials take credit for it. Invite local elected officials and chief officers to hand out certificates at graduation. Look for chances to make elected officials a visible part of the program to the community.

If your CERT program already exists but does not have the support needed from local leaders, try setting up an exercise or other event to show how CERT works and how it benefits the community. Invite local officials to an exercise involving CERT or set up an exercise in a public place that will get media attention.

SECTION 6: THE PROMOTIONAL MESSAGE



Start a class discussion by asking this question.

This slide is animated. The first click displays the question. The second click displays the responses.

Before moving on, ask the participants if they have any other questions.



Say that so far this unit has covered why to promote, the benefits of promotion, and to whom to promote. Now it is time to talk about the promotional message.

Ask participants:

What are the key messages and values of the CERT Program?

Sum up the discussion by listing the key CERT messages.

- Safety, safety, safety; "safety first"
- Teamwork
- Community members helping each other in the neighborhood, workplace, school, other venues
- Valuing volunteers and CERT as an asset to the community
- Preparedness
- Importance of each person's contribution
- Practice, practice, practice
- Self-sufficiency and problem-solving, rather than the victim role
- Leadership
- Ability to do the greatest good for the greatest number in the shortest amount of time

Explain that the promotional message a CERT program uses and the way in which it communicates that message depends on the needs of each target audience. What you will say to a large employer and how you communicate it will be different from what you say to a parent-teacher group and how you communicate it.

Activity: Promoting the CERT Program

<u>Purpose</u>: This activity breaks participants into small groups to brainstorm techniques for promoting the program to different audiences.

Instructions: Follow the steps below to do the activity.

- 1. Divide the class into five small groups.
- 2. Assign a different target audience to each small group.
 - Local public works agency directors
 - Elected officials



- High school principals / vice principals
- Neighborhood associations
- General public
- Retirement communities
- Small businesses
- Leaders of faith groups
- 3. Have participants turn to *Promoting the CERT Program* in the Participant Manual and on the following pages in the Instructor Guide.
- 4. Go over the instructions.
 - Brainstorm the messages and techniques you will use to promote your CERT program to this target audience.
 - Remember to consider the needs of each group and what one has to offer the other.
 - You have 10 minutes.
 - You will present your plan to the whole group.

Debrief:

- 1. Compliment the small groups on their work. Point out the different strategies that are offered.
 - Use of media (TV, radio, newspapers, internet)
 - Marketing materials (press releases, flyers, articles in newsletters)
 - Targeting most vulnerable areas (e.g., highest casualty predictions, people in storm surge communities who won't evacuate)
 - Speakers bureau
 - Word of mouth
 - Other
- 2. Ask: Who should you consider first when planning program promotion?
- 3. Answer: Start with most vulnerable areas (e.g., those with highest casualty predictions, people in storm surge communities who will not evacuate).
- 4. Ask: What are the factors that affect promotion?
- 5. Possible answers:
 - Competing volunteer programs (e.g., Red Cross). Who else is asking for volunteers?
 - Timing:

- Seasonal disasters. In some areas, disasters happen in cycles (e.g., hurricanes, flooding, tornadoes). It makes sense to promote CERT before these cycles begin.
- Day of the week or time of day that training is scheduled. Training classes should be scheduled when convenient for volunteers.
- Budget cycles. Identify the budgeting process in your community and time your work with it.

Promoting the CERT Program

Instructions:

Our target audience:	
Our goal:	

- Brainstorm the messages and techniques you will use to promote your CERT program to this target audience.
- 2. Remember to consider the needs of each organization (CERT and the partner) and what one has to offer the other.
- 3. You have 10 minutes.
- 4. You will present your plan to the whole group.

Activity

Activity: Draft Program Plan – Promoting to Target Audiences

<u>Purpose</u>: This activity lets Program Managers list their ideas on the promotional messages and strategies they will use for three partners of their CERT programs.

Instructions: Follow the steps below to do the activity.

- 1. Have participants turn to the *Draft Program Plan* in Unit 1 of the Participant Manual and the Instructor Guide.
- 2. Ask participants to complete the matrix in Section 3, *Promoting to Target Audiences*.

<u>Debrief</u>: Go over the activity with participants. Ask some participants to share their messages and strategies.



Promoting to Target Audiences



UNIT SUMMARY



Tell participants that this unit has looked at program promotion:

- Why We Promote and To Whom We Promote;
- The Importance of Partnerships;
- Program Promotion and Goal Setting;
- · How to Create and Foster Partnerships; and
- The Promotional Message

Do you have any questions about anything covered in this unit?

Transition

The next unit will discuss how to familiarize, manage, and keep volunteers for your program.





CERT Program Manager Unit 4: Working with Instructors and Volunteers

Instructor Guide









CERT Program Manager Unit 4: Working with Instructors and Volunteers

In this unit, participants will learn about:

terminate an instructor or volunteer.

The Role of Program Manager, the Instructor, and the CERT Volunteer. What to expect from the Program Manager, instructor, and volunteer.
 How to Recruit Instructors and Volunteers. Where to find and recruit instructors and volunteers.
 Orientation of Instructors and Volunteers. How to create content for the membership application, and decide on tasks for the instructors or volunteers.
 How to Track Instructors and Volunteers. Decide what measurable information to track and why for the instructors and volunteers.
 Manage Instructors and Volunteers. Why instructors and volunteers need to be managed and the tasks involved.
 How to Retain instructors and Volunteers. How to meet the needs of instructors and volunteers, effectively communicate, and show recognition of their value.
 When to Terminate an Instructor or Volunteer. What to do if it is necessary to



CERT Program Manager Unit 4 Table of Contents

Unit Objectives	4-1
Scope	4-1
Estimated Completion Times	4-1
Training Methods	4-2
Resources Required	4-3
Equipment	4-3
Roles of Program Manager, Instructors, and Volunteers	4-7
CERT Program Manager	4-7
General Management	4-7
Marketing	4-7
Training	4-7
Administrative Paid or Volunteer Help	4-8
Creating a Job Description	4-10
Factors to Consider When Recruiting Instructors	4-14
Managing a CERT Event	4- 26
Scenarios	4-26
Instructions	4-26
Making Meetings Valuable	4-31
Have a Reason to Meet	4-31
Set an Agenda	4-31
Have Fun	4-31
Keep It Short	4-31
Offer Food and Drinks	4-31
Evnand On Training	1 21

UNIT OBJECTIVES

By the end of this unit, the participants will be able to create a process for working with instructors and volunteers. Participants will also be able to:

- Describe how to recruit and orient instructors and volunteers.
- Explain why it is important to track instructors and volunteers.
- Describe ways to manage instructors and volunteers.
- Find techniques for retaining instructors and volunteers.
- Find strategies for terminating instructors and volunteers.
- Understand how activities may differ for paid and volunteer instructors.

SCOPE

The topics that will be discussed in this unit are:

- Unit Overview;
- The CERT Program Manager, the Instructor, and the Volunteer;
- Recruiting Instructors and Volunteers;
- · Orienting Instructors and Volunteers;
- Tracking Instructors and Volunteers;
- Managing Instructors and Volunteers;
- Retaining Instructors and Volunteers;
- Terminating Instructors and Volunteers; and
- Unit Summary.

ESTIMATED COMPLETION TIMES

A suggested time plan for this unit is displayed in **Table 4.1: Estimated Completion Times** below.

Table 4.1: Estimated Completion Times

Activity	Suggested Time
Unit Overview	1 minute
The CERT Program Manager, the Instructor, and the Volunteer	15 minutes
#1: Recruiting	25 minutes
Draft Program Plan: Find Recruitment Options	5 minutes
#2: Orienting	25 minutes
#3: Tracking	12 minutes
#4: Managing	20 minutes

Activity	Suggested Time
#5: Retaining	28 minutes
Draft Program Plan: Capture Retention Ideas	5 minutes
Terminating a Volunteer	5 minutes
Unit Summary	1 minute
Total	2 hours, 25 minutes

TRAINING METHODS

The instructor starts by outlining the Program Manager's role with CERT instructors and volunteers: recruiting, orienting, tracking, managing, and retaining. The instructor highlights the importance of CERT instructors to the program's success and being clear about how the program will use volunteers, including while writing volunteer job descriptions.

The instructor guides a discussion about recruiting instructors and volunteers, then participants write down recruitment ideas in their Draft Program Plan.

The instructor talks about orienting instructors and volunteers to the National CERT Program and the local CERT program, and the importance of setting standards and expectations. The instructor explains that part of orientation is:

- Starting a relationship with the instructor or volunteer:
- Learning about and giving information to the instructor;
- Creating a membership description;
- Running a background check; and
- Entering information into a CERT member database for the volunteer.

Finally, the program and the volunteer need to decide how the volunteer wants to work with the program.

The instructor guides a discussion about tracking instructors and volunteers: what needs to be tracked and why tracking is important.

Following this, participants and the instructor talk about the tasks for managing instructors and volunteers, training them, assigning tasks, checking their work, evaluating them, and giving feedback. Participants then brainstorm management tasks for different situations.

The instructor guides a discussion on instructor and volunteer retention, including:

- Why people volunteer;
- What their needs are as volunteers: and

• Activities involved in volunteer retention.

Participants then break into small groups to come up with ways to recognize volunteers. Participants write down ideas they have for volunteer retention in their Draft Program Plan.

The instructor then talks about terminating an instructor or volunteer.

Throughout the unit, participants write down ideas in their Draft Program Plan.

RESOURCES REQUIRED

The following resources are needed for this unit:

- Community Emergency Response Team Program Manager Instructor Guide (for instructors)
- Community Emergency Response Team Program ManagerParticipant Manual (for participants)
- PowerPoint slides 4-0 to 4-51

EQUIPMENT

The following equipment is required for this unit:

- A computer with PowerPoint software
- A computer projector and screen
- Easel with writing pad or whiteboard

SECTION 1: UNIT OVERVIEW



By the end of this unit, the participants will be able to create a process for working with instructors and volunteers:
 Describe how to recruit and orient
 Explain the importance of tracking
 Describe management methods

Understand how activities may be different between paid and volunteer instructors

Find retaining techniquesFind termination techniques

Say that this unit looks at processes that can be used to work with instructors and volunteers.

Unit Objectives

Explain the unit's learning objectives.

By the end of this unit, the participants will be able to create a process for working with instructors and volunteers. Participants will also be able to:

- Describe how to recruit and orient instructors and volunteers.
- Explain why it is important to track instructors and volunteers.
- Describe ways to manage instructors and volunteers.
- Find techniques for retaining instructors and volunteers.
- Find strategies for terminating instructors and volunteers.
- Understand how activities may be different between paid and volunteer instructors.

The focus of this unit is on managing rather than training of instructors and volunteers.

The CERT Program Manager, the Instructor, and the Volunteer: Recruiting Oriented Tracking

- Tracking
- Managing
- Retaining
- Terminating



Unit Topics

Say that, to reach those objectives, this unit will look at:

- The CERT Program Manager, the Instructor, and the Volunteer;
- Recruiting Instructors and Volunteers;
- Orienting Instructors and Volunteers;
- Tracking Instructors and Volunteers;
- Managing Instructors and Volunteers;
- Retaining Instructors and Volunteers; and
- Terminating Instructors and Volunteer.

SECTION 2: THE CERT PROGRAM MANAGER, THE INSTRUCTOR, AND THE VOLUNTEER



How can a CERT program use instructors and

As a CERT member

To train CERT volunteers

To help run the program

Data managementCommunicating with

sponsors
- Tracking equipment

volunteers

- Working with funders and

PM 4-2

Say that the CERT Program could not exist without instructors and volunteers. The quality of the instructors chosen affects the early success or failure of the program more than anything else.

Since the Program Manager may be the only paid staff member in a CERT program—though some Program Managers are volunteers—the unpaid volunteers are the backbone of the program.

Instructors and volunteers will:

- Run the CERT Basic Training course;
- Give administrative support;
- Run parts of the program;
- Train CERT volunteers; and
- Build the teams that serve the community.

Explain that a Program Manager must know the different ways to interact with both paid and volunteer instructors and volunteers.

Identify Ways to Use Instructors and Volunteers

Explain that before a Program Manager can start recruiting, they have to prepare for the first instructor or volunteer.

Describe one way to prepare:

- Find the types of instructors needed.
- Participants will judge the program based on their experience with the instructor. They will model their own participation on what they learned in class.
- Decide on ways that volunteers will be used in the program; these may be explained in the program description.
- Document all program administration and CERT activities.

Ask participants:

How can a CERT program use instructors and volunteers?

Start a class discussion by asking this question.

This slide is animated. The first click displays the question. The second click displays the responses.

Before moving on, ask the participants if they have any other questions.

Sum up the discussion by going over the ways that a CERT program can use instructors and volunteers:

- To train CERT volunteers
- As a CERT member:
 - Disaster response
 - Special events
 - Community preparedness
- To help run the program. For example:
 - Data management
 - Communicating with volunteers
 - Working with funders and sponsors
 - Tracking equipment

Ask participants to turn to *Roles of Program Manager* and *Volunteers* in the Participant Manual and on the following page in the Instructor Guide.

ROLES OF PROGRAM MANAGER, INSTRUCTORS, AND VOLUNTEERS

CERT Program Manager

As the CERT Program Manager, you are responsible for the overall success of the program for your community. A list of key responsibilities is included here. As you work through program development and then begin program maintenance, you will discover other responsibilities. When you do, add them to this list as a reminder of what it takes to run a CERT program.

A successful program has a strong team to help the Program Manager. Team members may have leadership, instructional, administrative, and creative talents to add that gives them a sense of ownership in the program. This should be kept in mind when the program is being built.

General Management

- Create the plan for starting a CERT program in the community.
- Build the forms and records or a database to track the training, member participation, program exercises, mailings, and communications.
- Create a program budget and get funding.
- Keep program records (financial, inventory, database of CERT members).
- Send out a CERT e-newsletter or other mail to keep in touch with current CERT volunteers.
- Set Standard Operating Procedures (SOPs) for CERT disaster and non- disaster situations.
- Measure and evaluate the overall program performance.

Marketing

- Tell the community about the program to get support from local leaders, unions, first responders, citizens, employers, and possible partners.
- Make contacts with local media to grow public recognition of what CERT programs can do for the community.

Training

- Train administrative staff to answer public questions about the program by phone and email.
- Have initial and follow-up training, program exercises, and special events.
- Give an orientation at the beginning of each course; this will become less important as the program becomes better known.
- Find, recruit, teach, and schedule instructors to train volunteers.
- Create and update course content, supplemental classes, skill development exercises, and projects for members.
- Arrange program logistics and classroom setup, recruit new students, monitor classroom activities, and arrange for community speakers at training graduation.

- To put on the CERT Basic Training Course, these roles are generally needed:
 - Course Manager Handles logistics of presenting the course; may also be the Program Manager or Lead Instructor. May help the Lead Instructor in other ways
 - Lead Instructor Teaches and directs all course modules
 - Unit Instructor Has special skills in teaching one or more specific module; may also be a Subject Matter Expert (SME)
 - Subject Matter Expert Gives expertise in a specific part of a module

Other training courses (e.g., CERT supplemental modules), may be run differently.

Administrative Paid or Volunteer Help

A Program Manager needs reliable and capable people to help:

- Answer phone calls and everyday questions;
- Sort through mailings;
- Process registrations;
- Arrange training logistics;
- Maintain the CERT member database;
- Have course materials, flyers, brochures, and other CERT materials printed; and
- Help with a newsletter and/or website.



Start a class discussion by asking this question.

This slide is animated. The first click displays the question. The second click displays the responses.

Before moving on, ask the participants if they have any other questions.

Write Job Descriptions

Describe another way to prepare for volunteers.

- Write job descriptions.
- The team member role is well defined in the CERT Basic Training.
- You will want to write down descriptions for other CERT volunteer positions.

Ask participants:

Why is it a good idea to have written job descriptions?

Sum up the discussion by saying that written job descriptions do two things:

- 1. They let the volunteer know what your expectations are.
- 2. They give you something to check performance against and refer to if performance is poor or unacceptable.

Say that at the end of the unit, there will be a short discussion about terminating an instructor or volunteer—something that does have to be dealt with sometimes.

Point out that job descriptions do not have to be long or formal, but they should be as thorough as possible. Have participants turn to *Developing a Job Description* in the Participant Manual and on the following page in the Instructor Guide.

CREATING A JOB DESCRIPTION

When creating a job description, think about:

- Purpose: How will the position help your program achieve its mission?
- Responsibilities: What tasks will you expect the volunteer to do?
- Qualifications: What knowledge, skills, and abilities (KSAs) are needed for the job?
- Accountability: Will the volunteer report directly to you or to another volunteer?
- Time Commitment: How many hours each week or month are needed to do the work in a reasonable amount of time and without unnecessary stress?
- Length of the Appointment: How long will the position be needed? Is the job open-ended, or is it one that is only needed during an emergency?
- Support: Will the volunteer work alone, or will he or she rely on others in the program (e.g., volunteer communications, program promotion, training coordination)?



• How do you find people for a CERT Basic Training course? - Word of mouth is best way - Existing groups - Groups with similar interests - Anyone or any group you speak to **The Dilemma** • "Established Group" Advantage - Already have own reasons for working together - CERT can become part of their mission • "Established Group" Disadvantage - Members of some groups are not geographically connected - CERT teams are location-based

SECTION 3: #1 RECRUITING

Recruiting Volunteers

Say that you are now going to look closer at each of the activities in a volunteer program. A Program Manager must know how to find instructors and volunteers.

Ask participants:

How do you find people to take the CERT Basic Training course?

Sum up the discussion by listing some ways and places to recruit volunteers.

- Word of mouth is the best way
- Existing groups: Homeowners' associations, community and neighborhood groups, faith-based groups, parent-teacher groups, senior groups, ethnic and cultural groups, workplaces
- Groups with similar interests: Disaster response, emergency preparedness, amateur radio clubs
- Anyone or any group you speak to

Talk about the dilemma for recruiting CERT volunteers.

- Reaching out to "established" groups is easier than trying to recruit people one at a time.
- Established groups already have their own reason(s) for working together.
- CERT can become part of their mission.
- However, the idea of CERT is that teams form based on location.
- Members of some groups are not geographically connected.

Say that Program Managers need to be ready to handle this possible dilemma when recruiting.

The Recruitment Message



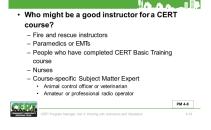
Explain that, once the Program Manager has found groups to target for recruitment, the next step is to create a recruitment message.

Explain that this message is different from general program promotion (covered in Unit 3). This message is specifically meant for getting new volunteers.

The recruitment message should have these parts:

An opening that will catch the reader's attention;





Find Good Instructors

Start a class discussion by asking this question.

This slide is animated. The first click displays the question. The second click displays the responses.

Before moving on, ask the participants if they have any other questions.

- A statement of need: what the problem is that needs to be solved;
- A statement of solution: how volunteers can solve the problem;
- A statement that speaks to the volunteer's question of whether they can do the job;
- A statement of benefits: what is in it for the volunteer; and
- Who to contact about getting involved: name, phone number, email.

Say that these parts should be included no matter which medium is used (e.g., broadcast public service announcement, public speaking event, or newspaper article).

Remind participants to be very clear and upfront about the program's expectations. What are you asking volunteers to do?

- Take the CERT Basic Training? Are there any limits such as minimum age?
- Join a local team?
- Get a background check?
- Help build a local team?
- Help coordinate the local CERT program?
- Help out with other non-disaster activities?

The Role of CERT Basic Training

Explain that the main way to get into a CERT program is through CERT Basic Training. This helps participants figure out whether they want to be an active member of the program or just want the information for their own use without making a large time commitment. Strong instructors are critical to effective training.

Recruiting Instructors

A Program Manager needs to choose instructors to run the CERT Basic Training course and others based on their working knowledge and the skills needed for the parts they will be teaching.

Ask participants:

Who might be a good instructor for a CERT course?

Sum up the discussion by saying that the following people can be good CERT instructors:

Fire and rescue instructors

- Especially for CERT Basic Training Units 6 (Fire Safety) and 7 (Light Search and Rescue Operations)
- May also be good for CERT Basic Training Units 5 (Disaster Psychology) and 8 (Terrorism)
- Paramedics or emergency medical technicians (EMTs)
 - For CERT Basic Training Units 3 (Disaster Medical Operations - Part 1) and 4 (Disaster Medical Operations - Part 2)
- People who have completed the CERT Basic Training course and have proven they have the skills and knowledge
 - For CERT Basic Training Units 1 (Disaster Preparedness) and 2 (CERT Organization)
- Nurses
 - For CERT Basic Training Units 3 (Disaster Medical Operations – Part 1) and 4 (Disaster Medical Operations - Part 2)
- Animal control officer or veterinarian
 - Animal Response I and II
- Amateur or professional radio operator
 - CERT Emergency Communications

It is suggested that at least two instructors run each session together.

- One should be a Subject Matter Expert who knows the detailed content of the session.
- One should be an instructor with a full knowledge of the CERT model and of the whole course.

Have participants turn to the *Factors to Consider When Recruiting Instructors* in the Participant Manual and on the following page in the Instructor Guide.

Go over it with participants.





Factors to Consider When Recruiting Instructors

Review **Table 34: Instructor Recruitment Considerations (Expanded)** to help make decisions about the types of instructors to choose.

Table 34: Instructor Recruitment Considerations (Expanded)

Subject Matter Experts as CERT Instructors				
Advantages	Challenges			
 Often have first response experience May have training experience Are reliable Have a set work schedule Have credibility If they are first responders, can foster a relationship between the participants and the department Are familiar with CERT operations May have training experience Cost less than professional responders 	 May be unfamiliar with the CERT model May not have training experience Cost more than CERT volunteers May tell "war" stories May go into too much detail for training objective May not have as much knowledge as Subject Matter Experts May not have training experience May cause issues with professional responders who feel that CERT graduates are taking their jobs May not have experience to answer "what if" questions Must fit CERT around other work responsibilities 			
CERT Basic Training Graduates as Instructors				
Advantages	Challenges			
 Are familiar with CERT operations May have training experience Cost less than professional responders 	 May not have as much knowledge as Subject Matter Experts May not have training experience May cause issues with professional responders who feel that CERT graduates are taking their jobs May not have experience to answer "what if" questions Must fit CERT around other responsibilities 			



Do the experienced Program Managers have anything to add about recruitment?

Activity: Draft Program Plan – Find Recruitment Options

<u>Purpose</u>: This activity lets Program Managers find ways they would like to try for recruitment. It also allows them to write down thoughts they have for recruitment messages.

Instructions: Follow the steps below to do the activity.

- Have participants turn to the Draft Program Plan in Unit 1 of the Participant Manual and the Instructor Guide.
- 2. Ask them to complete the first table of the fourth section, *Working with Volunteers* or *Working with Instructors*, on their own.

<u>Debrief</u>: Remind participants to always be alert for new chances for recruitment and to add them to the Program Plan.

Tell participants that, as they go through the rest of the module, they should write down their ideas for working with instructors and volunteers in the Draft Program Plan. Their ideas should be about:

- Orienting instructors and volunteers;
- Tracking instructors and volunteers;
- Managing instructors and volunteers; and
- Retaining instructors and volunteers.

SECTION 4: #2 ORIENTING

Say that instructors need to be oriented to program processes whether they are experienced or new, along with every volunteer who finishes the CERT Basic Training course and wants to become an active CERT member. The Program Manager must:

- Give information about the National CERT Program (covered in CERT Basic Training);
- Give information about the local CERT program (probably will have been covered in CERT Basic Training);
- Set performance standards;
- Learn about and start a relationship with new instructors and volunteers; and
- Decide what the instructor or volunteer assignments will be.

Set Standards

Say that, in addition to orienting instructors and volunteers to the national and local CERT programs, Program Managers must set standards for volunteers

The way CERT participants react to and judge the instructors directly affects how participants feel about the CERT program. Instructors must give a positive image of CERT. They must present true and reliable information to reduce a program's liability. Program Managers can take these steps to make sure that instructors are a benefit to the program:

- Set training standards and safety rules for the training.
- Teach all instructors about their responsibilities to run safe, effective training.
- Make sure that all instructors prepare to meet the objectives for their sessions.
- activities. Make sure that all instructors show proper safety
- behavior (e.g., safety gear for all demonstrations). Make sure instructors understand that they can give participants permission to not do an activity if they have a condition that they may make worse



from the start of their CERT membership.

give participants permission to not do an activity

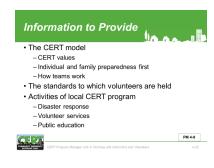
Set training standards and safety rules
 Teach instructors about responsibilities to run safe and effective training

Make sure that all instructors prepare to meet objectives for their sessions

 Bring in co-instructors to help instructors for all activities Make sure that all instructors show proper safety behavior

Make sure instructors understand that they can

- Bring in co-instructors to help the instructors for all
- by participating.



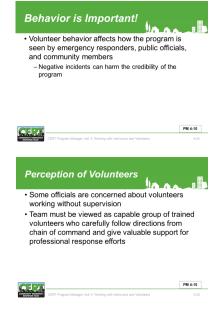
Program Manager's expectations

Training standards

Importance of safety, modeling safe behavior, and use of safety gear for all demonstrations and exercises

Behavior standards

Importance of respecting any participant's decision to not do an activity



Orientation starts at the briefing when the Program Manager gives the following information:

- The CERT model:
 - CERT values
 - Individual and family preparedness comes first
 - How teams work (organization, steps for activating, ways teams communicate)
- The standards that volunteers are held to
- The activities of the local CERT program:
 - Disaster response
 - Volunteer services
 - Public education
- The Program Manager's expectations:
 - Training standards (e.g., that the lesson plan will be followed)
 - The importance of safety, modeling safe behavior, and the use of safety gear for all demonstrations and exercises
 - Behavior standards
 - The importance of respecting any participant's decision to not do an activity

Say that volunteer behavior affects how emergency responders, public officials, and community members will see the local program. It only takes a few negative incidents to harm the credibility of a local CERT program and its reputation for training and supporting volunteers.

Tell participants that some officials are concerned that volunteers are being trained for and performing emergency response without direction. Emphasize the importance of CERT quality control and the credibility of citizen volunteers.

- Program Managers should make sure their team is seen as a capable group of trained volunteers who carefully follow directions from their chain of command and give valuable support for professional response efforts.
- A team that behaves by accepted CERT standards will be respected and called upon more often when needs in the community occur.

Program Managers can make a standard operating guide for new members that covers expectations, such as:



Form Relationship

CERT participant database

Steps to becoming an official CERT volunteer

- Volunteer completes CERT application

- Program Manager runs background check (may be

- Program Manager has CERT ID card made (if part of

-Program Manager adds volunteer's contact info to

- What is acceptable participation in the program;
- How to keep an active status;
- How to stick to the standards of behavior;
- How to follow the team chain of command:
- When to defer to professional responders; and
- How to take care of any issued equipment.

Form a Relationship

Program Managers can get a general sense of whether a person would be a good instructor or volunteer by looking over the initial paperwork, background questionnaire for possible instructors, or membership application for possible volunteers, before sitting down to talk. Choose a few pieces of this basic information to talk more about during the face-to-face meeting and decide whether a potential instructor will be a benefit to the program. Sample questionnaire and application documents are included in the Additional Materials section at the end of this unit.

Ask participants:

What do you want to find out about a potential instructor?

Sum up the discussion by listing the things a CERT Program Manager needs to find out about a potential instructor.

- Areas of expertise
- Gaps in their background that must be filled before training
- What instructor development training they have already completed
- How much training they have done
- How engaging they are as an instructor (ask for a sampling of past evaluations)

By signing the CERT membership form, the volunteer is committing to the CERT program, its requirements, and to the Program Manager as the leader of the program. Steps to membership after receiving the signed application and doing an interview may include:

 The Program Manager running a background check on the volunteer—this may be optional, depending on the governing agency of the CERT program.

- The Program Manager having a CERT identification card made, if this is part of the local program.
- The Program Manager adding the volunteer's name, address, email, phone number, and any other information needed in the local CERT member database.

Remind participants to look over the Sample Membership Application at the end of Unit 4 in the Participant Manual and in the Instructor Guide.

Determine the Volunteer's Work

Determine Volunteer Task Member of CERT, other, or both?

- Let volunteers know about other opportunities during orientation
- · Find volunteer special strengths that might serve program
- Include question on volunteer application about skills that might be useful to program



Explain that most volunteers will want to be part of a CERT. But there are many ways a volunteer may help out.

- A CERT volunteer who knows accounting may be able to help the Program Manager with bookkeeping.
- A CERT volunteer with graphic design skills may be able to design flyers.

Get to know your volunteers so you do not miss out on these opportunities!

Give the following suggestions for making the best use of **CERT volunteers:**

- Let them know about other opportunities during orientation.
- Talk with them to find out their special strengths and skills that might serve the CERT program.
- Include a question on the background questionnaire or application about skills they have that might be useful to the program.

Questions You CANNOT Ask

Explain that there are some questions you legally may **not** ask in an interview. These include questions about:

- Race, national origin, or birthplace;
- Marital status;
- Religious affiliation;
- Credit card or home ownership:
- Age, height, or weight;
- Pregnancy or childcare arrangements;
- Arrest record (but criminal background checks are allowed);

Legally Out of Bounds · Race, national origin, or · Arrest record (criminal background checks are okay) Marital status Religious affiliation Discharge from military service Credit card or home · How long they have ownership lived in the community · Age, height, weight Pregnancy or childcare arrangements
 Health status (with exception)

- Discharge from military service;
- · How long they have lived in the community; and
- Health. The exception is a specific question about whether the applicant is able to do a specific physical task needed for the job (e.g., lift 50 lbs.).

As a general rule, do not ask anything that is not directly related to the ability of the applicant to do the specific volunteer job.

A Final Thought



Start a class discussion by asking this question.

Tell participants to think about making the orientation part of a fun activity (e.g., a potluck dinner for new volunteers). Such an event sets a welcoming tone and gives the new instructors and volunteers a chance to casually meet other instructors and volunteers.

Do the experienced Program Managers have anything to add about orientation?

SECTION 5: #3 TRACKING



Track Volunteer
Information

Information important to maintain on volunteers

Contact information

Date of graduation from CERT Basic Training

- Active/non-active status
- Set role within team or program
- Number of hours served
- Training and exercises completed and dates
- Equipment issuedAbilities and specialties



Start a class discussion by asking this question.

This slide is animated. The first click displays the question. The second click displays the responses.

Before moving on, ask the participants if they have any other questions.



Explain that you are going to talk about the third activity that Program Managers need to do with volunteers. This activity is tracking.

What Information to Collect and Why

Ask participants:

What information is important to maintain on a volunteer?

Sum up the discussion by listing some of the information you maintain on volunteers, including:

- Contact information;
- Date of graduation from CERT Basic Training;
- Active/non-active status;
- Set role within team or program;
- Number of hours they have served;
- Supplemental training and exercises they complete and completion dates;
- Equipment issued to them; and
- Their abilities and specialties.

For instructors, you need to collect and maintain the following information:

- Contact information
- General availability
- Units they can teach
- Other abilities and specialties
- Number of hours they have taught (especially if the hours are donated)
- Evaluation results

If the program is sponsored by the fire department, it is good to know where volunteers are located by Fire Management Area (FMA). If it is sponsored by the police department, it is good to know where volunteers live by precinct. This will let the Program Manager respond to requests for volunteer locations (identify by departments' operational subdivisions).

Ask participants:

Why do you need to track this information?

Sum up the discussion by listing different ways that the information is used to, including:

Start a class discussion by asking this question.

This slide is animated. The first click displays the question. The second click displays the responses.

Before moving on, ask the participants if they have any other questions.

Justify Your Program

- CERT volunteers are valuable community asset
- Trained CERT volunteers do tasks that would otherwise need to be done by paid employee
- CERT volunteers can save community thousands of dollars and enhance other programs at little or no cost



- Tracking who is in the program;
- Knowing whom to call upon in special response situations (e.g., someone trained in animal response);
- Knowing who has what skills and if they are up to date:
- Knowing where your equipment is and know what to get back when someone leaves the program;
- Knowing how to contact the family of the volunteer if there is an emergency; and
- Being able to justify your program to funders and show what services it is giving to the community; hours count toward the state filing for reimbursement after a disaster.

Justify Your Program

Explain that CERT volunteers give their time and energy to learning how to serve their community and, once they are trained, they become a valuable community asset. Trained CERT members do the tasks that would otherwise need to be done by a paid police officer, firefighter, or other employee. In this way CERT members can save a community thousands of dollars or enhance other programs at little or no cost.

Give this example:

"In the past year the CERT program added to the response capability of this community by giving "xx" number of people hours for disaster response and "xx" number of people hours for traffic and crowd management at community events. This service would have cost this community \$\$\$ if paid responders had been used."

Tell participants that tracking volunteers will also be addressed in Unit 5, *Procuring and Managing Resources*. The key message here is that the information must be collected and maintained.

Do experienced Program Managers have anything to add about tracking?

Start a class discussion by asking this question.

SECTION 6: #4 MANAGING





Start a class discussion by asking this question.

This slide is animated. The first click displays the question. The second click displays the responses.

Before moving on, ask the participants if they have any other questions.

Explain that you are going to talk about the fourth activity that Program Managers need to do with volunteers. This activity is managing them.

Ask participants:

Why do instructors and volunteers need to be managed?

Sum up the discussion about why volunteers need to be managed.

- To be accepted as a part of the community's emergency response system, the CERT program must be accountable. It only takes a few incidents to discredit the program.
- The program sets expectations and must make sure they are met.
- The program cannot survive without volunteers. It needs to work to keep them.

Tell participants that there are slight differences between the management tasks for instructors and volunteers, as shown in **Table 35: Differences Between Management Tasks**.

Table 35: Differences Between Management Tasks

Management Task	Instructor	Volunteer
Train	Make sure they are qualified to teach.	Make sure they have the skills to do the task.
Assign	Go over the task and give the information/tools needed to do it.	Go over the task and give the information/tools needed to do it.
Monitor	Watch the training session and gather participant comments.	Supervise the task and intervene when needed.
Evaluate	Give feedback after the event; debrief with volunteers.	Give feedback and check on volunteers after the event.





During CERT activation, some of the management tasks are done at the team level. The Program Manager will not be able to do all the management themselves, but they still have a general responsibility for making sure that it is done.

Explain that managing volunteers is different from managing staff. Volunteers are not employees and can leave without warning. One or more unhappy volunteers can be quite damaging to the reputation of the program and the hard work done by other members of the team.

Say that a Program Manager needs to:

- Keep volunteers excited about being part of the CERT program by recognizing their role.
- Sustain volunteers' commitment, their individual skills, and their abilities as a team.

Say that this effort takes time and cannot be ignored because other things seem to be more important.

Experienced CERT Program Managers have been successful in training and managing their instructors using the steps listed below.

- **Step 1:** Give an orientation to the CERT program and to the training.
- **Step 2:** Give new instructors time to review the materials carefully.
- **Step 3:** If the CERT program is just starting, do a dry run of the training.
- Step 4: Require new instructors to watch or participate in the training before they teach their first session.
- Step 5: Hold a practice session for new instructors to present the module that they will teach to the Program Manager and other instructors.
- **Step 6:** Require new instructors to co-train with an experienced instructor.
- Step 7: Watch the actual training session.
- Step 8: Hold a meeting after the training to debrief and to point out changes to make in future sessions.
- Step 9: Give corrective feedback to instructors one-on-one.

Feedback at every point is important for developing good instructors.

- Before: Be sure that all instructors know what the Program Manager's expectations for them and for the training are.
- After: Give a helpful critique of training skills and check to make sure that they add the lessons learned into future classes.

Activity: Managing a CERT Event



<u>Purpose</u>: This activity breaks participants into small groups to brainstorm management tasks for different scenarios.

Instructions: Follow the steps below to do the activity.

- 1. Split the class into five small groups.
- 2. Give a different scenario to each small group.
- 3. Have participants turn to the *Managing a CERT Event* in the Participant Manual and on the following page in the Instructor Guide.
- 4. Go over the instructions.
 - Brainstorm how you would manage the event assigned to your small group.
 - You can assume that the volunteers are trained. Talk about assignment, monitoring, and post-event evaluation and feedback.
 - You have 10 minutes.
 - You will present your plan to the whole group.

<u>Debrief</u>: Compliment the small groups on their work. Remind participants that the post-event evaluation is a two-way event with everyone giving feedback.

During the presentations, ask for additional thoughts from other small groups.

MANAGING A CERT EVENT

Scenarios

- 1. The annual county fair is being held in a month. Your CERT program has been asked to help with parking and traffic.
- 2. Major flooding is possible in a neighboring community. Your CERT program has been asked to help with sandbagging.
- 3. Your CERT program has been asked to help with installing smoke detectors in three apartment buildings that mostly house low-income, older adult residents.
- 4. The local police department is searching for a missing man. They need to search over land and water and the search area is larger than they can cover. They have asked for help from the CERT program.
- 5. Severe storms have swept through the area and the command center is overwhelmed with calls and with data that need to be entered. They have asked for help from the CERT program.

Instructions

- 1. Brainstorm how you would manage the event assigned to your small group.
- 2. You can assume that the volunteers are trained. Talk about assignment, monitoring, and post-event evaluation and feedback
- 3. You have 10 minutes.
- 4. You will present your plan to the entire group.

#5: Retaining • Instructors and volunteers need to feel that they are making a difference Recognize them!

SECTION 7: #5 RETAINING

Explain that you are going to talk about the final activity that Program Managers need to do with instructors and volunteers. This activity is retaining them. To retain an instructor or volunteer, you have to understand what they need and how to meet those needs.

Whether they are paid or donating their time, instructors and volunteers need to be recognized, appreciated, and feel that they are making a difference. Keeping them involved is important. There would be no program without volunteers or volunteer training. Recognition does not have to be elaborate or formal. Even a simple thank you makes a big difference.

Volunteer instructors who are donating their time need extra recognition. Many programs make a special point to have volunteer instructors receive an annual certificate presented by the fire chief or a key elected official.

Volunteer Needs

Say that a Program Manager needs to understand a volunteer's motivations. This will make it easier to support them and helps make sure that they feel good about contributing to the program.

Ask participants:

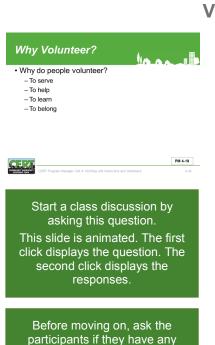
Why do people volunteer?

Sum up the discussion by reviewing why people volunteer.

- To serve (to be part of something bigger than themselves that also affects them)
- To help (the spirit of altruism—the desire to give or help—is a strong motivator for many)
- To learn (especially to learn something that they see as valuable)
- To belong (to a group or organization that shares beliefs or interests)

Explain that understanding why people volunteer is only part of the equation. It explains what brought the volunteer to CERT.

Say that Program Managers also need to understand what volunteers need. This is often hard for volunteers to put into words, but paying attention to needs is what will make volunteers want to stay.



questions.



Ask participants:

What needs do volunteers have once they are with CERT? These needs might be emotional, physical, or knowledge-based.

Sum up the discussion by going over the list of needs that volunteers have.

- To be respected for their skills and what they have to offer
- To feel able to do the job
- To feel needed; that them being there makes a difference
- To not be asked to do more than they can; paying attention to any physical or other limits
- To feel cared for; that someone cares how they are doing or feeling
- To be appreciated; a simple thank you goes a long way

Keeping Volunteers

Explain that one part of retention is giving training and exercises to make sure that the volunteers' skills are maintained.

- Volunteers with rusty skills will feel uncertain and perform poorly.
- Unqualified volunteers are a liability to the program.

Explain that CERT Basic Training, supplemental training, and drills/exercises are all important ways to retain volunteers. More information about these will be provided later in the course as part of Unit 6, *Training and Exercises*.

Say that another critical part of volunteer retention is to ask them to help as often as possible. This will help volunteers feel respected, capable, and needed. Do not wait for an emergency; CERT members can help in non-emergency situations, too.

Examples of non-emergency activities include:

- Helping with crowd/traffic management at large community events;
- Giving presentations about community preparedness;



Instructor Guide

- Helping with smoke detector installation campaigns; and
- Building political support and creating political capital for the program through non-emergency uses of CERT volunteers.

Say that another part of retention is finding ways to recognize the volunteers. Whatever the method of recognition, to be effective it must be:

- Sincere:
- Ongoing;
- Inclusive of all volunteers;
- Varied (both formal and informal); and
- Meaningful to the individual.

Finally, describe some other ways to increase volunteer satisfaction, including:

- Making sure that the assignment is a good match for the person's abilities and interests.
- Making sure that volunteers have the resources they need to do their assigned tasks.
- Sharing with volunteers the feedback the program gets about the impact of their work.
- · Creating a fun environment.

Activity: Volunteer Recognition

<u>Purpose</u>: This activity breaks participants into small groups to design volunteer recognition opportunities.

Instructions: Follow the steps below to do the activity.

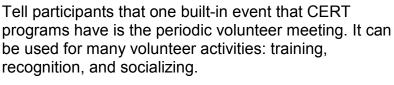
- 1. Split the class into four small groups. Make sure that there is at least one experienced Program Manager in each group.
- 2. Make assignments as follows:
 - Group #1: Design a formal CERT volunteer recognition event
 - Group #2: List 8 to 10 small, informal things a program can do to retain volunteers
 - Group #3: Create a plan to communicate with volunteers. List what kinds of things you will communicate to them and three to five ways to do it
 - Group #4: Design an informal social volunteer recognition event



- 3. Have participants turn to *Volunteer Recognition* in the Participant Manual and on the following page in the Instructor Guide.
- 4. Go over the instructions.
 - Work on your assignment.
 - Remember that funding may be tight. Be creative!
 - You have 10 minutes.
 - You will present to the whole group.

<u>Debrief</u>: Compliment the small groups on their work. Remind participants to include sponsors and appointed and elected officials in their recognition events. This keeps the CERT program visible to them and it makes the volunteers feel special.

Meetings with Volunteers



Have participants turn to *Making Meetings Valuable* in the Participant Manual and on the following page in the Instructor Guide.



MAKING MEETINGS VALUABLE

Have a Reason to Meet

Always have a reason or objective for your meeting. Do not have a meeting just because you think you need one. Have an objective for every meeting and complete that objective. This will make participants feel like the meeting has meaning.

Set an Agenda

Having a written agenda is needed for an effective and productive meeting. This will make the meeting run more smoothly and let the participants know what to expect. It will show that you are not wasting their time and will help you stay on task and on time.

Have Fun

Make the meetings fun! Try to add some part that is interesting, exciting, and fun. Maybe a game of disaster Jeopardy or 20 Questions? Try anything to help them enjoy the meeting and make them want to come back to the next event.

Keep It Short

No-one has time or effort to waste. Keep your meetings short and to the point. An agenda and an objective or two will help, but you need to keep things brief. Stay on task and, if you get done early, thank them and let them go early! Unless you are doing some major training or exercise, avoid going longer than two hours.

Offer Food and Drinks

Try to give your participants some sort of refreshment during meetings. Even if it is nothing more than a soda or bottled water, refreshments are needed. If you are having an outdoor activity or an exercise, it is important to provide liquids for hydration. Think about giving healthy food choices instead of donuts and coffee.

Expand On Training

Expanding beyond the initial CERT Basic Training course is an easy way to keep CERT members interested and motivated to stay with your program. It is also a great way to expand your capabilities.

Draft Program Plan: Capture Retention Ideas

Start a class discussion based

on this question.

Activity: Draft Program Plan – Capture Retention Ideas

<u>Purpose</u>: This activity lets Program Managers capture ideas they have about ways to retain volunteers.

Instructions: Follow the steps below to do the activity.

- 1. Have participants turn to the Draft Program Plan in Unit 1 of the Participant Manual and the Instructor Guide.
- 2. Ask participants to complete the second part of the fourth section on their own. This would be *Working with Volunteers, Retention*.

<u>Debrief</u>: Remind participants to write down any other ideas they have as the course continues.

Do experienced Program Managers have anything to add about volunteer retention?

SECTION 8: #6 TERMINATING

Say that the flip side of retaining an instructor or #6: Terminating volunteer is having to terminate someone. · When all other actions have failed · For violation of the code of behavior Termination should be kept for those times when: · For gross misconduct - Abuse

- All other actions have failed.
- There is a proven violation of the program code of behavior.
- There has been gross misconduct such as theft, abuse, being under the influence of drugs or alcohol, or showing disregard for CERT participants' safety.

Explain that during orientation, volunteers should be made aware of the disciplinary policy and the possibility of termination if they do not meet the expectations and standards set by the program.

Terminations are rare but do happen. The hope is that through regular evaluations and feedback, such situations can be avoided.

Give some guidelines for Program Managers in case they have a concerning situation.

- Document your concerns and your actions.
- Make sure your comments are truthful.
- Focus on the work, not on the person.

Follow program protocols for disciplinary actions. Levels of corrective action should be included in the protocol. For example:

- Additional training or supervision
- Reassignment
- Suspension
- Termination

Do experienced Program Managers have anything to add about strategies they have used when terminating a volunteer?





Follow program protocols for disciplinary actions



Start a class discussion based on this question.

UNIT SUMMARY



Tell participants that this unit has looked at working with instructors and volunteers:

- Recruiting Instructors and Volunteers;
- Orienting Instructors and Volunteers;
- Tracking Instructors and Volunteers;
- Managing Instructors and Volunteers;
- Retaining Instructors and Volunteers; and
- Terminating an Instructor or Volunteer.

Do you have any questions about anything covered in this unit?

Transition

The next unit will discuss how to procure and manage resources for your program.





CERT Unit 4: Additional Materials

Sample Membership Application







Sample Membership Application



Grand Island-Hall County Community Emergency Response Team (CERT) Membership Application



Return to:
Grand Island-Hall County Emergency Management
CERT Program
100 East 1st Street
Grand Island, NE 68801

Name:		_	
Last	First	M.I	
Address:			
City/State/Zip:			
Work Address:			
A			
Are you currently en	iployed? If so, now?	?	
Vour Homo Dhono:	Mork	Phone:	
Tour Home Phone		riiolie	
Cellular Phone:	Email	<u> </u>	
odilala i riono.		<u> </u>	
Do you have an alte	rnate way of contac	ting you? (i.e. fax, page	r):
Date of Birth:		_ Legal Adult?	□ Yes □ No
		nditions that might affect	t your participation in
some of the activities	s of this program? P	riease explain.	
-			

Name	Complete Address	Phone	Relationship
CERT Basic Training			
Completion Date:		Location:	
Sponsoring Organizat	ion:		

INTENT/AUTHORIZATION TO OBTAIN BACKGROUND REPORT FOR CERT VOLUNTEERING

NOTICE

The City of Grand Island conducts applicant screening and criminal background efforts that include an investigative report, which may include inquiries into an applicant's character, general reputation, personal characteristics, and mode of living. The report may involve personal interviews with employers and educational institutions.

Additionally, a criminal and civil records history, driver history, educational verification, and work history may be ordered. A volunteer has the right to request a complete and accurate disclosure of the nature and scope of the investigative report requested. Your request must be made in writing within a reasonable amount of time from the receipt of this notice. You also may have additional rights according to state and local laws.

AUTHORIZATION

I hereby certify that I have been informed as to the duties of the volunteer position for which I am applying. Furthermore, I certify that the information I have thus far provided to the City of Grand Island is accurate and complete, to the best of my knowledge. I understand that falsification, misrepresentation or omission of any material or information I have supplied may be used to disqualify me from CERT membership. I understand that the City of Grand Island will verify information given on applications, and I authorize it to do so. I also authorize the City of Grand Island and/or its agents, to make whatever inquiries it considers appropriate in order to obtain this verification. I authorize any individuals and/or agencies contacted by the City of Grand Island or its agents to furnish all necessary information that may be requested, including consumer credit and/or investigative consumer reports. I release the City of Grand Island, its agents and any person or institution that provides the City of Grand Island with information pertaining to this application, from any and all liability for adverse action or damage that may result from the investigation, disclosure, or use of such information.

This authorization shall remain in effect during the course of participation in CERT and may be used in connection with future decisions concerning my involvement in CERT.

I have read and understand the above notice and I hereby authorize the obtaining and disclosure of such information.

Applicant's Printed Name:	DOB:
Applicant's Signature:	Date:

NOTE: AN ARREST MAY NOT AUTOMATICALLY PROHIBIT ACCEPTANCE INTO A VOLUNTEER POSITION.

Arrest	 IGUOLI

			ed as an accused party," or con I and military charges? (Omit tr	
Yes: No: If ye	es, complete the fol	lowing:		
Policy Agency				
Crime Charged	City & State	<u>Date</u>	Disposition of Case	
If conviction, what	was the nature of	your offense(s)?	
Date of conviction	(s)			

Signatures

Are you on Probation/Parole? Yes No

Have you ever been incarcerated in a correctional/detention facility?

If yes, give facility name and location.
 Date and length of incarceration.

5. Date of release and current status.

Current status of conviction(s)

I understand that by volunteering with the CERT organization that I will learn certain basic skills that are intended to help me render assistance to others only when I deem it safe and necessary for me to do so. I am under no obligation, by virtue of having

received this training, to render aid or become involved in any activities that would make me feel uncomfortable or have the potential to cause me physical or emotional injury.

I recognize the fact that I will receive a "Certificate of Completion" only upon attending all sessions of this course and completing the final exam and exercise. I understand that any and all equipment issued to me by the Emergency Management Department is property of the City of Grand Island and that I am expected to return it in good condition if I leave the program or area.

By this signature I affirm that I understand that when acting as a CERT volunteer I may only:

- 6. Act in the scope of my official duties, and
- 7. Act in furtherance of a public purpose.

I understand that my deviation from the above may result in personal liability. I have also read and agreed to sign the attached Informed Consent form.

Signature Printed I	Jame	

INFORMED CONSENT, WAIVER AND RELEASE AGREEMENT FOR THE HALL COUNTY/GRAND ISLAND CITY COMMUNITY EMERGENCY RESPONSE TEAM

The undersigned, being at least eighteen years of age, and in consideration for acceptance, approval and participation in the Community Emergency Response Team (CERT) Program, sponsored by Hall County, hereinafter referred to as "County" and Grand Island City, a home rule municipality organized under the laws of the State of Nebraska, hereinafter referred to as "City", do hereby agree to this waiver and release.

I recognize that the Community Emergency Response Team (CERT) Program will involve physical labor and may carry a risk of personal injury. I further recognize that there are natural and manmade hazards, environmental conditions, diseases, and other risks, which in combination with my actions can cause injury to me. I hereby agree to assume all risks which may be associated with or may result from my participation in the program, including, but not limited to, transportation to and from volunteer sites, extinguishing small fires, providing disaster medical care, (e.g. controlling bleeding, treating shock, treating sprains and fractures, opening airways, transporting patients, etc.) performing light search and rescue activities (e.g. cribbing and leveraging, victim extrication transportation, etc.) and other similar activities.

I recognize that these program activities will involve physical activity and may cause physical and emotional discomfort. I state that I am free from any known heart, or other serious health problems that could prevent me from participating in any of the activities associated with this program. I further state that I am sufficiently physically fit to participate in the activities of this program.

I certify that I have medical insurance to cover the cost of any emergency or other medical care that I may receive for an illness or injury. I certify that if I do not have medical insurance, I will be personally responsible for the cost of any emergency or other medical care. I agree to hold harmless Hall County and the City of Grand Island, their agencies, departments, officers, employees, agents, and all sponsors and/or officials and staff of any said entity or person, their representatives, agents, affiliates, directors, servants, volunteers, and employees from the cost of any medical care that I receive while participating in this program or as a result of it.

I further agree to release Hall County and the City of Grand Island, their agencies, departments, officers, employees, agents, (entity and persons as appropriate) and all sponsors and/or officials and staff of any said entity or person, their representatives, agents, affiliates, directors, servants, volunteers and employees from any and all liability, claims, demands, actions, and causes of actions whatsoever for any loss claim, damage, injury, illness, attorney's fees or harm of any kind or nature to me arising out of any and all activities associated with the aforementioned activities.

I further agree to hold harmless, and hereby release the above-mentioned entities and persons from all liability, negligence, or breach of warranty associated with injuries or damages from any claim by me, my family, estate, heirs, or assigns from or in any way connected with the aforementioned activities.

CONSENT

Consent is expressly given, in the event of injury, for any emergency medical aid, anesthesia, and/or operation, if in the opinion of the attending physician, such treatment is necessary.

I HAVE CAREFULLY READ AND UNDERSTAND THE CONTENTS OF THE FOREGOING LANGUAGE AND I SPECIFICALLY INTEND IT TO COVER ANY PARTICIPATION IN THE COMMUNITY EMERGENCY RESPONSE TEAM PROGRAM SPONSORED BY HALL COUNTY AND GRAND ISLAND.

Name:	Signature:	Date:
Witness:	Witness Signature:	

Sample Instructor Background Questionnaire

Name:	
Address:	Work Phone:
	Home Phone:
	Mobile Phone:
Employer:	Email Address:
Place a check mark next to all areas in which	ı you have experience:
□ CERT Program	□ Incident Command System (ICS) operations
□ Fire safety and fire suppression	□ Disaster psychology
□ Hazardous materials safety	□ Exercise controller
□ Emergency medical triage and treatment	□ Other:
□ Search and rescue techniques and markings	
Describe your instructor development training:	
List your past training presentation experience:	

Place a check mark next to all areas for which you wish to be considered:		
□ Lead Instructor for (name of course)		
□ Co-Instructor for: (these are all sessions in CERT Basic Training)		
□ Disaster Preparedness		
□ CERT Operations		
□ Emergency Medical Operations		
□ Disaster Psychology		
□ Fire Safety		
□ Light Search and Rescue		
□ Terrorism		
□ Exercise Safety Officer		
□ Co-Instructor for (name of course)		
Your Signature: Date:		





CERT Program Manager Unit 5: Procuring and Managing Resources

Instructor Guide









CERT Program Manager Unit 5: Procuring and Managing Resources

In this unit, participants will learn about:

- ☐ **Identifying Physical Resource Needs**. What physical resources will a typical CERT program need? Where do you find them? What might they cost?
- ☐ **Managing Data**. What data needs to be collected?
- ☐ **Budgeting and Funding.** What do you include in a budget? How do you secure funds for the budget?



CERT Program Manager Unit 5 Table of Contents

Unit Objectives	5-1
Scope	5-1
Estimated Completion Times	5-1
Training Methods	5-2
Resources Required	5-2
Equipment	5-2
Remarks	5-3
Procuring and Managing Program Resources	5-7
Maintaining CERT Records	5-17
Sources of Program Support	5-23
Approach a Funding Source Checklist	5-26

UNIT OBJECTIVES

By the end of this unit, the participants will be able to set a process for acquiring and managing program resources. Participants will also be able to:

- Identify types of resources needed to run a CERT program.
- Identify types of data to collect and keep for the program.
- Create strategies for finding and handling resources.
- Find program funding options and tips for approaching funding sources.
- Create a draft program budget.

SCOPE

The topics that will be discussed in this unit are:

- Unit Overview:
- Identifying Physical Resource Needs;
- Managing Data;
- · Budgeting and Funding; and
- Unit Summary.

ESTIMATED COMPLETION TIMES

A suggested time plan for this unit is displayed in **Table 5.1: Estimated Completion Times** below.

Table 5.1: Estimated Completion Times

Activity	Suggested Time
Unit Overview	1 minute
Identifying Physical Resource Needs	53 minutes
Draft Program Plan: Identify Physical Resource Procurement Factors to Consider	5 minutes
Managing Data	15 minutes
Draft Program Plan: Record Data Collection and Recordkeeping Ideas	5 minutes
Budgeting and Funding	10 minutes
Unit Summary	1 minute
Total	1 hour, 30 minutes

TRAINING METHODS

The instructor begins by explaining that during most of the first hour participants will work in four small groups. Each group will be given a CERT program scenario and will decide what physical resources (people, equipment, materials, supplies, and facilities) are needed, where to find those resources, and the cost per-unit of the resources.

During the three-part activity, the instructor will go over certain issues: the importance of being thorough in identifying the resources needed, instructor costs, and the need to think about storage.

Participants will then write down in their Draft Program Plan management ideas they want to think about when gathering resources.

Managing data is discussed next. The instructor will guide a discussion on the types of data to collect. The instructor will review the operational, administrative, and political reasons for keeping good, accessible records and will talk about ways to reduce liability. Finally, the instructor and class will talk about recordkeeping tips.

Participants will then write down in their Draft Program Plan data collection and recordkeeping things they need to do.

The final topic is budgeting and funding. The instructor goes over the process for creating a budget, shows a sample budget, and shows participants the resources on the CERT website. Then the instructor and class talk about several funding sources and go over how to approach a funder.

RESOURCES REQUIRED

The following resources are needed for this unit:

- Community Emergency Response Team Program Manager Instructor Guide (for instructors)
- Community Emergency Response Team Program Manager Participant Manual (for participants)
- PowerPoint slides 5-0 to 5-33

EQUIPMENT

The following equipment is needed for this unit:

- A computer with PowerPoint software
- A computer projector and screen
- Easel with writing pad or whiteboard
- Markers

REMARKS

The first section of this unit focuses on identifying, finding, and pricing out physical resources. Four small groups are each given a scenario and create a plan based on that scenario. Since the scenarios are ones that all Program Managers will deal with, the small groups will be asked to turn in their plans at the end of the unit so copies can be made for all participants.

Plan to make the copies during the evening of the first day of training and return the copies on the second day. You will need to make one copy of each scenario for each participant.

SECTION 1: UNIT OVERVIEW

Say that starting a CERT program requires physical resources—workers, equipment, and materials—and **CERT Program Manager** some type of program funding. This unit looks at how to Unit 5: Procuring and Managing Resource acquire and manage those resources. It also looks at how to manage the data related to those resources. **Unit Objectives**

Give the unit's learning objectives.

By the end of this unit, the participants will be able to set a process for acquiring and managing program resources. Participants will also be able to:

- Identify types of resources needed to run a CERT program.
- Identify types of data to collect and keep for the program.
- Create strategies for finding and handling resources.
- Find program funding options and tips for approaching funding sources.
- Create a draft program budget.

Unit Objectives By the end of this unit, the participants will be able to set a process for acquiring and managing program resources: Identify types of resources needed to run a CERT progra Identify types of data to collect and keep for the program - Create strategies for finding and handling resources - Find program funding options and tips for approaching funding - Create a draft program budget

👺 FEMA

Unit Topics

Say that, because of the type of training that CERT gives and the work that CERTs do, running a CERT program is resource-heavy. It is important to know what resources are needed and where to find them, what data to gather and how to track it, and how to create a budget and get it funded.

Say that this unit will look at the following topics:

- Identifying Physical Resource Needs;
- Managing Data; and
- Budgeting and Funding.



SECTION 2: IDENTIFYING PHYSICAL RESOURCE NEEDS



Explain that CERT programs have a lot of physical resource needs. By physical resources we mean:

- Training supplies;
- Instructors:
- Office equipment;
- Training facility(ies);
- · Printed materials; and
- Other.

Explain that physical resources include everything except data and funding.

Emphasize this point.

Explain that, during the first hour of training, participants are going to work in small groups to figure out exact resource needs, where to find the resources, and the perunit cost.

Tell participants that at the end of the unit the plans will be collected and copied so everyone has the benefit of each other's work.

Activity: Identify Physical Resources

<u>Purpose</u>: This activity lets participants identify what resources they would need for a certain scenario.

Instructions: Follow the steps below to do the activity.

- 1. Split the class into four small groups. Include at least one experienced Program Manager in each group.
- 2. Have participants turn to *Procuring and Managing Program Resources* in the Participant Manual and on the following pages in the Instructor Guide.
- 3. Assign a different scenario to each small group.
- 4. Go over the instructions.
 - For Our assignment, fill in the underlined text of the scenario assigned to you.
 - For Table 36: Assumptions List: As you
 go through the full exercise, you may find
 that you make assumptions about how you
 would handle the scenario. Write down
 those assumptions in this area.

Identify Physical Resources

PM 5-2

COUTT Program Manager UAS & Processory and Managary Resources

26

- Example for Scenario #2: "We assume that the course will last 21 hours."
- One assumption has already been given: That you will have enough funding to complete the task.
- Complete the first column ONLY of the Table 37: Resource Breakdown, What Resources Do We Need? Think about the scenario and ask what resources are needed to do the activity. Be very thorough in identifying your resources. Use extra pages if needed.

NOTE: DO NOT fill out the second or third columns in the table on resources at this time.

- 6. Participants have 10 minutes.
- 7. Participants will present their list to the whole group.

Debrief:

- 1. Ask each group to read aloud its scenario and then list the resources the group identified that they would need.
- 2. Ask other groups to add anything that was missed.
- 3. If funding is suggested as a concern, say that no plan is ever developed without budget concerns being one of the issues. However, for this activity, try to set aside funding questions.
- 4. Ask if any groups made assumptions. If so, ask for some examples.

This is a progressive activity. Emphasize that participants should only complete the assigned parts of the worksheet.

Procuring and Managing Program Resources

Scenarios

- 1. You are setting up a CERT program office with one full-time person. You also hope to have a part-time administrative person, but you are not sure how to fund this position.
- 2. You need to organize a CERT Basic Training course. You hope to have 25 people attend the course.
- 3. You need to **provide regular communications** to CERT volunteers, instructors, and program supporters. You have decided to have a newsletter and a website.
- 4. You are arranging the annual CERT training exercise. You expect to have 40 volunteers attend.

Our assignment:		(enter the underlined text for the scenario)
	Table 36: Assumptions List	

We made these assumptions: (As needed, add to the list throughout the activity)
We will have enough funding to complete the task.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Table 37: Resource Breakdown

What Resources Do We Need?	Where/How Will We Get Them?	What Will They Cost?

Table 38: Information Collection and Tracking

We need to collect and track the following information:



After all groups have presented, summarize by saying that resources include anything needed to complete the task:

- People
- Equipment
- Materials
- Supplies
- Facilities

Remind participants to be as thorough as possible when identifying resources.

For example: Do not just state that you need training supplies or a Unit 4 instructor. List exactly what you need.

Ask participants:

What things do you need to have in a good training facility?

Sum up the discussion by listing basics for a good training facility.

- Easy to find
- Disability access
- Parking
- Bathrooms
- Good lighting and heating/AC
- Contact names for AV support, facility support
- Chairs and tables
- Easels and writing pads or whiteboard
- Computer and projection system
- Space for hands-on exercises
- Space for burning
- Burn permit

Remind participants that you also need all of this in a backup location.

Activity: Find Resources

<u>Purpose</u>: This activity allows participants to identify where or how they would get the resources they need for their scenario.

Instructions: Follow the steps below to do the activity.

Go over the instructions:

PM 56

CERT Program Manager Unit 5: Precuring and Managing Resources
5-9

Find Resources

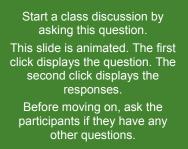
Activity

Before moving on, ask the

participants if they have any

other questions.







- In the same small groups, add resources to their lists if the last discussion brought up new ideas.
- Complete the second column ONLY of the table on the second page, Where/How Will We Get Them? Be creative in thinking about your options.
- You have 10 minutes.

Debrief:

- 1. Ask each group what decision they made about finding resources.
 - Did they have to pay for it?
 - Could they borrow or share it?
 - Could they scavenge it?
 - Could they swap it for something else?
- Ask other groups to add more ideas. For example: get an administrative assistant from Senior Corps or AmeriCorps.
- Remember that most CERT programs are not started in complete isolation. Your connection with your sponsor will certainly give you access to some resources.

Ask participants:

Did anyone talk about needing to store a resource?

Ask participants:

What might need to be stored? Where would you store it?

Sum up the discussion about storage.

- What to store?
 - Training equipment
 - Materials for CERT volunteers' kits
- Storage considerations
 - Needs to be at or close to the training facility
- Storage options
 - Get it free: public building, church, school, partner program
 - Use a trailer: Make sure to license it; have a safe place to park it; have a vehicle to pull it

Keep a list of the inventory in storage.

Explain that this is a picture of one CERT program's storage trailer.

Activity: Identify Costs



Identify Costs



<u>Purpose</u>: This activity lets participants identify a per-unit cost for their resources.

Instructions: Follow the steps below to do the activity.

- Go over the instructions.
 - Add storage to your resources if you need it for your scenario. Also add something to the second column about what you will use for storage, e.g., training facility space, donated space, a trailer.
 - In the same small groups, fill in the third column of the table on the second page, What Will They Cost?
 - Enter a per-unit cost, e.g., per hour, per pencil. Do not worry about knowing actual costs. For now, just estimate.
 - If there is no cost, enter "0."
 - You have 10 minutes.

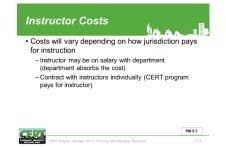
Debrief:

- 1. Ask if anyone had trouble even guessing a cost. Talk about it as a group.
- 2. Remind participants that, when going through this process in real time, they will have to research costs to get an actual amount.

Talk about instructor costs. Depending on how the jurisdiction pays for instruction, the costs for holding the CERT Basic Training course and other training may vary.

- Some departments have instructors on salary and will include the cost in their annual budget.
- Others have to contract with instructors individually and the CERT program will have to pay for the instructor.

Explain that this section has gone over acquiring and managing resources. You probably have some ideas that you want to remember.



Check for understanding.

Activity: Draft Program Plan - Identify Physical Resource Procurement Factors to Consider

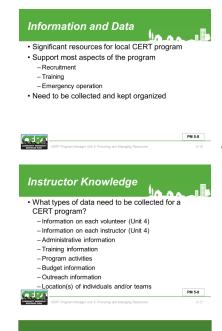
<u>Purpose</u>: This activity lets Program Managers write down issues they might need to consider when acquiring resources.

Instructions: Follow the steps below to do the activity.

- 1. Have participants turn to the *Draft Program Plan* in Unit 1 of the Participant Manual and the Instructor Guide.
- 2. Ask participants to complete the first table of the sixth section, *Procuring and Managing Resources*, on their own. The table title is "When procuring program resources, I need to think about these management issues."

Before moving on to talk about managing data, are there any questions about what resources are needed, where to find them, and how to price them out?

SECTION 3: MANAGING DATA



Start a class discussion by asking this question.

This slide is animated. The first click displays the question. The second click displays the responses.

Before moving on, ask the participants if they have any other questions.

Say that the group has spent the past hour talking about physical resources—people, equipment, materials, supplies, facilities. Another resource that a CERT program has is information. Good data and information are essential support for almost all parts of the program. That information needs to be collected and kept in an organized way.

Types of Data to Collect

Ask participants:

What types of data need to be collected for a CERT program?

Sum up the discussion by listing the types of data that need to be collected.

- Information on each volunteer
- Information on each instructor
- Administrative information (e.g., inventory)
- Training information (e.g., rosters, evaluations)
- Program activities (e.g., requests for CERT) activation (disaster and non-disaster), presentations given
- Budget information (e.g., income, expenses, periodic reports)
- Outreach information (e.g., marketing contacts, mailing lists, potential volunteers)
- Location(s) of individual volunteers and/or teams to help with activation

Importance of Recordkeeping

Explain that keeping records is an important part of a CERT program. There are operational, administrative, and political reasons to keep good and accessible records.

Operational

- During emergency operations, the teams may self-activate.
- However, if the sponsoring agency needs to activate the teams, the CERT program will need reliable and quick information location, size, and contact persons for each team.









 When you need certain skills, the Program Manager needs to find people with those skills quickly and easily.

Administrative

- The CERT program needs to keep track of volunteers and instructors (e.g., how many people have completed the CERT Basic Training), up-to-date contact info, which instructors can teach which units, and supplemental training CERT volunteers may have taken.
- The CERT program needs to stay in touch with current and former volunteers and instructors, program partners, and supporters.
- Keeping records makes CERT volunteers eligible for benefits and insurance if these are available to the state's volunteer emergency workers.
- The CERT program needs to keep good financial records for legal and budgetary reasons.

Political

 Recordkeeping creates needed statistical information for anyone interested, such as elected officials, about the number of participants in different parts of the city and the growth of the program.

Reducing Liability

Say that some of the most frequently asked questions about CERT programs are about liability and how to handle the liability for the CERT program.

- Giving training on how to respond safely and effectively in an emergency is one way a CERT program handles liability and prepares CERT volunteers.
- Another way to reduce liability comes from keeping accurate and complete records to document what the program has done. Good recordkeeping gives critical support to risk management.

Tell participants that there is information on the CERT website about reducing liability. Be sure to read it.

https://www.ready.gov/community-emergency-response-team.

Recordkeeping Tips



Give the following tips to participants.

- Set up a good recordkeeping system as soon as possible. Keep it up to date. It will make the job easier.
- Only keep data needed for the program. Talk to the sponsoring agency's legal counsel (e.g., city attorney) to find out what to track and what not to track.
- Protect personal information. Get permission from each volunteer before sharing information with anyone, even other volunteers.
- Do not reinvent the wheel. There are many sample forms to use as a starting point.
- Check out the CERT website. <u>www.ready.gov/community-emergency-response-team.</u>
- Ask other Program Managers for copies of the forms they use.

Have participants turn to *Maintaining CERT Records* in the Participant Manual and on the following pages in the Instructor Guide.

Go over it with participants. It gives some added information and tips on keeping records.

MAINTAINING CERT RECORDS

Maintaining records can be tedious, but without good recordkeeping you will quickly fall behind and lose track of your program. Here are some tips:

Identify your information needs and create your forms from the start. Start by identifying the possible information requests you will get as a CERT Program Manager. Then design your recordkeeping forms to meet your information needs before your program begins. Next, think about how you will track and organize the information you collect. And finally, design simple formats for reporting CERT achievements.

Collect only the data you need. Some personal information, such as home phone numbers and Social Security numbers, are protected from release by the Privacy

Act. Some states protect driver's license numbers and other information. Release of protected information requires the permission of each person. The safer way to protect information is to not collect it unless you really need it.

Keep your database simple and backed up. Add information only as needed. If your database is digital, back up the database often. Keep backup copies in a safe place in a separate location from the main database.

Do not bury yourself in records. Do not maintain data you will not need or use. Think carefully about what you really want to record before creating your forms.

Test the forms with your first class. Give the forms to your first class to make sure that they record the information you need and the forms work the way you want them to work.

Set aside time for record maintenance. Do not let recordkeeping get ahead of you. Set aside time every day or every week to add data. Make a plan for archiving or destroying old records.

Be careful about sharing data. Sharing forms is one thing, but sharing personal data may be illegal. If you use a digital database, it should be password protected.

Get some help. If you do not have an administrative assistant assigned to the program, try to get one of the CERT graduates to help you. CERT graduates are doing much more than response. In many communities, graduates are working on newsletter development, running websites, caring for equipment, and many other jobs. Why not recordkeeping?



If you are short on time, point out this section and ask participants to complete it on their own.

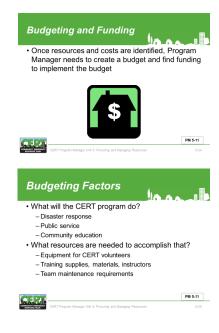
Draft Program Plan: Record Data Collection and Recordkeeping Ideas Do experienced Program Managers have any additional tips about data management and recordkeeping?

Activity: Draft Program Plan – Record Data Collection and Recordkeeping Ideas

<u>Purpose</u>: This activity lets Program Managers record data collection and recordkeeping things they want to make sure to do.

<u>Instructions</u>: Follow the steps below to do the activity.

- Have participants turn to the *Draft Program Plan* in Unit 1 of the Participant Manual and the Instructor Guide.
- 2. Ask participants to complete the *Procuring and Managing Resources* list on their own. The list title is "Some data collection and recordkeeping things I need to do."



SECTION 4: BUDGETING AND FUNDING

Explain that, as participants have seen, a CERT program requires a lot of resources and it is unlikely that donations will cover all of them. A Program Manager needs to put together a budget and find funding to cover it.

Budgeting

Say that the amount of funding required to start and run a CERT program depends on:

- What the CERT program wants to accomplish; and
- What resources are needed to accomplish them.

What does the CERT program want to do?

- Figure out the number of CERT volunteers that will be trained up front and then on a yearly basis.
- Decide on the role that CERT volunteers will play in the community.
- CERT volunteers that have roles not covered in the CERT Basic Training curriculum will need other training and supplies.

What resources are needed?

- Equipment that the CERT program will supply to each team (e.g., hardhat, vest, ID, gloves, goggles, medical kits)
- Costs for instructors, training facilities, and equipment
- Costs for supplemental training, exercises, and team maintenance activities

Say that, after the Program Manager has answered these and other questions about the costs involved, the Program Manager will need to create a budget.

Say that creating a budget is a fairly straightforward activity.

- Identify the costs, both per unit and total.
- Add up the costs.
- Divide the total cost by the number of people trained to figure out a per participant cost.
- Knowing this cost will be useful as a Program Manager works to justify the program.
- For example: "For \$127 each, the CERT program ensures that 300 more people each year are prepared for a disaster and, for a period of 72



hours, can relieve the first responders by taking care of themselves and their families and helping those who live or work around them."

Have participants turn to the sample budget in the Participant Manual and on the following page in the Instructor Guide.

Refer to **Table 39: Sample Budget** on the next page for a sample budget Explain that the budget is a sample of what a CERT budget might look like for the *CERT Basic Training* course only. Note that this budget is simplified and a real program budget will be more complex than the one shown.

Table 39: Sample Budget

Sample Budget			
Sample Annualized Costs			
Halftime Coordinator	\$24,000		
Overtime for Instructors (firefighters)	\$6,000		
Miscellaneous Supplies	\$2,750		
Total	\$32,750		
Sample Costs Per Student			
Helmet, Vest, & Badge	\$16 x 100 Graduates = \$1,600		
Training Manual	\$12 x 100 = \$1,200		
Total Costs Per Student	\$2,800		
Total Sample Program Costs	\$35,550		
Total Cost Per CERT Volunteer	\$355		

Tell participants they can find the following companion document on the CERT website:

 CERT Program Costs Worksheet: <u>https://www.fema.gov/media-library/assets/documents/28046</u>

Say that this document is mainly for conducting a CERT Basic Training course and not for a full program.







PM 5-14

CERT Program Manager Unit S Program and Managers Resources
5-31

However, it can be expanded for any CERT program model.

There is also a link to an Excel Spreadsheet version of the CERT Program Costs Worksheet tool.

Funding

Say that all local CERT programs must be recognized by a local government agency in their area. That agency is usually a fire department or police department.

The local Program Manager should be connected to the sponsoring agency.

Explain that just because a government agency sponsors the CERT program does not mean that the agency will provide all the funding for the CERT program. In fact, it probably will not.

- Many local governments that sponsor or operate a CERT program give some local funding, but most also use some Federal grant funding to support it.
- Only governmental agencies may receive the Department of Homeland Security funding that supports CERT. Most of this funding comes through the states or, in some urban areas, through the Urban Area Security Initiative (UASI) region. For more information, contact your State Office of Emergency Management/Homeland Security, or visit www.fema.gov/grants.
- If you are starting a CERT program in partnership with a school district, grant money may be available under the Federal Department of Education's Safe and Drug Free Schools Program. "Readiness and Emergency Management for Schools" (REMS) grants are awarded on a competitive basis to local school districts and encourage partnerships with other programs to promote school safety. For more information, visit https://www2.ed.gov/programs/dvpemergencyresponse/applicant.html.

Ask participants:

In addition to the sponsoring agency and other government sources, what are some other sources of funding or support for a CERT program?

Sum up the discussion by listing other sources of support and funding.

Start a class discussion by asking this question.

This slide is animated. The first click displays the question. The second click displays the responses.

Before moving on, ask the participants if they have any other questions.

- Ask for donations
- · Charge a fee
- Ask for in-kind contributions
- Apply for a grant
- Start or partner with a not-for-profit organization

Note that there are alternatives to starting a not-for-profit organization that may have the same benefits. These are included in the *Sources of Program Support* in the Participant Manual and on the following pages in the Instructor Guide. Look over each of these options in more detail.

SOURCES OF PROGRAM SUPPORT

Ask for donations. Some corporations, businesses, and service clubs have a history of supporting community programs and include it in their donations plan. Try to figure out how CERT can benefit them and can fit into their donations plan before you approach them. The worst thing that can happen is that they will say no. When asking for donations, make sure that you recognize business contributions on your website or in your newsletter. Talk with your budget person to see if monetary donations can be handled as a separate account for CERT within your department. This may require formal actions such as a resolution by city council and/or setting up a special fund in the city's budget.

Charge a fee. Some communities charge a fee to cover the costs of their materials and equipment. While this is not the preferred method for funding CERT programs, it is a possible alternative in some communities. Be careful if you plan to set up CERTs in low-income areas. Many residents in low-income areas cannot afford to pay for a CERT program and will not be able to attend if there are out-of-pocket costs involved, although they may be able to make a donation.

Businesses may be more willing to pay for CERT training because they can show a direct benefit to their operations. One community charged businesses for the training, explaining that this money would be used to support neighborhood training. **Tip:** If you do not mention a set price, they usually end up giving you more than you would have asked.

Ask for in-kind contributions. Corporations may be more willing to donate materials or supplies for CERTs, rather than money. In such cases, try to get donations for items needed for the program. You will need hardhats, flashlights, batteries, rope, printing services, recharging of fire extinguishers, and a lot more. Offer credit as a sponsor of CERT programs in exchange for the donation, and follow up with a formal thank you.

Also, utility companies have a track record for providing the mockups you'll need to show how to turn off gas and electrical utilities. Approach your local utilities to explain your program. You might be surprised at what they will offer. They may even have supplemental training programs to offer your CERT graduates.

Apply for a grant. Grants may come from government or private sources. The Department of Homeland Security through the states is making grant funding available for local CERT training. For more information, contact your State Office of Emergency Management/Homeland Security, or visit www.fema.gov/grants. If you are starting a CERT program in a school district, Readiness and Emergency Management for Schools (REMS) grant money may be available under the Federal "Safe and Drug Free Schools" program in the Department of Education. More information is available at http://www2.ed.gov/programs/dvpemergencyresponse/index.html. Some corporations also offer grants for certain causes, including emergency preparedness.

Grant writing requires skill, so take a course to learn how to do it correctly or find a resource in the community to help you, e.g., not-for-profit organization or community college.

Remember, though, that grant funding is temporary. Even if you get a grant to get your program started, you will have to find a permanent source of money for program maintenance.

Start a not-for-profit organization. Some CERT programs have established themselves as not-for-profit organizations, which are also called 501(c)(3) organizations. Organizations need to complete and submit an application for 501(c)(3) status. Typically, CERT programs that have done this are well established, rather than new groups. However, when CERT programs organize as 501(c)(3) organizations, they can raise money through tax deductible contributions from donors.

Getting and maintaining 501(c)(3) status requires a lot of work, a fee, and an annual filing with the IRS after tax exempt status has been given. There are two other options:

- 1. Rather than becoming a 501(c)(3) organization yourself, look in the community for an existing 501(c)(3) organization that could become a financial agent for you.
- 2. Check with your local jurisdiction's attorney to find out if the CERT program could use the jurisdiction's tax ID number to get tax deductible contributions from donors. This would have the same benefit as 501(c)(3) status.



How to Approach a Funding Source

Remind participants of the steps discussed in Unit 3 in the section *How to Initiate and Foster Partnerships*.

- 1. Create a program description.
- 2. Develop a plan for approaching each partner.
- 3. Hold a one-on-one meeting.
- 4. Keep in contact.

Explain that funding sources need to be approached in much the same way as partners are (see Unit 3, *How to Create and Foster Partnerships*).

Have participants turn to the *Approach a Funding Source Checklist* in the Participant Manual and on the next page in the Instructor Guide.

Go over the checklist with participants.

APPROACH A FUNDING SOURCE CHECKLIST

- 1. Give the program description along with financial information.
 - A. Estimate the income and expenses for one to five years.
 - B. Remember that funding sources want to know about real results (e.g., what you will do, how many people you will train).
 - C. Businesses of any size that might contribute to the local CERT program will also want to know how they will benefit (e.g., community relations).
- 2. Develop a plan for approaching each partner.
 - A. In addition to the items in Unit 3, find other people and groups that can give you recommendations.
- 3. Hold a one-on-one meeting.
 - A. Practice your presentation several times before the meeting.
- 4. Keep in contact after the meeting.
 - A. Keep yourself visible without being overbearing.

Check for understanding.

Do experienced Program Managers have anything to add about acquiring and managing resources?

UNIT SUMMARY





Check for understanding.

Tell participants that this unit has looked at acquiring and managing resources.

- Identifying Physical Resource Needs
- Managing Data
- Budgeting and Funding

Do you have any questions about anything covered in this unit?

Transition

The next unit will discuss how to build a plan for delivering and managing safe training and exercises.



CERT Program Manager Unit 6: Training and Exercises

Instructor Guide









CERT Program Manager Unit 6: Training and Exercises

In this unit, participants will learn about:

- □ **CERT Training and Exercises**. What types of training and exercises are offered by a CERT program?
- ☐ **Tailoring CERT Basic Training.** How do you tailor CERT Basic Training to the local area?
- ☐ **Managing Training and Exercises.** What tasks and schedules are needed to put on a CERT training or exercise?
- ☐ The CERT Training and Exercises Plan. How do you create a training and exercise (T&E) plan? How do you ensure that it is part of the jurisdiction's T&E plan?



CERT Program Manager Unit 6 Table of Contents

Unit Objectives	6-1
Scope	6-1
Estimated Completion Times	6-1
Training Methods	6-2
Resources Required	6-2
Equipment	6-2
Training Opportunities	6-6
Required Training	6-6
Recommended Training	6-6
CERT Supplemental Training Modules	6-6
Other CERT Training	6-6
Training That May Be Arranged by Local Program	6-7
What Does It Means to Be "HSEEP Compliant"?	6-10
Training and Exercise Plan Workshop (T&EPW)	6-10
Exercises	6-10
After-Action Reporting	6-11
Improvement Planning	6-11
Create a Local Scenario	6-16
Background	6-16
Instructions:	6-16
Sample Training Schedule	6-19
Reducing Risk and Liability During Training and Exercises	6-27
Reducing Risk and Liability During Training: Instructors	6-27
Reducing Risk and Liability During Training: Participants	6-27
Reducing Risk and Liability During Training: Classroom/Exercise Areas	6-27
Reducing Risk and Liability During Training: Materials	6-28
Reducing Liability: During Evercises	6-28

UNIT OBJECTIVES

By the end of this unit, the participants will be able to build a plan for delivering and handling safe training and exercises. Participants will also be able to:

- Identify training and exercises that are required or available for CERT volunteers.
- Explain how to tailor content from CERT Basic Training.
- Identify tasks needed for handling CERT trainings.
- Describe the parts of a CERT Training and Exercise (T&E) Plan.
- Explain how to ensure safety during training and exercises.

SCOPE

The topics that will be covered in this unit are:

- Unit Overview:
- CERT Training and Exercises;
- Tailoring CERT Basic Training;
- Managing Training and Exercises;
- The CERT T&E Plan; and
- Unit Summary.

ESTIMATED COMPLETION TIMES

A suggested time plan for this unit is displayed in **Table 6.1: Estimated Completion Times** below.

Table 6.1: Estimated Completion Times

Activity	Suggested Time
Unit Overview	1 minute
CERT Training and Exercises	20 minutes
Tailoring CERT Basic Training	25 minutes
Draft Program Plan: Identify Ideas for Tailoring Training and Exercises	5 minutes
Managing Training and Exercises	20 minutes
The CERT Training and Exercise Plan	43 minutes
Draft Program Plan: Identify Possible Objectives for Training and Exercises	5 minutes
Unit Summary	1 minute
Total	2 hours

TRAINING METHODS

The instructor starts by guiding a discussion to review CERT training: what is needed, what is suggested, CERT supplemental training modules, other CERT training, and training that may be arranged by the local program. Then the instructor talks about how to create a CERT T&E Plan and make sure that it is part of the jurisdiction's T&E plan.

Next the instructor goes over the ways that CERT Basic Training should be tailored to the local community. Each participant comes up with a local scenario that would work for a size-up exercise in Unit 7, *Light Search and Rescue Operations*.

Participants add tailoring ideas to their Draft Program Plan.

Then the instructor and class work together on how to handle training and exercises. They create a list of tasks they would need to do to put on a CERT Basic Training course. Then they put each task on the appropriate place of an eight-week schedule, e.g., what things on this list need to happen eight weeks before class, what things on this list need to happen seven weeks before class, and so forth. Participants enter this information in their Draft Program Plan. Participants are referred to resources on the CERT website.

Finally, the instructor talks about the benefits of the CERT T&E Plan and how to follow the general ideas of the Homeland Security Exercise and Evaluation Program (HSEEP). The instructor shows a sample training and development plan and walks participants through each of the five parts: objective, plan for meeting objective, logistical needs to meet objective, risk to members, and evaluation of objective. The instructor focuses especially on how to reduce liability during training and exercises. Participants add ideas for objectives to their Draft Program Plan.

RESOURCES REQUIRED

The following resources are needed for this unit:

- Community Emergency Response Team Program Manager Instructor Guide (for instructors)
- Community Emergency Response Team Program Manager Participant Manual (for participants)
- PowerPoint slides 6-0 to 6-34

EQUIPMENT

The following equipment is needed for this unit:

- A computer with PowerPoint software
- A computer projector and screen
- Easel and writing pad or whiteboard
- Markers

SECTION 1: UNIT OVERVIEW

CERT Program Manager Unit 6: Training and Exercises





Unit Objectives

- By the end of this unit, the participants will be able to build a plan for delivering and handling safe training and exercises
 - Illining and exercises

 Identify training and exercises required or available for CERT volunteers - Explain how to tailor content from the CERT Basic

 - Training
 Identify tasks needed for handling CERT trainings
 Obscribe the parts of a CERT Training and Exercise Plan
 Explain how to ensure safety during training and



Say that training and refresher exercises are essential to creating and maintaining a reliable CERT program. This unit looks at:

- The types of training and exercises a program does:
- How to manage and schedule training; and
- How to create and maintain a CERT T&E Plan.

Tell participants that the unit also looks at how to tailor the CERT Basic Training course to a local community.

Unit Objectives

Give the unit's learning objectives.

By the end of this unit, the participants will be able to build a plan for delivering and handling safe training and exercises. Participants will also be able to:

- Identify training and exercises required or available for CERT volunteers.
- Explain how to tailor content from CERT Basic Training.
- Identify tasks needed for handling CERT trainings.
- Describe the parts of a CERT T&E Plan.
- Explain how to ensure safety during training and exercises.

Unit Topics

Unit Topics

- · CERT Training and Exercises
- · Tailoring CERT Basic Training
- · Managing Training and Exercises
- The CERT Training and Exercise Plan



Say that, to meet the objectives, this unit will look at the following topics:

- **CERT Training and Exercises**
- Tailoring CERT Basic Training
- Managing Training and Exercises
- The CERT T&E Plan

SECTION 2: CERT TRAINING AND EXERCISES



Ask participants:

What are some reasons for giving training and practice opportunities for CERT members?

- Sum up the discussion by listing the reasons for giving training and practice opportunities:
- To keep skills sharp ("use it or lose it");
- To improve the abilities of the program (become more valuable to the community);
- To keep up volunteer interest and involvement (see volunteer retention in Unit 4); and
- To give the Program Manager and instructors a chance to interact with the volunteers.

Tell participants that CERT volunteers use training and exercises to develop and sharpen their skills.

- Training is required to participate in the CERT program.
- Other training is recommended and may be required by a local program.
- Other training is optional and may be offered by a local program.
- Exercises are used to refresh skills and keep them up to date.

Training

PM 6-2

Ask participants:

What training is required to participate in the CERT program?

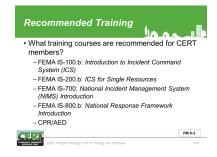
Sum up the discussion by listing required training.

- All volunteers must complete CERT Basic Training.
- The Course Manager and instructors for CERT Basic Training must complete CERT Train-the-Trainer.
- Note: Those who teach only one or two of the units may do so without taking the CERT Train-the-Trainer course.
- However, they should be briefed on CERT, the CERT Basic Training course, and how the unit they are teaching fits into the course.

Start a class discussion by asking this question.

This slide is animated. The first click displays the question. The second click displays the responses.

Before moving on, ask the participants if they have any other questions.



Start a class discussion by asking this question.

This slide is animated. The first click displays the question. The second click displays the responses.

Before moving on, ask the participants if they have any other questions.

Check for understanding.

Ask participants:

What training courses are recommended for CERT members?

Note: Some local programs may require some of these.

Sum up the discussion by listing the following recommended training:

- FEMA IS-100.b: Introduction to Incident Command System (ICS)
- FEMA IS-200.b: ICS for Single Resources
- FEMA IS-700: National Incident Management System (NIMS) Introduction
- FEMA IS-800.b: National Response Framework Introduction
- CPR/AED: Cardiopulmonary resuscitation/automated external defibrillator training

Explain that the FEMA Independent Study courses can be taken online at http://training.fema.gov/is.

Explain that, in addition to the required and recommended training courses, there are many other training opportunities that a local CERT program may offer.

Have participants turn to *Training Opportunities* in the Participant Manual and on the following pages in the Instructor Guide.

Go over the job aid with participants.

Before moving on to the exercises, ask participants if there are any questions about CERT Training.

TRAINING OPPORTUNITIES

Required Training

- CERT Basic Training
- The Course Manager and instructors for CERT Basic Training must complete CERT Train-the-Trainer.

Note: Those who teach only one or two of the units may do so without taking the CERT Train-the-Trainer course. However, they should be briefed on CERT, the CERT Basic Training course, and how the unit they are teaching fits into the course.

Recommended Training

- FEMA IS-100.b: Introduction to Incident Command System (ICS)
- FEMA IS-200.b: ICS for Single Resources
- FEMA IS-700: National Incident Management System (NIMS) Introduction
- FEMA IS-800.b: National Response Framework Introduction
- CPR/AED: Cardiopulmonary resuscitation/automated external defibrillator training

Note: The FEMA Independent Study courses can be taken online at http://training.fema.gov/is.

CERT Supplemental Training Modules

- Animal Response I: General animal behavior, disaster planning for your animals, animal issues in emergency management
- Animal Response II: Knowledge and skills a CERT member would need when handling and caring for animals in an emergency
- CERT Emergency Communications: Emergency modes and technologies, proper radio use, how a CERT member participates in Net Operations
- CERT Traffic and Crowd Management: Hand signals, communication skills, and maintaining safety when working with traffic and crowds
- Flood Response for CERTs: How emergency management responds to floods, working safely around floodwaters, how to fill and move sandbags and build a sandbag barrier correctly and safely
- CERT Tools for Leadership Success: The characteristics and responsibilities of team leaders and team members, team interactions, leadership styles, and how to lead successfully

Note: The CERT Supplemental Training Modules can be found at www.fema.gov/CERT.

Other CERT Training

- FEMA IS-317: Introduction to Community Emergency Response Teams
- (An introduction to CERT for anyone interested in CERT or as a refresher for current team members)
- Search and rescue tutorial on CERT website

Training That May Be Arranged by Local Program

- Advanced first aid techniques
- Advanced search and rescue
- Community relations
- Damage assessment
- Debris removal
- Donations management
- Shelter management
- Concerns of individuals with disabilities and others with access and functional needs
- Utilities control
- Wildland firefighting assistance

Local public and private groups may have training that, if modified, would be useful for CERT volunteers (utility companies, Humane Society, ARES/RACES [amateur radio], police departments, National Weather Service, mental health departments, and more).



description in the Participant

Manual.

Exercises

Tell participants that just giving the first training is not the end of the story. For skills to stay up to date, they must be practiced. Skills can be practiced at:

- Periodic meetings of CERT members;
- An annual refresher training with multiple CERTs;
- Exercises of all types held specifically for CERT members and teams; or
- Large-scale municipal or regional exercises.

Explain that all types of exercises will help maintain and grow CERT members' skills and team abilities. Exercises include:

- Discussion-based exercises;
 - Tabletop exercises;
 - Functional exercises;
- Operations-based exercises;
 - Drills:
 - Full-scale exercises; and
 - Gaming exercises (e.g., "CERT rodeo").

Ask experienced Program Managers:

What kinds of exercises do you do?

Homeland Security Exercise and Evaluation Program

Explain that the Department of Homeland Security created the Homeland Security Exercise and Evaluation Program (HSEEP).

- "HSEEP is a capabilities- and performance-based exercise program that provides a standardized methodology and terminology for exercise design, development, conduct, evaluation, and improvement planning." (from HSEEP website https://www.fema.gov/exercise)
- In other words, HSEEP provides a national standard for all exercises.
- All programs getting Homeland Security Grant Program funding must follow HSEEP standards.

Explain that CERT Program Managers need to be aware of HSEEP because CERT should and will be involved in HSEEP exercises. CERT Program Managers should:



- Be familiar with the terminology and basic requirements of HSEEP.
- Stay up to date on events in the Exercise Plan of their community or state and possible opportunities for CERTs to participate.
- Be sure that exercises run by their CERT program are included in the jurisdiction's Exercise Plan.

Have participants turn to *What Does It Mean to Be "HSEEP Compliant"?* in the Participant Manual and on the following pages in the Instructor Guide.

Ask participants to look over the material themselves to get familiar with HSEEP.

Say that the best way for CERT Program Managers to meet HSEEP standards is to work with their local jurisdiction's training and exercise plan manager.

WHAT DOES IT MEANS TO BE "HSEEP COMPLIANT"?

HSEEP compliance involves four steps:

- 1. Development and maintenance of an annual Training and Exercise Plan Workshop (T&EPW) and Multi-Year Training and Exercise Plan, to include use of the National Exercise Schedule (NEXS).
- 2. Planning and designing exercises in line with HSEEP, to include developing documentation and following planning timelines.
- 3. Development and submission of an After-Action Report (AAR) and Improvement Plan
- 4. Taking the actions outlined in the Improvement Plan.

These four steps are recurring and lead to the successful creation of a self- sustaining exercise program. The following gives an overview of tasks that must be done for a program to be HSEEP compliant.

Training and Exercise Plan Workshop (T&EPW)

Every state and urban area must have a Training and Exercise Plan Workshop each calendar year. Because of the T&EPW, each state or urban area will develop/update its Multi-Year Training and Exercise Plan. The Training and Exercise Plan will include the state or urban area's training and exercise priorities (based on the homeland security strategy and previous year improvement plans), related training and exercise abilities, and a multi-year training and exercise schedule. The schedule should cover all exercises held throughout the state, not just those sponsored by Preparedness Directorate. The new Multi-Year Training and Exercise Plan must be submitted to Preparedness Directorate within 60 days of the workshop.

All exercises included in the Training and Exercise Plan must be entered through the NEXS system. This list must be updated at least quarterly to show schedule changes. States are responsible for making sure all exercises are added to the schedule; this includes exercises done using Preparedness Directorate-approved direct support.

Exercises

The scenarios used in Homeland Security Grant Program (HSGP)-funded exercises must focus on proving current abilities (e.g., training, equipment, plans) and must be large enough in scope and size to practice several tasks and involve multiple jurisdictions and disciplines. Exercise scenarios should be based on the state or urban area's Homeland Security Strategy, including threat and vulnerability assessments. The type of exercise chosen should be based on the Multi-Year Training and Exercise Plan. Exercises must be capability- and performance-based. Every state and urban area must follow HSEEP for the development of exercise documentation. Exercises should keep to HSEEP planning timelines. Exercises must be National Incident Management System (NIMS)-compliant, as outlined in the "State and Territorial Compliance Activities: Federal Fiscal Year 2006" and "Tribal Government and Local Jurisdiction Compliance Activities: Federal Fiscal Year 2006" documents.

After-Action Reporting

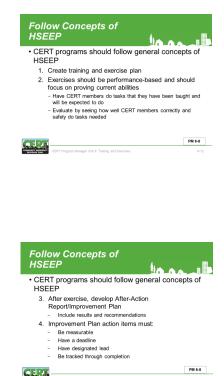
After-Action Reports (AARs)/Improvement Plans created for exercises must comply with the guidance given in HSEEP and use the provided report template.

AARs/Improvement Plans must be based on information gathered through Exercise Evaluation Guides (EEGs) found in the HSEEP Library. States and urban areas must have an After-Action Conference, in which key staff and the Exercise Planning Team are given results and recommendations from the draft AAR/Improvement Plan. AARs/Improvement Plans must be sent to Preparedness Directorate within 60 days of each exercise. The AARs/Improvement Plans should be submitted through the HSEEP website.

Improvement Planning

Improvement Plans must include input from the affected jurisdictions, usually captured at the After-Action Conference. Action items for inclusion in the Improvement Plan must meet the following criteria:

- They must be measurable.
- They must have a deadline.
- They must have a designated lead (either by name or by agency).
- They must be tracked through completion.



Start a class discussion by asking this question.

Explain that CERT programs also should follow the general concepts of HSEEP.

- They should create a training and exercise plan.
- Exercises should be performance-based and should focus on proving current abilities.
 - The scenarios should have CERT members do tasks that they have been taught and will be expected to do.
 - The exercise should be evaluated by seeing how well CERT members correctly and safely do the tasks needed for the scenario.
- After an exercise, an After-Action
 Report/Improvement Plan should be created and
 include results and recommendations.
- The Improvement Plan should include action items that:
 - Are measurable:
 - Have a deadline:
 - Have a designated lead; and
 - Are tracked through completion.

Say that in the last section of this unit you will go over how to create a training and exercise plan that is focused on the requirements of HSEEP.

Remind participants that, as a matter of HSEEP compliance and in addition to creating a CERT training and exercise plan, they need to be sure that exercises done by their program are included in the jurisdiction's Exercise Plan.

Before moving on to talk about tailoring training, is there anything that experienced Program Managers want to add about the types of training and exercises in a CERT program?

SECTION 3: TAILORING CERT BASIC TRAINING



Tell participants that the CERT Basic Training materials use an all-hazards approach and are meant for a national audience. To make the materials relevant for situations that local CERTs will face, the CERT program needs to tailor them.

Warn participants that tailoring the training does not mean getting rid of topics. New content may be added and existing content should be tailored, but all existing topics *must* be covered.

List the ways that the materials need to be tailored:

- For local hazards (Unit 1).
 - Use the threats the community may face.
 For example, in Missouri hurricanes are not a concern, but flooding is and earthquakes might be.
- For local resources.
 - Learn about the first responder resources that the community has and refer to them correctly.
- For local protocols, procedures, and terminology.
 - Because teams are local resources, they need to interact effectively with local agencies using local standards, protocols, and terminology.
- For the audience.
 - Learn the audience's concerns and abilities and modify the training to fit them. How one teaches leveraging and borrowing will be different for a group in a retirement community than for a group of young professionals at a corporate headquarters. Other concerns could be around culture, age, language, or venue (e.g., neighborhood, workplace, school).
- For the training facility.
 - Some facilities do not have all the space that would be best for the hands-on exercises. The Program Manager may

need to be creative in how the space is used.

Ask participants for examples of spaces they have used to have training in less than ideal facilities.

Tell participants to read over the CERT Basic Training materials carefully both to get familiar with the course content and to find areas that need tailoring. They should make sure to look over the Instructor Guide, the Participant Manual, and the PowerPoint slides. Changes may need to be made in all three.

Say that materials can be customized with local:

- Case studies;
- Scenarios:
- Photographs;
- Anecdotes;
- Examples;
- · Success stories; and
- Handouts.

Refer participants to the CERT website for more tips on tailoring CERT training, including:

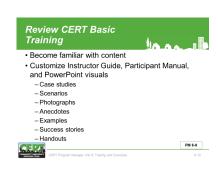
- How to tailor Unit 1;
- How to hide PowerPoint visuals that are not relevant:
- How to insert photos into PowerPoint; and
- How to keep Word files accessible for people with disabilities.

Activity: Create a Local Scenario

<u>Purpose</u>: This activity lets participants create a local scenario for an activity in Unit 7 of CERT Basic Training.

Instructions: Follow the steps below to do the activity.

- 1. Tell participants that they will work on their own.
- 2. Have participants turn to *Develop a Local Scenario* in the Participant Manual and on the following page in the Instructor Guide.
- 3. Read the background.
- 4. Go over the instructions.
 - Create one scenario that would be realistic for your community.
 - Include the elements in the list.
 - Think about the questions that the CERT Basic Training participants need to answer







- and make sure that you include the information they would need.
- Identify two to three photos that might be shown as part of the scenario.
- Write the scenario on a blank piece of paper or in Section 7 of your Draft Program Plan.
- You have 10 minutes.

Debrief:

- 1. Ask for two or three people to volunteer to read their scenarios.
- Ask the group to listen to the scenario and figure out if they could answer the questions that the CERT Basic Training participants will need to answer. The questions are included on the slide.
- 3. Ask for any suggestions for improving the scenarios.



CREATE A LOCAL SCENARIO

Background

In CERT Basic Training Unit 7, *Light Search and Rescue Operations*, there is an activity on search and rescue size-up. The activity is done in small groups and each small group is given a local scenario (ideally with photos) describing a local building in a disaster event that is realistic for the community. The CERT Basic Training participants are asked to answer four questions:

- What are the relevant facts that must be gathered?
- What kind of prediction can you make about the damage, based on the incident and the building itself?
- What likely search and rescue problems can you think of?
- What specific safety issues can you think of?

To get ready for this activity, the instructor must create the scenarios to be used. The following elements should be included in the scenarios:

- Type of event
- Intensity/severity/duration
- Occupancy affected
- Current/forecast weather conditions
- Time of day and week
- Other factors that may affect search and rescue operations

Instructions:

- 1. Create one scenario that would be realistic for your community.
- 2. Include the elements in the list.
- 3. Think about the questions that the CERT Basic Training participants need to answer and make sure that you include the information they would need.
- 4. Find two or three photos that might be shown as part of the scenario.

Start a class discussion by asking this question.

Before moving on to talk about managing and scheduling training, is there anything that experienced Program Managers want to add about tailoring CERT Basic Training?

Activity: Draft Program Plan - Find Ideas for Tailoring Training

<u>Purpose</u>: This activity lets Program Managers write down ideas they might have for tailoring training to their own community.

Instructions: Follow the steps below to do the activity.

- Have participants turn to the *Draft Program Plan* in Unit 1 of the Participant Manual and the Instructor Guide.
- 2. Ask participants to add ideas in the sixth section, *Training and Exercises*, on their own. The title is "Some ideas for tailoring training to my community."



SECTION 4: MANAGING TRAINING AND EXERCISES



Create list of tasks and schedule to make process doable



- You are putting together a plan to get ready for the
- · What tasks need to be included in the plan?



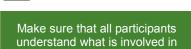
Record responses on an easel pad. You may need to prompt participants by asking them to look over the list and make sure everything is on it.

There is no right answer for this activity, but make sure to cover topics like participants, instructors, facilities, equipment, materials, and supplies.

What Do You Think? Now that we have listed the tasks, we need to

- create a schedule
 Let's figure out what needs to happen week by
- week

 What things on this list need to happen eight
- What things on this list need to happen eight weeks before the class?



PM 6-12

understand what is involved in each task as you put it on the schedule. Repeat for each week.

The group may end up moving some things around. Encourage experienced Program Managers to share their experiences about how things really work.

Tell participants that holding a CERT training class requires coordination and planning. The job can feel overwhelming when a Program Manager first gets started. Creating a list of tasks and a schedule helps make the process doable.

Say to participants:

Imagine that you will be holding a CERT Basic Training class in 10 weeks. You are putting together a plan to get ready for the class. What tasks need to be included in the plan?

Say to participants:

Now that we have listed the tasks, we need to create a schedule. Let's figure out what needs to happen week by week.

What things on the list need to happen eight weeks before the class?

Have participants turn to the Sample Training Schedule worksheet in the Draft Program Plan in Unit 1 (or they can use copy of the worksheet on p. 6-14 and 6-15) of the Participant Manual and on the following pages of the Instructor Guide. Tell participants to fill in the worksheet as you work through Week 8 to Week 1.

SAMPLE TRAINING SCHEDULE

Refer to **Table 14: Sample Training Schedulele 14** in the *Draft Program Plan* in Unit 1. It is the same as **Table 40: Sample Training Schedule** below. Use the worksheet as the class works through Week 8 to Week 1.

Table 40: Sample Training Schedule

Week 8 Before Training	Week 7 Before Training	Week 6 Before Training	Week 5 Before Training

Week 4 Before Training	Week 3 Before Training	Week 2 Before Training	Week 1 Before Training



Training Tips and Forms

Tell participants that there are resources on the CERT website that are very useful for the new Program Manager who is coordinating training for the first time.

Documents on how to start and run a program are available at https://www.ready.gov/community-emergency-response-team.

Before moving on to talk about the training plan, are there any questions about training logistics and the schedule?

SECTION 5: THE CERT TRAINING AND EXERCISE PLAN



Remind participants that, as said earlier, training does not end after finishing the CERT Basic Training course. Ongoing training and exercises form a core part of the CERT program. More than half of continuing education deals with building on the lessons in the CERT Basic Training course; the other half deals with other emergency- or disaster-related subjects not covered in the CERT Basic Training course, but of interest to members and the program.

Explain that, whatever the overall objectives, all CERT training and exercises should be built into the local CERT program plan.

Tell participants that you are going to show them a sample training and exercise plan template. Then you will walk through the plan with participants and talk about each of the parts.

Have participants turn to **Table 41: Sample Training** and **Exercise Plan** in the Participant Manual and on the next page in the Instructor Guide.

Point out the five columns:

- 1. Objective
- 2. Plan for Meeting Objective
- 3. Logistical Needs to Meet Objective
- 4. Risk to Members
- 5. Evaluation of Objective

Tell participants to use the plan as a guide as you continue with the unit instruction.

Table 41: Sample Training and Exercise Plan

Objective	Plan for Meeting Objective	Logistical Needs to Meet Objective	Risk to Members	Evaluation of Objective





Choose Objectives

Go over program's goals and strategic plan
 Talk to local emergency manager

- Talk with program's municipal sponsor

Community hazards and resource gaps that CERT members might help fill

Do vour homework

- Ask CERT members

· Set realistic priorities

Objective

Explain that the first step in creating a training and exercise plan is to come up with objectives. An objective is a statement of a goal that a CERT program would like to meet that year.

Example

Tell participants to write this in the Objective column: "To have 50% of active CERT members complete IS-100.b (*Introduction to Incident Command System*) by (date)."

Remind participants that good objectives are SMART:

- Specific
- Measurable
- Achievable
- Relevant
- Time-bound

How to Choose Objectives

Tell participants that choosing objectives should not be a random process. A CERT program's annual training and exercise objectives are tied to and compatible with the program's goals and strategic plan as well as the community's most recent risk assessment.

Tell participants to do their homework before deciding on annual objectives.

- Go over the program's goals and strategic plan (drafted in Unit 2 of the course).
- Talk to the local emergency manager about the hazards that are a priority for the community and resource gaps that CERT members might help fill.
- Talk with the program's municipal sponsor. Make sure that the program's training and exercise objectives are in line with what that agency is doing and what the agency needs from the CERT program.
- Ask CERT members what additional training will make them more effective in a disaster. They will know what they need. Remember that one size does not fit all. A team of senior citizens needs different types of continuing training than does a student team at the local high school.

Start a class discussion based on this question.



Say that, after the research is done, the program needs to look at the options and set priorities for what the program can realistically do.

Do experienced Program Managers have anything to add about setting objectives for the training and exercise plan?

Plan for Meeting an Objective

Say that the next step is to describe how you will meet the objective.

Example

Tell participants to write this in the Plan for Meeting Objective column:

Offer three options to CERT members:

- 1. Take IS-100.b course online.
- 2. Take IS-100.b course as self-study.
- 3. Attend classroom IS-100.b course that CERT program will set up.

Tell participants that the plan should include a full description with as many details as possible.

Logistical Needs to Meet Objective

Say that in the logistical needs column the Program Manager should list the resources that would be needed to put the plan into action.

Example

Tell participants to write this in the Logistical Needs to Meet Objective column:

- Communicate with volunteers (describe in detail resources needed to make volunteers want to take the course and to tell volunteers how to access the course).
- Set up training class (describe in detail the resources needed—materials, supplies, equipment, instructional skills, financial—as well as ideas for where you can find the training).

Have participants turn to Unit 5, *Procuring and Managing Resources*, for the discussion of resource needs.

Do experienced Program Managers have anything to add about logistical needs to meet the objectives for the training and exercise plan?



Start a class discussion based on this question.



Risk to Members

Say that the Risk to Members column is where the Program Manager should weigh risk versus benefit. The Program Manager should especially consider any safety concerns.

Example

Tell participants to write this in the Risk to Members column:

- Online and self-study courses: free; no risk to members
- Classroom course: free; take standard safety measures including having a safety officer

Point out that in this example the risk analysis will not show any unusual risk to taking the IS-100 course.

Say that the result would be different if the objective was to train CERT volunteers in swift water rescue. In this case, the physical risks and the cost could outweigh the benefits. That risk assessment would influence whether the objective was adopted or not.

Say that managing liability is a serious concern for CERT Program Managers. Addressing safety concerns during training and exercises is a good way to reduce liability through risk management. There are several resources for Program Managers on the CERT website at https://www.ready.gov/community-emergency-response-team.

Have participants turn to *Reducing Risk and Liability During Training and Exercises* in the Participant Manual and on the next pages in the Instructor Guide.

Tell participants to use this job aid to identify any safety concerns for the training and exercise plan.

REDUCING RISK AND LIABILITY DURING TRAINING AND EXERCISES

Reducing Risk and Liability During Training: Instructors

Steps that you can take with your instructors to help reduce liability include:

- Setting training standards and safety requirements for training.
- Briefing all instructors on their responsibilities to lead safe and effective training.
- Making sure that all instructors are ready to meet the objectives for their sessions.
- Bringing in co-instructors to help the instructors for all activities.
- Making sure that all instructors model proper safety behavior, such as safety gear for all demonstrations.

Also make sure that your instructors understand that they can give participants permission to not do an activity if they have a condition that they may make worse by participating.

Reducing Risk and Liability During Training: Participants

Steps that you can take with CERT participants to help reduce liability include:

- Make sure that participants understand that they may choose not to do activities
 if they have a condition that they may make worse byparticipating.
- Have all participants sign a hold harmless agreement (see sample agreement in the resources.)
- Explain the possible hazards that participants may face in classactivities, during exercises, and during activation.
- Give copies of all CERT safety rules and requirements to each participant. Have them sign one copy and return it to you before class begins. Ask participants to keep the other copy for their records.
- Have all participants wear safety gear for all activities.
- When you see an unsafe act, correct it immediately!
- If someone is injured during class, document it, and make sure that the participant gets proper medical care.
- Emphasize that rescuer safety is the main concern in training and activation.

Reducing Risk and Liability During Training: Classroom/Exercise Areas

Steps that you can take to make sure that the CERT classroom and exercise area are safe include:

- Walk through the classroom and exercise area(s) before each class to find and correct unsafe conditions.
- Check all equipment to make sure that it is in good working order. Be sure to make these checks before every class begins.

Reducing Risk and Liability During Training: Materials

The main step to take to reduce liability related to the CERT materials is to make sure that you have written releases for all copyrighted materials (including photographs and cartoons). (Note that if you are using FEMA's materials without making any changes, all necessary copyright releases have been secured.) Remember that photographs and other materials found on the internet are copyrighted.

Reducing Liability: During Exercises

Always take the actions below to reduce liability during exercises:

- Give a pre-exercise briefing in which you go over the objectives (including safety objectives) for the exercise.
- Treat all drills, functional exercises, and full-scale exercises as the real thing.
 Enforce all safety rules strictly.
- Stress teamwork, safety equipment, and the use of the buddy system.
- If you see an unsafe act, intervene immediately!
- Have a post-exercise debriefing, and cover safety issues as part of it.
- Stress the need to document everything using the forms approved by the jurisdiction.
- If someone is injured, document the injury, and make sure that the volunteer gets proper medical care.

Start a class discussion based on this question.

After event has happened Observations Lessons learned Recommendations Use information to write After-Action Report/Improvement Plan



Check for understanding.



their own.

Do experienced Program Managers have anything to add about risk and safety issues during training and exercises?

Evaluation of Objective

Finally, tell participants that in the Evaluation of Objective column they should add their observations, lessons learned, and recommendations after the event has happened. They will use this information to write an After-Action Report/Improvement Plan for the next event.

Repeat Planning Process Annually

Explain that planning for training and exercises is a recurring process. Once a year the training and exercise plan should be revised.

- Measure the level of achievement of last year's objectives.
- Review successes and "less than successes."
- Set new objectives.
- Write a plan for meeting the objective.
- Work out the logistical needs for meeting the objective.
- Evaluate risk to members.

Before moving on, are there any questions about creating a training and exercise plan?

Activity: Draft Program Plan – Identify Possible Objectives for Training and Exercises

<u>Purpose</u>: This activity lets Program Managers write down ideas they have for possible objectives for their training and exercise plan.

Instructions: Follow the steps below to do the activity.

- 1. Have participants turn to the *Draft Program Plan* in Unit 1 of the Participant Manual and the Instructor Guide.
- Ask participants to turn to the sixth section, *Training and Exercises*. In the Training and Exercise Plan they should write down ideas for objectives. Remind them that these objectives will have to be reviewed and checked with others in the program and the community (volunteers, sponsor, emergency manager).

UNIT SUMMARY



Tell participants that this unit has looked at training and exercises:

- CERT Training and Exercises
- Tailoring CERT Basic Training
- Managing Training and Exercises
- The CERT Training and Exercise Plan

Do you have any questions about anything covered in this unit?

Transition

The next unit will go over policies and procedures, which ones are needed, and how to create them.





CERT Program Manager Unit 7: Policies and Procedures

Instructor Guide









CERT Program Manager Unit 7: Policies and Procedures

In this unit, participants will learn about:

- ☐ Importance of Policies and Procedures. What are the definitions for policy and procedure? Why does a CERT program need to document what it will do and how it plans to do it?
- □ **Policies and Procedures for CERT.** What key policies and procedures does a CERT program need to run smoothly and effectively?
- ☐ Resources for Creating Policies and Procedures. Who needs to give input when a policy or procedure is created with special focus on addressing liability issues?



CERT Program Manager Unit 7 Table of Contents

Unit Objectives	7-1
Scope	7-1
Estimated Completion Times	
Training Methods	7-1
Resources Required	7-2
Equipment	7-2
Writing Policies and Procedures	7-5
Policies	7-5
Procedures	7-5
CERT Policies and Procedures	7-8

UNIT OBJECTIVES

By the end of this unit, the participants will be able to describe the role of policies and procedures in running a local CERT program. Participants will also be able to:

- Explain the need for policies and procedures to run a successful program.
- Find policies and procedures needed for starting and running a program.
- Find resources for creating program policies and procedures.

SCOPE

The topics that will be covered in this unit are:

- Unit Overview:
- · Importance of Policies and Procedures;
- Policies and Procedures for CERT;
- Resources for Creating Policies and Procedures; and
- Unit Summary.

ESTIMATED COMPLETION TIMES

A suggested time plan for this unit is displayed in **Table 7.1: Estimated Completion Times** below.

Activity	Suggested Time
Unit Overview	2 minutes
Importance of Policies and Procedures	15 minutes
Policies and Procedures for CERT	17 minutes
Resources for Creating Policies and Procedures	20 minutes
Draft Program Plan: Create Policies and Procedures	5 minutes
Unit Summary	1 minute
Total	1 hour

Table 7.1: Estimated Completion Times

TRAINING METHODS

The instructor starts the discussion about the importance of policies and procedures by defining the two terms and explaining that the terms are sometimes used interchangeably. The instructor explains that CERT Program Managers should focus not on the terms but on the program's plans and how they will act on those plans.

Guidance for writing policies and procedures is given. Experienced Program Managers are given suggestions for assessing the effectiveness of policies and procedures.

Next the instructor and the class review and discuss a chart which shows the key policies and procedures a CERT program should have and what parts they should include.

The final topic is resources for finding and creating policies and procedures. The instructor gives resources that Program Managers should look into before creating policies and procedures. The instructor gives detailed information on creating policies and procedures that address liability.

Participants write down ideas in the Draft Program Plan for what they need to research, whom they need to talk to, and any needs specific to their program.

RESOURCES REQUIRED

The following resources are needed for this unit:

- Community Emergency Response Team Program Manager Instructor Guide (for instructors)
- Community Emergency Response Team Program ManagerParticipant Manual (for participants)
- PowerPoint slides 7-0 to 7-18

EQUIPMENT

The following equipment is needed for this unit:

- A computer with PowerPoint software
- A computer projector and screen
- Easel and writing pad or whiteboard
- Markers

SECTION 1: UNIT OVERVIEW



Say that a CERT program must have rules for how it runs. Policies and procedures give details about those rules. This unit looks at:

- The importance of policies and procedures.
- The most important policies and procedures for a CERT program.
- Some resources for creating policies and procedures.

Unit Objectives

Give the unit's learning objectives.

By the end of this unit, the participants will be able to describe the role of policies and procedures in running a local CERT program. Participants will also be able to:

- Explain the need for policies and procedures for running a successful program.
- Find the policies and procedures needed for starting and running a program.
- Find resources for creating program policies and procedures.

Unit Topics

Say that, to meet the objectives, this unit will look at the following topics:

- Importance of Policies and Procedures;
- Policies and Procedures for CERT; and
- Resources for Creating Policies and Procedures.





- Identify resources for developing program policies and





Unit Topics

• Resources for Creating Policies and Procedures



SECTION 2: IMPORTANCE OF POLICIES AND PROCEDURES



- Bottom line: CERT programs need to know what it
- they plan to do and how they plan to do it · Policies and procedures are needed to create consistency in day-to-day operations





Tell participants that there are two terms that Program Managers will hear. They are:

- Policy; and
- Procedure.

Explain that the terms are sometimes used interchangeably, and it is sometimes hard to tell the terms apart. Give participants the following definitions for clarification.

- Policy: A plan of action that links the organization's vision with the day-to-day operations
- Procedure: A series of steps the organization will take to implement a policy

Say that sometimes people also use the term "protocol." It is used in the same way as "procedure." It describes the right way to do something.

Tell participants NOT to focus on the definitions. The most important thing to remember is this:

A CERT program needs to know what it plans to do and how it plans to do it. Policies and procedures are needed to create consistency in day-to-day operations.

Say that those plans and steps need to be written down.

- They will be the guideposts that the program:
 - Uses to run
 - Falls back on whenever there is a question
- They give guidance to staff and volunteers, so they know how to do the job the right way.
- They help reduce common misunderstandings by defining roles and responsibilities and by setting boundaries.

Have participants turn to Writing Policies and Procedures in the Participant Manual and on the next page in the Instructor Guide.

Page 7-4 2019 Update

WRITING POLICIES AND PROCEDURES

Here are the major differences between policies and procedures.

Policies

- Are general in nature
- Identify an organization's rule
- Explain why the rule exists
- Tell when the rule applies
- Describe whom it covers
- Show how the rule is enforced
- Describe the consequences of not following the rule
- Are normally described using simple sentences and paragraphs

Procedures

- Identify specific actions
- Explain when to take actions
- Describe alternatives, if they apply
- Show emergency procedures when the action cannot be taken
- Include warnings and cautions
- Give examples
- Show how to complete forms
- Are normally written in an outline format



Say that experienced Program Managers need to sometimes ask: are the policies and procedures still meeting the program's needs?

Give some signs that policies and procedures need to be reviewed and updated.

- An increase in the number of injuries or ineffective team operations
- Additional questions on what are normal operations or a sense of general confusion
- Inconsistent performance of CERT members
- Increase in the stress levels of CERT members
- Complaints about poor performance from the sponsoring agency, partners, or the community

Explain that the program determines the format of policies and procedures. Whether placed in one document or kept separately, they need to be well-written and complete.

Refer participants to the sample policies and procedures at the end of the unit in the "Additional Materials" section.

Before moving on to talk about the policies and procedures that need to be created, is there anything that experienced Program Managers want to add about the importance of policies and procedures?

SECTION 3: POLICIES AND PROCEDURES FOR CERT



Say that, over years of experience, Program Managers have identified key policies and procedures a CERT program needs to run smoothly and effectively.

Have participants turn to *CERT Policies and Procedures* in the Participant Manual and on the next pages in the Instructor Guide.

Review and discuss the first two columns with participants, Policy/Procedure and Elements to Include. Say that you will talk about the third column, Development Resources, later.

As you and the class go over each policy in the chart, ask experienced Program Managers to add any thoughts they might have.

PM 7-5

CERT Procure Manager Unit 7 Policies and Procedures
7-10

CERT Policies and Procedures

Refer to **Table 42: CERT Policies and Procedures** on the next pages.

Table 42: CERT Policies and Procedures

Policy/Procedure	Elements to Include	Development Resources	
General Policies			
Program Membership	 Qualifications for entering the program Documentation: application, background, check, releases Minimum activity requirements Leaving the program 	Local CERT programSponsoring agency	
Program Operations	 Organizational structure (paid and volunteer) Program activities (disaster response, public service, community awareness) Relationship with sponsor 	Local CERT programSponsoring agency	
Training and Education	Documentation: registration, training and exercise plan, evaluation	National CERT programLocal CERT programSponsoring agency	

Policy/Procedure	Elements to Include	Development Resources
	 Data collected Training requirements (volunteer, instructors, Program Manager) Training offered Training activities (before, during, and after) Activities to ensure safety Credit for Basic Training completed in CERT program in another jurisdiction 	
Uniforms	What is issuedWhat should be worn whenHow it should be returned	Local CERT programSponsoring agency
Communications	How communication is handled in emergency and non- emergency situations	Local CERT programSponsoring agency
Equipment	RequirementsWho provides equipmentReplacement requirements	Local CERT programSponsoring Agency

Policy/Procedure	Elements to Include	Development Resources
Insurance and Liability	 Requirement to carry health insurance Liability protections provided and in what situations 	CERT websiteLocal and state governments
Privacy Protection	 Information collected What the program does and does not do with the information HIPAA requirements 	Local CERT programSponsoring agencyState governmentHIPAA
Code of Conduct	 Expected behavior Behaviors that are subject to termination Grievance process 	Local CERT programSponsoring agency
Local and State Policies that Apply to the CERT Program	Workers' compensationLocal health regulationsGood Samaritan Law	Local and state government
Emergency Response Policies		
Credentialing and Identification	 Requirements (how to obtain, how to display) Process for acquiring 	 Local CERT program Local and state government Emergency Operations Plans

Policy/Procedure	Elements to Include	Development Resources
Team Activation	 NIMS and CERT Self-activation process Directed activation process 	 National Incident Management System (NIMS) www.fema.gov/nims Emergency Operations Plans Local CERT program Sponsoring agency
Team Deployment	 NIMS and CERT Appropriate behavior once deployed Team structure On-scene CERT management Safety concerns Restricted activities Documentation requirements 	 National Incident Management System (NIMS) www.fema.gov/nims Emergency Operations Plans Local CERT program Sponsoring agency

SECTION 4: RESOURCES FOR CREATING POLICIES AND PROCEDURES



Say that you cannot create CERT policies and procedures in a vacuum. They must use input from the program's sponsoring agency and operational partners so that all partners work well together. They need to comply with:

- The sponsoring agency's needs and procedures;
- The Emergency Operations Plan (EOP) or Comprehensive Emergency Management Plan (CEMP), whichever the jurisdiction has; and
- State and local statutes and regulations.

Liability

Remind participants that liability has been talked about before.

Say that one particularly important policy area to a CERT program is liability. There are risks that come with taking CERT Basic Training and other training, and with CERT membership.

- The CERT training and the CERT program require physical activity with the possibility of personal injury.
- Participation in a CERT may lead to exposure to potentially hazardous conditions.
- A CERT member should only respond within the scope of his or her training, or there may be serious consequences.

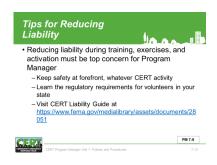
Explain that reducing liability during training, exercises, and activation should be a top concern for every Program Manager.

Offer the following tips for Program Managers.

- Keep safety at the forefront, whatever the CERT activity.
- Learn the regulatory requirements for volunteers in vour state.
- Nearly all states have laws dealing with liability.
 Program Managers need to do some research to make sure that the program is compliant.
- Visit the CERT Liability Guide at <u>https://www.fema.gov/media-library/assets/documents/28051</u>.







- Read the suggestions for reducing liability during training (instructors, participants, classroom/exercise area, materials).
- Read the suggestions for reducing liability during exercises.
- Read the suggestions for reducing liability during team exercises.
- Visit the website of the Legal Information Institute, U.S. Code Collection, Limitation on Liability for Volunteers at https://www.law.cornell.edu/uscode/text/42/14503.

Refer participants to the paper Citizen Corps/Community Emergency Response Team (CERT) Liability at the end of this unit in the "Additional Materials" section. Teresa L. Anderson, then Deputy Director of Brookings County (SD) Emergency Management, put together this paper. It is based significantly on the CERT website information.

Explain that the information in this document should be seen only as suggestions and ideas on ways to handle liability concerns. It is in no way a complete list of ways to handle liability. Not all suggestions and ideas relate to each program. They should be used for informational purposes only.

Tell participants that, in all cases, the local jurisdiction's attorney or legal counsel should be asked about documents that the CERT program will use, such as a liability waiver or hold harmless agreement.

Is there anything that experienced Program Managers want to add about addressing risk management and liability concerns, particularly in terms of policies and procedures?

Where to Find Policies and Procedures

Explain that, while policies and procedures are essential, they do not need to be made from scratch. Many already exist in another CERT program or in one of the groups that has authority over the CERT program.

Ask experienced Program Managers:

Where have you found sample or actual policies or procedures to use when you were creating the ones for your program?





Emphasize this point.

Start a class discussion based on this question.



PM 7-10



Encourage Program Managers, both new and experienced, to talk with others in the class about sharing their policies and procedures.

Activity: Draft Program Plan – Create Policies and Procedures

<u>Purpose</u>: This activity lets participants write down ideas for creating policies and procedures for their own program.

<u>Instructions</u>: Follow the steps below to do the activity.

- Have participants turn to the *Draft Program Plan* in Unit 1 of the Participant Manual and the Instructor Guide.
- 2. Ask participants to write their ideas in the seventh section, *Policies and Procedures*, on their own. There are two lists for everyone to fill in and a third section for experienced Program Managers.
 - (Experienced Program Managers): Do your policies and procedures need to be revised?
 - (Everyone) Things I need to research and people I need to talk to before we create (revise) policies and procedures.
 - (Everyone) Thoughts I had about the policies and procedures we need to create (e.g., policies/procedures or elements specific to our program).

UNIT SUMMARY





Check for understanding.

Tell participants that this unit has looked at policies and procedures:

- Importance of Policies and Procedures
- Policies and Procedures for CERT
- Resources for Creating Policies and Procedures

Do you have any questions about anything covered in this unit?

Transition

The next unit will cover how to evaluate a CERT program.



CERT Unit 7: Additional Materials

- Two samples of policies/procedures:
 - City of Grand Island (NE), CERT Policies and Procedures [all in one document (6 pages)]
 - Rowlett (TX) CERT Uniform Policy [single document (4 pages)]
- Liability paper:
 - Citizen Corps/Community Emergency Response Team (CERT) Liability











CERT Policies and Procedures

GENERAL POLICIES

Direction & Control

The CERT Steering Board will set all policies and operational procedures. Policy direction of this CERT is influenced by the following documents:

- 1. All applicable State, County, and City laws with respect to emergency or disaster response and related liability protection,
- 2. This organization's CERT Bylaws,
- Policies and procedures of Hall County, City of Grand Island and partnering departments.

These policies and procedures are intended to govern activities before, during and after emergencies and include training, exercises, activities, response, recovery, and meetings.

Duty to Act

As a volunteer, no CERT member has a legal duty to act and is not required to respond to incidents in their immediate area nor to calls for team activation. However, once responded, volunteers must follow safe and effective practices at all times. Volunteers who abandon their posts, act outside their training or responsibility, or otherwise violate policies or codes of conduct are subject to termination.

Insurance & Liability

CERT volunteers are required to maintain their own insurance for health to maintain membership in the organization. Volunteers are not authorized to operate any motor vehicle in carrying out their duties as CERT volunteers (see Restricted Activities).

CERT volunteers are subject to liability legislation adopted by the State of Nebraska. No liability protection exists for negligence or wanton disregard. CERT volunteers are instructed to always remain within their scope of training, assigned responsibilities, and act as any other reasonable person would act in similar circumstances.

CERT Functions (not an all-inclusive list)

- Major Disaster Operations (within the limits of CERT training)
 - Light Search and Rescue
 - Damage Assessment
 - Light Fire Suppression
 - Logistical support
- Disaster Medical Operations
 - Communications and Coordination
 - Documentation
 - EOC staffing
- Non Disaster Operations
 - Training
 - Exercises
 - □ Public education & outreach
 - Assist partner organizations
 - Service and community projects

2019 Update Page 7-16

1

Training

The CERT Basic Training Course, as defined by FEMA curriculum, is the foundation of CERT training and the minimum requirement for membership. Additional training made available to CERT members by partner organizations is intended to increase their awareness, knowledge and abilities, but does not authorize members to work outside their role as CERT volunteers. Membership, training or experience in other organizations does not allow the volunteer to work outside the CERT mission as a CERT volunteer.

Public Education & Outreach

CERT volunteers are an effective and informative resource in promoting emergency preparedness and public education information. CERT volunteers are encouraged to participate in events, activities and presentations sponsored by the CERT, Citizen Corps Council or partner organizations.

Equipment

All equipment, identification, and materials issued to the CERT volunteer are the property of the City of Grand Island and must be returned upon request. CERT volunteers are encouraged to supplement their equipment ensemble with items they feel are useful and appropriate. Equipment that is determined to be outside the scope-of-practice of CERT (firearms, chain saws) are not authorized for inclusion in the volunteer's equipment bag.

CERT volunteers are expected to maintain their equipment in proper working order and to bring the equipment to all necessary training sessions, exercises and incidents. Equipment that is lost, stolen or broken is to be reported immediately to the CERT leadership. Remnants of broken equipment should also be returned.

EMERGENCY RESPONSE POLICIES

Spontaneous Response

The Hall County CERT recognizes that a volunteer may find themselves suddenly involved in an emergency that happens in their home, neighborhood, workplace or immediate area, or they may come upon an emergency in the course of normal activities. In such spontaneous incidents, CERT volunteers:

- should ensure that emergency response authorities have been contacted with accurate information.
- identify themselves as a CERT volunteer to 911 operators and emergency responders when appropriate,
- may render assistance within their current training and abilities,
- shall relinquish command of the scene to proper authorities upon their arrival and may render assistance as requested by incident command.

Inappropriate Self-Deployment

CERT volunteers are prohibited from self-deploying to routine emergencies in which they are not immediately involved nor requested. Such inappropriate self-deployment is a barrier to proper emergency response and may result in immediate suspension and termination.

Activation

CERT volunteers may often be notified before specific response needs are determined. This is to enable local authorities the opportunity to assess the resources available, stage and deploy these resources. The Hall County CERT recognizes three levels of activation to be made by the Emergency Operations Center (EOC):

Level 1 – Advance Notice

This level requires no immediate response action by CERT volunteers. This is an advisory that CERT team leaders have been notified of an emergency management activity which may require CERT assistance. Team leaders will give their members a "heads-up" notice via phone or email and determine the status of all volunteers as "available" or "unavailable". This information will be forwarded to the EOC contact or notifying official as soon as possible.

Level 2 – Alert / Prepare / Standby

CERT team leaders and volunteers are to prepare for full deployment within 2 to 4 hours and will remain on standby until notified as an assignment. Upon Level 2 or Standby notification, CERT leaders will contact their volunteers via phone or email to advise them of the pending situation and determine their availability and status. Team leaders will report the status of their team members (who are ready to respond) to the appropriate contact or notifying official as soon as possible. Personal equipment and supplies, vehicles and kits of food, water and clothing should be checked, assembled and packed for deployment.

Level 3 – Immediate Deployment

Immediate deployment is authorized for CERT volunteers to proceed without delay to their normal assembly point or other area as designated by the EOC. Team leaders will notify all volunteers on their team to deploy and provide a

status report of member's availability back to the appropriate contact or notifying official as soon as possible. Once the team is operational and on-scene, the team leader will notify the appropriate contact or notifying official with an updated status and await further instructions.

Team Activation Process and Deployment Protocols

- Team leaders will be notified by an EOC official to activate their team to Level 1, 2 or 3. If it is not possible for EOC to contact the team leader, the team leader can activate their team in a self deployment mode.
- 2. Team leader notifies each team member via phone call out tree to meet at their designated meeting location or the incident scene depending on the situation.
- 3. City and County map coordinates will be used to determine location of emergency scene or incident.
- 4. Following NIMS training, the first CERT members on scene will select the "on-scene" team leader.
- 5. Teams do not leave the staging area until adequate resources (personnel and equipment) are assembled.
- 6. Establish communications with all team members and ICS command post.
- 7. Always utilize established protocols and checklists during activation.

NIMS and CERT

All CERT activities will follow the principles of the National Incident Management System (NIMS) and the Incident Command System (ICS). CERT volunteers will report to the Incident Commander upon arrival and await assignment. All operations will fall within the established command structure and CERT volunteers will report for demobilization following their assignments.

When working with authorized responders, CERT volunteers will fall into the ICS system as requested by the Incident Commander.

On-Scene CERT Management

If a team is deployed and their "primary" team leader and co-leader are not available on scene, the on scene CERT Responders will elect an "on-scene" leader and co-leader with the following responsibilities:

On-Scene Leader Duties (unless otherwise delegated)

- Conduct response planning activities.
- Act as the single point of contact for all communications and coordination between their team members and the Incident Commander or first responders.
- Size-up situation with assistance from team members and report status to Incident Commander.
- Determine capabilities and limitations of CERT volunteers on scene.
- Organize team and assign tasks to individual team members as they arrive at staging area.
- Align resources and response activities with Incident Commander.
- Establish Personnel Accountability Reporting (PAR) system.
- Establish demobilization procedures.
- Conduct post-incident debriefing for their team.
- Establish on-scene radio communications capabilities.
- Check availability of individual member's equipment.

4

- Determine location of team equipment and deploy to scene.
- Conduct needs assessment for logistics support.
- Act as team Safety Officer.
- Collect "Accountability Tags" from each team member as they arrive on scene and ensure tags are returned when member leaves the scene.
- Maintain personnel logs (member's time in, assignment and time out of scene) and other resource documentation as required.
- Ensure all members have a "buddy" assigned.
- Resource management of team members rotate and replace personnel.

Safety

The safety of responders and the general public are of primary importance and all CERT activities must first ensure that additional injuries are avoided. Volunteers shall report all unsafe situations, activities, or practices immediately and take appropriate protective action for themselves and bystanders.

Reporting Injuries and Accidents

Any activated CERT member who suffers or witnesses an injury while performing an assigned task shall immediately report it to the Incident Commander through ICS.

Restricted Activities

Many CERT members have skills beyond what is taught through the CERT program (e.g. medical and health professionals, heavy equipment operators, etc.). While these skills may be helpful during an emergency or disaster, and can be utilized in other programs, they are outside of the CERT scope-of-practice and are not authorized activities as a CERT volunteer.

Other unauthorized activities include:

- Possession or use of a firearm or other weapon
- Operation of any motor vehicle (private or government)
- Inappropriate self-deployment to routine emergencies

Volunteers found working outside of their CERT mission or engaging in restricted activities or otherwise acting contrary to the code of conduct are subject to immediate removal from the incident and termination.

Communications

CERT volunteers are encouraged to utilize effective communications procedures, including the use of FRS handheld radios, for ensuring proper communications between team members and with local responders.

Documentation

CERT team leaders should maintain the following documentation:

- Current team member contact numbers
- Preliminary Damage Assessment Form
- Communication Log & Message Forms
- Personnel Accountability PAR Logs
- Medical / Triage Log
- ICS Logs and Forms

5

Credentialing & Identification

Vests, ID cards and accountability tags are means of readily identifying CERT volunteers. As with all other issued equipment, these credentialing and accountability tags are property of the City of Grand Island. The following policies apply to all current and future credentialing systems used by the CERT.

During Spontaneous Response

Members are encouraged to wear their vest and other identification as a means of ready identification whenever they act as a CERT volunteer, and when such identification is readily available. Wearing the vest and presenting the ID to responders will help ensure responders are aware of your presence on scene.

During Official Activation

- CERT Responders are required to present current ID badges and Accountability Tags to their team leader or incident commander when responding to an incident.
- Official CERT vests shall be worn during all CERT activations/events for ready identification during deployments. Helmets are considered protective equipment and are mandatory, along with other protective apparel, in any disaster scene.

Members may not wear CERT uniform items (vest/helmet) or display CERT identification unless performing in an official capacity (training, events, deployments, etc.).

T-shirts issued to CERT members are not considered official uniform items and may be worn in day to day use. CERT members are encouraged to remember their surroundings and not wear the CERT t-shirt in places that might bring discredit to the CERT organization (see Bylaws-Code of Conduct).

ROWLETT CITIZEN CORPS COUNCIL ORGANIZATIONAL POLICY

TITLE: CERT Uniform Policy

APPROVAL SIGNATURE:

DATE: 10/1/2008
POLICY NO.: 08-117
PROGRAM: CERT
SECTION: Operations

PAGES: 4

NAME: Michael D. Lucas TITLE: CERT Director

Introduction

The appearance of volunteers reflects upon the organization they represent. The wearing of appropriate uniforms enhances the appearance of volunteers and promotes a positive, professional perception of the organization and its personnel. Rowlett CERT volunteers are encouraged to wear uniforms at all public events involving Rowlett CERT, particularly activations and CERT sponsored events and activities. This policy promulgates expectations and standards concerning uniforms and appearance.

CERT personnel are expected to present a neat, clean and well-groomed appearance when conducting operations or when wearing CERT uniform or branded gear in any public setting. Rowlett CERT volunteers shall observe community standards of decorum appropriate to a public service agency at all times. While volunteers may exercise wide latitude concerning clothing and appearance options, there remains a need for guidelines to maintain a reasonable level of uniformity and conformity to standards of appearance. When deployed, uniformity of appearance helps identify CERT volunteers from other agency volunteers, spontaneous volunteers and onlookers, aiding responding agencies and the general public in determining the status of CERT responders. The appropriate wearing of grade or level insignia aids in identifying leaders and those with advanced training. Appropriate uniforms reinforce the appearance of professionalism, dedication and competence associated with Rowlett CERT.

Uniform Parts

Specific uniforms are not strictly specified by Rowlett CERT; however certain items of clothing, particularly CERT or Rowlett CERT branded clothing are encouraged. CERT branded clothing is available in a variety of colors and styles. When selecting CERT branded clothing, volunteers are encouraged to seek color and style combinations that enhance the image of Rowlett CERT and that present a pleasing appearance. Volunteers are required to observe safety considerations in hazardous operational settings. Non-hazardous operational settings are defined as those settings where an individual is not at risk, or expected to encounter risk of bodily harm during the course of anticipated duties. Anticipated duties include any duty for which CERT volunteers may be assigned during a particular incident. Staffing a booth at a fair or festival is an example of a usually non-hazardous operational setting. A callout for a flood or a search for a missing person is a hazardous operational setting, even if the volunteer is assigned to a relatively safe setting such as the EOC. All volunteers are subject to reassignment to any part of an operational area and are expected to deploy dressed and equipped accordingly.

- VESTS. Bright yellow reflective ANSI safety vests are authorized. Volunteers are encouraged to wear vests
 with the word CERT across the back in reflective lettering. Vests are required attire for hazardous operational
 settings. Vests should be sized to fit over all outerwear, such as winter coats or foul-weather gear.
- Helmet. An approved hard-hat is required for all hazardous operational settings.
- Grade or Level Insignia. The display of grade or level insignia is optional. Rowlett CERT volunteers are
 encouraged to wear the appropriate grade or level insignia anytime the display of the identification card is

08-117 CERT Uniform Policy

required, or when in uniform. Grade or level insignia shall be worn on the outermost garment. Grade or level insignia may be displayed

- > over the heart on the left breast of shirts, outwear and vests.
- > on either or both collars of a polo or an oxford-styled shirt or collared outwear.
- > on the crew-neck of a T-shirt.
- > affixed in some way to one's identification badge hanger or neck loop.
 - NOTE: Affixing the level or grade insignia to the ID badge hanger or neck loop is recommended as a minimum level or grade insignia display, as this will display the insignia anytime the badge is displayed.
- Ball Caps. CERT branded ball caps are recommended for deployed operations where helmets are not required, particularly for hot, sunny weather.
- T-Shirts. CERT branded green T-shirts are recommended for deployed operations wherever safety permits, particularly for hot weather wear.
- Polo Shirts. CERT branded white polo shirts are recommended for non-operational settings, such as meetings.
- Oxford-Styled Shirts. CERT branded, CERT green, collared style button shirts are recommended for non-operational settings, such as meetings.
- Trousers and Shorts. Black, kaki or Navy blue trousers, jeans or shorts are recommended. The choice of long trousers or short trousers (shorts) shall be governed by the context and situation. Most operational settings will require long trousers. Shorts may be appropriate for meetings or non-hazardous operational settings, such as staffing a booth at a festival.
- Shoes. Boots or shoes shall be appropriate to the context and situation. Boots or closed-toe shoes are required for hazardous operational settings. Open-toed shoes or sandals may be appropriate for meetings or non-hazardous operational settings, such as staffing a booth at a festival.
- Outerwear. Examples of outwear include gloves, sweat shirts, wind breakers, coats and foul-weather gear.
 Outerwear shall be appropriate to the prevailing situation, event or context.

Recommended Uniform

Uniform recommendations are intended to reflect prevailing community standards, and to be consistent with requirements to promote the safety and professional appearance of volunteers representing Rowlett CERT. When considering appropriate apparel, CERT volunteers are expected to be guided by the following paradigm. If, in a given situation, event or context, City of Rowlett fire fighters or police officers might reasonably be expected to appear in a shorts or a t-shirt styled uniform, then CERT volunteers would likely be considered appropriately dressed in the uniform described in the Non-Hazardous Operational Setting: Informal Context section of this policy. CERT volunteers are expected to dress in a manner comparable with City of Rowlett fire fighters and police officers, as appropriate to the specific CERT mission at hand.

If the situation, event or context suggested that City of Rowlett fire fighters or police officers might reasonably be required to appear in more formal uniform attire, then CERT volunteers should follow the Non-Hazardous Operational Setting: Formal Context uniform guidelines listed herein. In situations, events or contexts where City of Rowlett fire fighters or police officers are expected to appear in a tactical uniform, the Hazardous Operational Setting uniform is appropriate for CERT Volunteers.

- <u>Hazardous Operational Setting.</u> Full-length jeans or sturdy trousers, such as Battle Dress Uniform (BDU) styled garments are required. T-shirts or oxford-styled shirts are appropriate. Sleeve length (long or short) is dependent upon weather and safety considerations. Boots or closed-toe shoes, vest and helmet are required.
- Non-Hazardous Operational Setting.

Page 2 of 4

Rowlett Citizen Corps Council ♦ P O Box 1662 ♦ Rowlett, Texas 75030-1662

08-117 CERT Uniform Policy

- > Formal Context. Full-length dress jeans or trousers, polo shirts or oxford-styled shirts, dress shoes or dress sandals may be appropriate. A neat, professional, setting-appropriate appearance is expected.
- > Informal Context. Long trousers or shorts, t-shirts, polo shirts or oxford-styled shirts and casual shoes or sandals may be appropriate. A neat, professional, setting appropriate appearance is expected.

Personalization of Uniforms

Rowlett CERT volunteers are permitted to personalize their uniforms within the boundaries set by this policy. Uniforms must remain in compliance with this policy. Volunteers may adorn their clothing, including uniform items, to reflect individuality and preference as long as the adornments are not offensive to others, do not violate local community standards of decorum, do not reflect inappropriately on the organization or violate applicable federal, state or local laws or rules. Adornments shall be reasonably discrete and not interfere with the intended purpose of the garment.

Permitted Expression and Practice

Examples (but not limited to) of permitted expression or display on uniforms include:

- > Nametags, unit numbers or amateur radio call signs displayed as pins, patches or reflective lettering.
- > Patches identifying relevant certifications or affiliations such as Red Cross First Aid, SkyWarn, Explorer or Explorer leader, Rowlett Fire Corps, VIPS, or NASAR certifications or designations.
- United States or Texas State flag pins, decals or patches.

Prohibited Expression and Practice

Examples (but not limited to) of prohibited expression include:

- > Obscene words, pictures or symbols.
 - o Example: If a display would earn a movie a PG, or more restrictive rating, it is probably inappropriate for any display associated with Rowlett CERT.
- Any display or adornment that violates applicable federal, state, local law or rule is prohibited.
 - o For example, IRS rules prohibit non-profit 501(c)(3) agencies from promoting a political position, so it is inappropriate for a volunteer to campaign while wearing Rowlett CERT branded gear, or to display political buttons, slogans, candidates' names or other identifying criterion on their gear. Such displays endanger Rowlett CERT's status with the IRS, and with the City of Rowlett.
- > Any displays or adornment that may reflect inappropriately on Rowlett CERT, the community or any particular group within the community.
 - Examples include symbols associated with gangs or criminal groups, hate crimes or illegal exclusionary behavior.
- Any adornment or display that interferes with or reduces the effectiveness of the garment for its intended purpose.
 - Examples include a football team flag or logo that obscures the reflective CERT label on the back of an ANSI compliant safety vest. Any flag or other device that interferes with the reflective coating on a CERT vest or helmet.
 - Backpacks and other customary and necessary equipment systems that may interfere with reflective lettering of the ANSI compliant safety vest are excluded from this policy, provided the interference

Page 3 of 4

Rowlett Citizen Corps Council ◆ P O Box 1662 ◆ Rowlett, Texas 75030-1662

08-117 CERT Uniform Policy

with the safety garment is of an expected and routine nature fundamentally inherent in the use of the offending object.

Violations of the Uniform Policy

Violations of the uniform policy shall be evaluated by CERT leadership. Penalties shall be imposed as appropriate. Penalties include sanctions ranging from being asked to secure from an activation or event, to being removed from CERT. The senior on-site CERT official is authorized to impose immediate penalties, up to and including removing a CERT volunteer from the activity or activation event. The CERT Director shall review all penalties imposed and render an appropriate judgment with respect to additional or on-going sanctions. The appeals process through the RCCC Board of Directors remains in effect for volunteers seeking a review of penalties rendered under this policy.





Citizen Corps/Community Emergency Response Team (CERT) Liability

Citizen Corps/Community Emergency Response Team (CERT) Liability January 2005 Compiled by Teresa L. Anderson, Deputy Director BCEM

"We are really teaching the volunteers life skills with the exception of maybe search patterns and building damage. The rest of the skills they can use day-to-day in their normal lives. As long as they operate within the scope of the training, liability should not be an issue." Frank Lucier – retired form the San Francisco Fire Department. He developed and was the former Director of the City's innovative and internationally recognized Neighborhood Emergency Response Team system.

Proactive steps to take to manage liability concerns for your program.

- 1. Determine what type of program will work best for your jurisdiction
 - a. Activate Only
 - b. Self-Activated
 - c. Educational & training opportunity
 - d. A Combination
- 2. Do your research
- Reducing Liability (This section is also available at http://training.fema.gov/EMIWeb/CERT/new CERT/t3-4.htm)
 - a. During training-Instructors
 - b. During training-Students
 - c. During training-Classroom/Exercise Area
 - d. During training-Materials
 - e. During Exercises
 - f. During Team Activation
- 4. Training/Scope of Training
- 5. First Responders
- 6. Review South Dakota Legislation
- 7. Hazard Mitigation and Span of Control

Created on 1/26/2005 1

1. Determine what type of program will work best for your jurisdiction

- a. Activate Only-This type of team responds to any type of emergency/disaster when requested from a predetermined governing body. The governing entity of the team would assume liability once they have called and activated their CERT team. If the governing body is a governmental entity, the SDCL 62-1-5.1 (see Attachment A) states all volunteers are automatically covered for governmental entities as long as they are listed in the minutes of their meeting. For example a CERT Roster of Active Team members is approved and read into the County Commissioner's meeting minutes, prior to activation.
- b. <u>Self-Activated Team</u>-In this type of team, individuals will respond on their own. They are not activated to respond. These responding individuals would assume their own liability and would not qualify under the definition of a covered volunteer. (see a. Activate Only for a covered volunteer) (see Attachment A SDCL 20-9-4.1, Good Samaritan Volunteer)
- c. <u>Educational & Training Opportunities</u>-Provide education to citizens. Individuals may want to know what to do and what they can do in the event they need to take care of themselves. Citizens may not want to be on an activated team or self activate. Rather they want the information and training. For example, how to put out a kitchen fire, or if their children fall and break their arm, they would then have the basic knowledge and training to know what to do until first responders can arrive.
- d. <u>Combination</u>-Some jurisdictions have a combination of Activated, Self-Activated, and educational programs. Once again this goes back to what is determined best for each individual jurisdiction. The governing authority would need to determine what authority will be given to the volunteer and realize those who self-activate would be assuming their own liability and work comp coverage.

2. Do your research

- a. Consult your jurisdiction's legal counsel. They are the 'experts' in this area.
 - Consider obtaining a release from liability, a Hold Harmless and/or similar instruments if local legal counsel deems it necessary. Many CERT programs have all students sign this type of agreement <u>before</u> starting training. (See Sample 1 & Sample 2)
- b. Conduct internet research. Some websites to consider are:
 - i. www.nonprofitrisk.org
 - ii. www.citizencorps.gov/councils
 - iii. http://training.fema.gov/EMIWeb/CERT/new CERT/index.htm
 - iv. http://www.eriskcenter.org
 - v. The Federal Volunteer Protection Act of 1997 http://www.npaction.org/article/articleprint/420/-1/153/
- c. Talk with other program managers to discuss how they addressed the liability issue.

3. Reducing Liability

a. During training-Instructors

Steps that you can take with your instructors to help reduce liability include:

- Establishing training standards and safety requirements for training.
- Briefing all instructors on their responsibilities to conduct safe and effective training.
- Ensuring that all instructors are prepared to meet the objectives for their sessions.

Created on 1/26/2005 2

- Providing co-instructors to assist the instructors for all activities.
- Ensuring that all instructors model appropriate safety behavior, such as safety gear for all demonstrations.
- NOTE: Be sure that your instructors understand that they can give students permission to opt out of an activity if they have a condition that they may aggravate by participating.
- Provide a Safety Officer during hands-on training.

b. <u>During training-Students</u>

Steps that you can take with CERT students to help reduce liability include:

- Ensure that students understand that they may opt out of activities if they have a condition that they may aggravate by participating. (Know their limitations and remember personal safety is always first priority)
- Require all students to sign a hold harmless agreement.
- Explain the potential hazards that students may face in class activities, during exercises, and during activation (depending on program type).
- Provide copies of all CERT safety rules and requirements to each student. Require them to sign one copy and return it to you before class begins. Encourage the students to keep the other copy for their records.
- Require all students to wear safety gear for all activities.
- When you see an unsafe act, correct it immediately.
- If someone is injured during class, document the injury and ensure that the student receives appropriate medical treatment.
- Emphasize that rescuer safety is the primary concern in training and activation.

c. <u>During training-Classroom/Exercise Area</u>

Steps that you can take to ensure that the CERT classroom and exercise area are safe include:

- Walk through the classroom and exercise area(s) before each class to identify and correct unsafe conditions.
- Check all to ensure that it is in good working order.
- NOTE: This is something that should be done before every class begins.
- Consider assigning a Safety Officer

d. During training-Materials

The main step to take to reduce liability related to the CERT materials is to ensure that you have written releases for all copyrighted materials (including photographs and cartoons). (Note that if you are using FEMA's materials without alteration, all necessary copy right releases have been secured.) Remember that photographs and other materials found on the Internet are copyrighted. Also look to the Citizen Corps Council website to obtain permission to use the Citizen Corps Logo, Mark, and/or banners.

e. <u>During Exercises</u>

Always take the measures below to reduce liability during exercises:

 Conduct a pre-exercise briefing in which you provide the objectives (including safety objectives) for the exercise.

Created on 1/26/2005

- Treat all drills, functional exercises, and full-scale exercises as the real thing. Enforce all safety rules strictly.
- Stress teamwork, safety equipment, and the use of the buddy system.
- If you see an unsafe act, intervene immediately!
- Conduct a post-exercise debriefing, and cover safety issues as part of the debriefing.
- Stress the need to document everything using the forms approved by the jurisdiction.
- If someone is injured, document the injury, and ensure that the volunteer receives appropriate medical care.
- Consider assigning a Safety Officer

f. <u>During Team Activation</u>

Take the measures below to reduce liability during team activation:

- Educate your departments about the CERT program, the level of training provided, and how to access and use CERT members during an emergency or disaster.
- Require that all team activations are in accordance with established CERT protocols.
- Require team leaders to verify that all CERT members have the necessary tools and equipment, including safety gear, for the response.
- Require a good size-up and communication of size-up information to first responders as soon as possible after arrival at the scene.
- Require complete documentation of team assignments, actions taken, results, and communications with first response agency personnel.
- Stress that CERT members should respond in accordance with the scope of their training. Being a CERT member does not provide rights or privileges beyond being a CERT volunteer.
- If a CERT member is injured during activations, ensure that the injury is documented and that the volunteer receives appropriate medical treatment.

For these measures to work as intended, you will need to take action before activation and reinforce the measure during team exercises.

4. <u>Training/Scope of Training-Provide</u> sufficient training for volunteers. This may mean providing additional or supplemental training sessions to ensure all volunteers understand and are able to perform specific tasks involved with CERT training. Depending on how the individual jurisdiction sets up their CERT team, some programs may require additional or supplemental training in order to be considered a CERT member. For example, a jurisdiction may require participants be certified in CPR and keep this current in order to be a member of the CERT team.

Be sure citizens understand the **scope** of their training. Those volunteers should respond in accordance with their training as a CERT member. The scope of the training should be stressed throughout the entire program emphasizing what the volunteers are trained to do and able to do. A CERT volunteer, having completed the CERT training in accordance with the CERT training standards, should not respond outside the scope of this training. In the

event they do, they would not be responding as a CERT member and thus fall outside the set standards for the individual CERT liability. The key to liability is reinforcing to the volunteers to only respond within the scope of their training.

- 5. <u>First Responders</u>. Solicit and address liability concerns raised by first responders. It is important to obtain the support of the first responders for this program. Discuss the possible areas where CERT members can be of assistance and support to the First Responders. How can the CERT team be an asset in the event of a disaster or emergency? Jointly engage citizen volunteers and first responders in mock scenarios or table top exercises. This not only helps those volunteers get a better understanding of what is expected, but the first responders also know what the CERT team can and cannot do.
- Review South Dakota Legislation—See Attachment A
 SDCL 20-9-4.1, Good Samaritan Volunteer
 SDCL 62-1-5.1, Volunteers serving state or political subdivision without pay—Computing or imputing wage—Certain persons not deemed volunteers
- 7. Hazard Mitigation and Span of Control

For the CERT training, make sure to do hazard mitigation at the training site. Remove or fix any potential hazards that could injure the participants. Also look at the span of control for your training. Just as in ICS, there should be 1 instructor or safety person for every 7 or less participants. This helps insure safety, participants are learning and understanding the training, and can apply it.

Conclusion

Set training standards. CERT participants must clearly know the scope of their training and when they should apply this training. Consider addressing the need for refreshment of training.

Stress that CERT members should respond in accordance with their training. Being a CERT member does not provide rights or privileges beyond being a CERT volunteer. **Scope of training** is the parameter in which the volunteers should be responding.

Inform CERT members of their rights, protection, and limitations as a volunteer.

A Hold Harmless/permission requests/release forms can reduce your CERT program's liability. Have your participants sign this type of agreement **BEFORE** starting training.

MEMO: The information in this document is only suggestions and ideas on ways to manage liability concerns and in no way is a complete list of ways to manage liability. Not all suggestions and ideas pertain to each program, but should be used for informational purposes.

Attachment A

S. D. Codified Law 20-9-4.1. Good Samaritan Volunteer

General immunity form liability for emergency care—Exceptions.

No peace officer, conservation officer, member of any fire department, police department and their first aid, rescue or emergency squad, or any citizen acting as such a volunteer, or any other person liable for any civil damages as a result of their acts of commission or omission arising out of and in the course of their rendering in good faith, any emergency care and services during an emergency which is in their judgment indicated and necessary at the time. Such relief form liability for civil damages shall extend to the operation of any motor vehicle in connection with any such care or services.

Nothing in this section grants any such relief to any person causing any damage by his willful, wanton or reckless act of commission or omission.

Source: SL 1968, ch 193; SL 1970, ch 140; SL 1986, ch 4, § 9.

S. D. Codified Law 62-1-5.1. Volunteers serving state or political subdivision without pay-Computing or imputing wage--Certain persons not deemed volunteers.

Volunteers serving state or political subdivision without pay--Computing or imputing wage--Certain persons not deemed volunteers. Any volunteer worker rendering services in or for any agency, department, institution, or instrumentality of the state or of any of its political subdivisions, including counties, townships, school districts, or municipalities, whose services have been duly recommended to the officer or governing body responsible for employment of personnel for the respective entity and duly appointed thereto by such officers or governing body, shall for purposes of this title be deemed an employee of the state or the political subdivision, as the case may be. The appointment shall be entered into the official records or minutes of the entity.

In the event of injury or death, for the purposes of computing compensation for volunteer workers other than volunteer firefighters, a volunteer uncompensated worker's employment earnings from all sources during the last six months of employment shall be used. In the event the volunteer uncompensated worker has never been employed, the worker shall be considered to be earning the state minimum wage over a forty-hour week. The worker's average weekly wage shall be calculated by one of the methods in §§ 62-4-25 to 62-4-27, inclusive. In no event may payments to volunteer uncompensated workers exceed the maximum limitations for benefits as set out in this title. No local prisoner, state inmate, or federal inmate providing services to the state or any of its political subdivisions may be considered a volunteer worker under this section.

Source: SL 1971, ch 278, § 1; SL 2001, ch 292, § 1.

Sample 1

[COMMUNITY NAME] COMMUNITY EMERGENCY RESPONSE TEAM PROGRAM HOLD HARMLESS/PERMISSION REQUEST

	_, hereby request permission to participate in
theCommunity Emergunderstand that this training will involve active physic of personal injury and/or personal property damage, possibility of personal injury and/or personal property understand the program outline that describes all cla	I make this request with full knowledge of the damage. Further, I have read and
I agree to hold The American Red Cross, the	TY NAME] Emergency Management, and their ims, actions, suits, and/or injury that I may
I agree to follow the rules established by the instructor participating in the CERT program. I understand that regulations or if I fail to exercise reasonable care, I caprogram.	t if I fail to follow the instructor's rules and
By executing this release I certify that I have read this terms and have had any questions regarding the release freely and voluntarily.	
Signature	Date
Emergency Contact Name	Emergency Contact Number
Comments:	
Signature of Instructor	Date

Created on 1/26/2005

Sample 2

Brookings County Community Emergency Response Team/Training Program (CERT)

Release

By signing this Release, I acknowledge that I have read and understand the risks associated with this activity. (*Warning:* Individuals who do not wish to accept the risks described in this document, should not sign it). The undersigned participant in the Community Emergency Response Team/Training Program acknowledges and agrees as follows:

Acknowledgment of Risk

Participation in the Community Emergency Response Team/Training (CERT) Program involves physical labor and carries a risk of personal injury. I recognize that there are natural and manmade hazards, environmental conditions, diseases, and other risks, which in combinations with my actions can cause injury to me. I recognize that activities associated with this program may include transportation to and from volunteer sites, extinguishing small fires, providing disaster medical care (e.g., controlling bleeding, treating shock, treating sprains and fractures, opening airways, transporting patients), performing light search and rescue activities and other similar activities.

Physical Activity

I understand that the physical activity involved in this program may cause physical and emotional discomfort. I am free from any known heart disease or other serious health problems that could prevent me from participating in any of the activities associated with this program. I am sufficiently physically fit to participate in the activities of the program.

Immunity

I recognize that the activities associated with this program fall within the general immunity from liability for emergency care pursuant to SDCL 20-9-4.1. I certify that I have medical insurance to cover the cost of any emergency or other medical care that I may receive for an illness or injury. If I do not have medical insurance, I will be personally responsible for the cost of any emergency of other medical care that I receive.

Release and Indemnification

I hereby assume all risk of injury or liability and waive any right of recovery from, or to bring suit against Brookings County and any other public or private entity involved with the Community Emergency Response Team/Training, together with all of their employees or agents, for any bodily injury, death, or other consequences arising out of my participation in this activity. I agree to indemnify, defend, and hold harmless the above listed entities and their agents or employees from all loss, costs, damage, injury, liability, claims, and causes of action whatsoever, arising out of or related to any act, error, or omission while participating in any aspect of this activity.

I HAVE READ THE ABOVE RELEASE AND CONSENT TO ITS PROVISIONS.

Signature of Participant	Date Date	
Printed Name		
Witness	 Date	

Created on 1/26/2005 8



CERT Program Manager Unit 8: Program Evaluation

Instructor Guide









CERT Program Manager Unit 8: Program Evaluation

In this unit, participants will learn about:

- ☐ **Importance of Evaluating a CERT Program.** What is program evaluation? What can it do?
- ☐ What to Evaluate in a CERT Program and How. What are the four steps for doing a program evaluation?
- ☐ **Creating a Program Report.** How do you create a brief, focused Program Report? What is the importance of the Program Report in the evaluation process?



CERT Program Manager Unit 8 Table of Contents

Init Objectives	8-1
Scope	8-1
stimated Completion Times	8-1
raining Methods	8-1
Resources Required	8-2
quipment	8-2

UNIT OBJECTIVES

By the end of this unit, participants will be able to develop a process for evaluating a local CERT program. Participants will also be able to:

- Explaining what program evaluation is;
- Describing the reasons for evaluating a program;
- · Listing the steps for evaluating different program parts; and
- Knowing the features of a Program Report.

SCOPE

This unit will cover the following topics:

- Unit Overview;
- What Program Evaluation Is;
- Why Do Program Evaluation;
- How to Do Program Evaluation;
- Program Report; and
- Unit Summary.

ESTIMATED COMPLETION TIMES

A suggested time plan for this unit is displayed in **Table 8.1: Estimated Completion Times** below.

Activity Suggested Time **Unit Overview** 1 minute What Program Evaluation Is 4 minutes Why Do Program Evaluation 4 minutes How to Do Program Evaluation 40 minutes Program Report 10 minutes **Unit Summary** 1 minute Total 1 hour

Table 8.1: Estimated Completion Times

TRAINING METHODS

The instructor starts by leading a talk on what program evaluation is and sums up the conversation by giving the three questions that are asked and answered during CERT program evaluation.

Next, the instructor goes over the reasons why it is important for CERT Program Managers to do program evaluations.

In the third part of the unit, the instructor talks about the four steps for doing a program evaluation.

- 1. First, decide what you want to learn.
- 2. Next, figure out a strategy for getting the information.
- 3. Then get the information.
- 4. Finally, analyze the information you get and decide on the next steps.

The instructor and class use a sample objective to look at how to create a strategy for getting information.

The unit ends by talking about the features of a good Program Report.

RESOURCES REQUIRED

The following resources are needed for this unit:

- Community Emergency Response Team Program Manager Instructor Guide (for instructors)
- Community Emergency Response Team Program ManagerParticipant Manual (for participants)
- PowerPoint slides 8-0 to 8-17

EQUIPMENT

The following equipment is required for this unit:

- A computer with PowerPoint software
- A computer projector and screen
- · Easel and writing pad or whiteboard
- Markers

SECTION 1: UNIT OVERVIEW



Say that a CERT program must have a process for evaluating and tracking its success. Evaluation is the process by which the Program Manager discovers the changes needed and continuous improvements that will keep the CERT program up and running. This unit looks at:

- The importance of evaluating a CERT program;
- What to evaluate in a CERT program and how;
- The steps for doing a program evaluation; and
- Creating a Program Report.

Unit Objectives

Give the unit's learning objectives.

By the end of this unit, participants should be able to create a process for evaluating a local CERT program, including. Participants will also be able to:

- Explaining what program evaluation is;
- Describing the reasons for evaluating a program;
- Listing the steps for evaluating different program parts; and
- Knowing the features of a Program Report.

Unit Topics

Say that this unit will explore the following topics:

- What Program Evaluation Is;
- Why Do Program Evaluation;
- How to Do Program Evaluation; and
- Program Report.



- to create a process for evaluating a local CERT program, including: - Explaining what program evaluation is
- Describing the reasons for evaluating a program
- Listing the steps for evaluating different program parts
- Knowing the features of a Program Report





- · How to Do Program Evaluation
- · Program Report



SECTION 2: PROGRAM EVALUATION



Start a class discussion by asking this question. Record response on an easel.

This slide is animated. The first click displays the question. The second click displays the responses.





Before moving on, ask the participants if they have any questions.

Tell participants that the first step is to agree on what program evaluation is.

Ask:

What happens during a program evaluation?

Sum up the discussion by explaining that program evaluation is an ongoing process that asks (and answers) three questions:

- 1. What are we doing now?
- 2. How well are we doing it?
- 3. Do we need to do something differently? If so, what?

The results are recorded in a Program Report.

Evaluation never stops. The creation of a CERT program is the first step for a Program Manager. Evaluation of the program is a continuous process.

Remind participants of the discussion about setting goals and objectives in Unit 2.

- Those objectives specified what activities the CERT program would do to meet the goal it had set
- During a program evaluation, the Program
 Manager needs to figure out how well the program
 is meeting the objectives (how well it is
 performing) and what corrections, if any, are
 needed.

SECTION 3: WHY CONDUCT PROGRAM EVALUATION



Tell participants that one reason program evaluation is performed nonstop is to make sure day-to-day operations are consistent. By asking "How well are we doing?" the Program Manager is studying the program's achievements and making sure that they meet the standards the program has set.

Explain that another equally important reason for program evaluation is to ease any concerns of state or local officials that volunteers who have trained in the CERT program are acting without direction or outside the guidelines of the program.

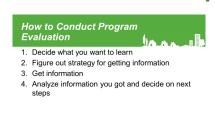
Remind participants that it takes only a few problem incidents to harm the credibility of the CERT program and create concerns about training volunteers.

Tell participants that periodic program evaluation keeps the program under control and lets a Program Manager reduce and handle the times when volunteers act independently or without direction. It also allows the program to adjust as needed.

Before moving on to talk about how and what to evaluate, ask if there are any experienced Program Managers who want to add anything about the importance of program evaluation?

Start a class discussion based on this question.

SECTION 4: HOW TO CONDUCT PROGRAM EVALUATION

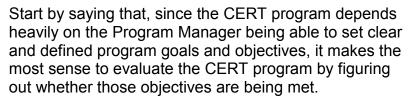


Say that now that participants understand what program evaluation is and why it is done, the next step is to go over how to do it.

Remind participants that the process for doing a program evaluation is not difficult.

- 1. First, decide what you want to learn.
- 2. Next, figure out a strategy for getting the information.
- 3. Then get the information.
- 4. Finally, analyze the information you got and decide on the next steps.

Step 1: What Do You Want to Learn



Quickly go over the five parts of an effective objective.

Ask:

What elements make an effective objective?

Sum up the discussion by reviewing SMART—an acronym that describes an effective objective.

- Specific
- Measurable
- Achievable
- Relevant
- Time-bound

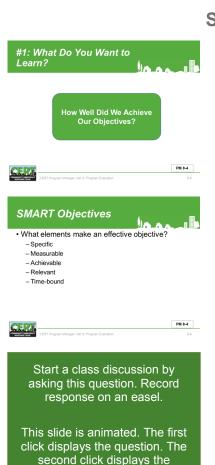
Explain that during a program evaluation, the Program Manager is trying to figure out if the program met the "achievable" part. Did we do what we set out to do?

Say:

Think about your own CERT program. What are some specific program elements that should be evaluated?

Sum up the discussion by giving these examples of important elements of a CERT program to evaluate:

CERT Basic Training



responses.

Before moving on, ask the

participants if they have any

questions.



responses.

Before moving on, ask the participants if they have any

questions.



"To support a community's public safety efforts by providing CERT members whenever requested."

example of what you want to

learn. Did we meet this objective?

- Other training
- Program volunteers, resources, funding
- Exercises and drills done
- Community activities
- CERT partnerships created for program support

Before moving on to exercises, ask participants if there are any questions about CERT Training.

Ask if there are any questions about the elements of a CERT program that should be evaluated.

Step 2: Create a Strategy for Getting the Information

Tell participants that now that they have decided what they need to learn, the next step is to come up with a strategy for getting the information. The strategy should include answers to these questions:

- Who needs the information being collected?
- What types of data are needed?
- Where will the data be found?

Who needs the information being collected?

Remind Program Managers that every program has partners and stakeholders who will want to know how the program is doing.

For this objective, the information being collected could be given to:

- Sponsoring agency;
- Volunteers;
- General public; and
- Funding sources.

What types of data are needed?

Explain that program evaluation data will fall into one of two categories of data: quantitative or qualitative. The kind of data that a program will need for its evaluation strategy is determined by what the program is trying to learn.

Explain that qualitative data include comments, stories, testimonials, and observations.

Explain that quantitative data are everything else. For example:

Numbers

- Ratings
- Rankings
- Yes or no answers to specific questions

For this objective, quantitative data are the number of requests and degree to which the CERT program responded.

For this objective, qualitative data might be stories about the experience (e.g., what it meant to a senior citizen to have a smoke detector installed).

Where will the data be found?

Remind participants that in Unit 6, there was a talk about the importance of keeping good records.

Here is one of the places where good recordkeeping makes a difference.

For this objective, the numbers (the quantitative data) will be found in your records. For qualitative data, Program Managers should talk with volunteers after public safety events and jot down observations and any good stories.

Have participants turn to the *Planning for an Evaluation* checklist in the Participant.

Explain that the checklist has questions that will help a Program Manager create a strategy for an evaluation.

Planning for an Evaluation

- What is the reason(s) for doing the evaluation (i.e., what do you want to be able to decide because of the evaluation)? For example:
 - What progress is the CERT program making toward meeting its set goals?
 - Do CERT members have enough resources (equipment, facilities, training) to meet the program goals?
 - Should priorities change to focus more on meeting the goals? (Note: This question could be considered as a program management decision rather than an evaluation question.)
 - How should goals be changed, or should any goals be added or removed? Why?
- 2. Who are the stakeholders that should get information from the evaluation (e.g., emergency

- services personnel, community support partners, CERT volunteers)?
- 3. What information is needed to really understand the strengths and weaknesses of the program, benefits to the community (outcomes), how the program succeeded or failed, and why?
- 4. What sources should the information be collected from (e.g., program documentation, CERT volunteers, community partners)?
- 5. What are the best available ways for getting the information (e.g., questionnaires, looking over documentation, observing CERTs)?

Activity: Determining If Your Program's Performance Is Meeting Your Goals

<u>Purpose</u>: This activity lets participants create specific ways to evaluate different CERT program parts based on their actual program goals/objectives.

Instructions: Follow the steps below to do the activity.

Part 1:

- 1. Have participants turn to the *Draft Program Plan* in Unit 1 of the Participant Manual and the Instructor Guide.
- 2. Have each person review his/her overall program goal and one to two of the specific objectives created earlier (in Section 1. Program Goals).
- If needed, allow five minutes for individuals to create an objective. Objectives must be SMART: specific, measurable, achievable, relevant, and time-bound.

Part 2:

- 4. Split participants into small groups (e.g., table groups, groups of three to four participants).
- 5. Tell groups they will have 20 minutes for each person to:
 - Select one program objective.
 - Get ideas from the group on how this objective could be evaluated by the Program Manager (data to collect, questions to ask).
 - Write the ideas in their Draft Program Plan.
- 6. Allow 15 minutes to finish the activity. Have each table group present their answers. Use each



There may not be time for all participants to share their individual findings. You may modify the instructions to limit the report outs to one finding per table.

group's answers to start whole- group discussion about the effectiveness of the goal-based evaluation strategies they developed.

Ask participants if there are any questions about the activity before moving on to the next topic.

Step 3: Get the Information

This step is self-explanatory.

Step 4: Analyze the Information and Decide on Next Steps

Analyze Data

Tell participants that when they analyze data, they should always start by reviewing their evaluation goals (i.e., the reason for the program evaluation). This will help them organize their data and focus their results, analysis, and conclusions.

For example, if a participant wanted to improve their program by finding its strengths and weaknesses, they could organize data into program strengths, program weaknesses, and ideas for improving the program.

Tell participants to compare the results they got to what they expected to get.

Consider Options

Explain that the second step in taking action is to consider:

- Conclusions that can be drawn about program operations or meeting goals;
- Specific suggestions that may help improve the program; and
- What choices they have for applying those suggestions.

Take Corrective Action If Needed

Explain that if the results show that changes are needed, create a plan for making the changes. The plan should include new objectives (see Unit 2) and may involve new policies and procedures (see Unit 7).

What other things would experienced Program Managers add about taking corrective action?



#4: Analyze Data; Take Action

- Review evaluation goals
 What do I want to learn?
- Compare results you got to what you expected to get
- · Consider options
- Take corrective action if needed



Example: Return to the sample objective:

"To support a community's public safety efforts by providing CERT members whenever requested."

Start a class discussion based on this question.

SECTION 5: PROGRAM REPORT

Reporting Evaluation Results



Tell participants that the Program Manager is responsible for making sure program evaluation results are properly recorded and shared. This is done with the use of a Program Report.

Point out some things to keep in mind when creating the Program Report.

- Justify your conclusions or suggestions using your program evaluation data results.
- Translate suggestions into specific action plans, including who, what, when, how, and any other "need-to-know" details.
- The level and scope of content depend on who is getting the report (e.g., funding agency, community supporters, state office).
- Keep in mind the intended audiences for any Program Report. Every Program Report needs to cover the specific interests of the audience while still staying neutral.
- Keep the Program Report as brief as possible.

What other things would experienced Program Managers add about the Program Report contents?

Activity: Creating a Program Report

<u>Purpose</u>: This activity lets participants practice the right ways to share program evaluation results with different audiences.

Instructions: Follow the steps below to do the activity.

- Split the class into four small groups.
- 2. Assign a different target audience to each small group:
 - Sponsoring agency;
 - CERT volunteers:
 - Local Emergency Managers; and
 - General public.
- 3. Have participants turn to the *Creating a Program Report* in the Participant Manual.
- 4. Go over the instructions.
- 5. Scenario: You have had a successful year. You want to tell your assigned target audience about the CERT Basic Training you gave.

Start a class discussion based on this question.



As the small groups report out, post the ideas for everyone's benefit.

- 6. Answer the questions for your assigned target audience.
- 7. You have 10 minutes.
- 8. You will present your plan to the whole group.

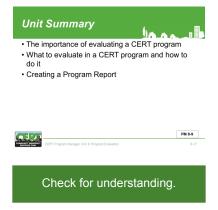
<u>Debrief</u>: Compliment the small groups on their work. Point out the different strategies that were used. Remind participants that every communication is a chance to promote the program.

Creating a Program Report

<u>Scenario</u>: Your program has had a successful year. You want to tell _____ (your assigned target audience) about the CERT Basic Training you gave.

- 1. What do you want or need to accomplish with this report?
 - Answer: Depending on the audience, the goal will be one or all of these: to inform, to impress, or to justify.
- 2. How much detail do you need to include? Give examples.
 - Answer: The amount of detail will vary depending on the goal.
- 3. How could or should the report be formatted? Why?
 - Answer: The format will vary depending on the audience and the goal. For example, the report to the sponsoring agency should be fairly formal. The report to the volunteers can be given in a newsletter format. The report to the Emergency Manager should be straightforward. The information to the public should be short and clear and should have graphics and human interest stories.

UNIT SUMMARY



Tell participants that this unit has looked at program evaluation, including:

- The importance of evaluating a CERT program;
- What to evaluate in a CERT program and how to do it; and
- Creating a Program Report.

Do you have any questions about anything covered in this unit?

Transition

The next unit will discuss how to keep a CERT program going.



CERT Program Manager Unit 9: Keeping Your Program Going

Instructor Guide









CERT Program Manager Unit 9: Keeping Your Program Going

In this unit, participants will learn about:

- ☐ **Essential Skills and Abilities.** What are your CERT program's strengths and challenges? What can you do yourself? What can you delegate to others?
- ☐ **Keeping a CERT Program Alive**. What are the five critical elements needed to keep your CERT program healthy and practical?
- □ **Program Maintenance Matrix**. How do you find activities to maintain your CERT program?



CERT Program Manager Unit 9 Table of Contents

CERT Program Manager Unit 9 Table of Contents	9-1
Unit Objectives	9-1
Scope	9-1
Estimated Completion Time	9-1
Training Methods	9-1
Resources Required	9-2
Equipment	9-2
Preparation	9-2
Program Maintenance Matrix	9-10

UNIT OBJECTIVES

By the end of this unit, participants will be able to describe how to sustain a local CERT program. Participants will also be able to:

- Describe the knowledge, skills, and abilities a Program Manager must have to run a program.
- Identify elements needed for sustaining a program.
- Explain a technique for finding program activities that do the most for program maintenance.

SCOPE

This unit will go over the following topics:

- Unit Overview;
- Essential Skills and Abilities;
- Keeping a Program Alive; and
- Unit Summary.

ESTIMATED COMPLETION TIME

A suggested time plan for this unit is displayed **Table 9.1: Estimated Completion Times** below.

Activity	Suggested Time
Unit Overview	2 minutes
Essential Skills and Abilities	27 minutes
Draft Program Plan: My Development Goals	5 minutes
Keeping a Program Alive	25 minutes
Unit Summary	1 minute
Total	1 hour

Table 9.1: Estimated Completion Times

TRAINING METHODS

The instructor starts the unit discussion by going over the essential skills and abilities the Program Manager should have (or try to improve in himself/herself) to run and maintain the CERT program.

Next, the instructor explains the five critical elements that CERT Program Managers should focus on to keep their program healthy and practical for the long term.

Last, Program Managers are given the chance to work together to create a program maintenance matrix with key tips and techniques that are needed to support each of the critical elements, so they can maintain their programs.

RESOURCES REQUIRED

The following resources are needed for this unit:

- Community Emergency Response Team Program Manager Instructor Guide (for instructors)
- Community Emergency Response Team Program Manager Participant Manual (for participants)
- PowerPoint slides 9-0 to 9-18

EQUIPMENT

The following equipment is needed for this unit:

- A computer with PowerPoint software;
- A computer projector and screen;
- · Easel and writing pad or whiteboard; and
- Markers.

PREPARATION

Prepare an easel pad page ahead of time to use for the Program Maintenance Matrix activity. Write each of the five critical elements of program maintenance across the top of an easel page (or whiteboard).

SECTION 1: UNIT OVERVIEW



Tell participants that a sustainable CERT program must have a strong Program Manager who is skilled and able to think about both the short- and long-term program needs. This unit looks at:

- Essential skills and abilities the Program Manager should have;
- Critical elements involved in keeping a program alive; and
- Use of a program maintenance matrix to find activities that do the most for program maintenance.

Unit Objectives



Identify elements needed for sustaining a program
 Explain a technique for finding program activities that do the most for program maintenance

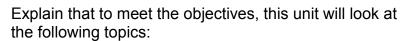


Give the unit's learning objectives.

By the end of this unit, participants will be able to describe how to sustain a local CERT program. Participants will also be able to:

- Describe the knowledge, skills, and abilities a Program Manager must have to run a program.
- Identify elements needed for sustaining a program.
- Explain a technique for finding program activities that do the most for program maintenance.

Unit Topics



- Essential Skills and Abilities; and
- Keeping a Program Alive.



SECTION 2: ESSENTIAL SKILLS AND ABILITIES



You are not looking for responses from individuals, but rather for participants to consider their own reasons for starting a CERT program.



Who Are Program Managers?

Tell participants that there are two types of people who start a CERT program:

- Forward-thinking supporters
- People who are told to start a program

Explain that, although they took on the job for different reasons, both may end up being champions for the program.

Ask:

If you started your CERT program or are planning to start a program, which type best describes you?

- You believed in the idea and wanted to help create a program.
- You were given the job of starting a CERT program along with other assignments.

Sum up the discussion by stressing that starting a CERT program is only part of the job. Once the program has started, the real challenge begins— keeping the program going and making sure it is effective and stays strong and practical.



Tell participants that there are certain things a person must know to successfully start and sustain a CERT program. These include but are not limited to:

- How to manage volunteers (and how it is different from managing staff), including recruitment, retention, and termination.
- How to use volunteers no matter what their skills and abilities are.
- How to promote the program to the community, media, elected officials, potential sponsors, and others.
- How to make veteran police and fire chiefs want to use volunteers by building organizational support/sponsorship.
- How to manage the time commitment and resources needed to run a successful program (whether your CERT position is employing you or not).
- How to properly handle legal problems and aspects of the program.
- How to prove the value of the program (ability to measure the program's success).
- How to get program support from elected officials for program activities (such as giving credit for CERT high school training).
- How to define your CERT program's role in your specific community's emergency operations plan.

Explain that this list is not complete by any means. It will vary by community and/or the region in which the CERT program exists.

Ask:

What else would you add to this list?



What Do You Think?

reviewed?

· What else would you add to the list we just



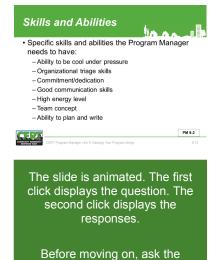
click displays the question. The

second click displays the

Make sure that the list includes the items in the slide below as it

will be needed for the activity.

responses.



participants if they have any

questions.

Skills The Program Manager Needs

Tell participants that experienced Program Managers understand that being a Program Manager is rewarding. They also know that it is not easy. Program Managers need a toolbox of skills to complete the responsibilities of their job.

Ask:

What are the specific skills and abilities the Program Manager needs to have?

Sum up the discussion by telling participants that a list of Program Managers' skills and abilities was made during the design of this course. The list includes:

- Tact;
- Political savvy;
- Passion;
- Flexibility;
- Leadership skills;
- Comfort with public speaking;
- Ability to motivate;
- Trustworthiness;
- Ability to be cool under pressure;
- Organizational triage skills;
- Commitment/dedication;
- Good communication skills;
- High energy level;
- Team concept; and
- Ability to plan and to write.

Exercise: Group and Draft Program Plan - My Development Goals

Remind participants that being a Program Manager is both rewarding and challenging. Participants need to figure out where their strengths are and where they need to gain more skills and abilities, what they need to do themselves, and what they can assign to others.

<u>Purpose</u>: This activity lets participants identify specific areas of strength, areas of weakness, and areas that can be assigned to others.

Instructions: Follow the steps below to do the activity.

 Refer participants to the easel pad list of the Program Manager's desired skills and abilities.



2. As a group, work through the list and ask participants to identify:

- Which of these skills and abilities can be learned; and
- Which of these skills and abilities can be assigned to others (for example, grant writing)?
- 3. Have participants turn to the *Draft Program Plan* in Unit 1 of the Participant Manual and the Instructor Guide. Ask them to complete the first part of the tenth section, *Keeping the Program Going*. They will identify:
 - Three areas where they do well (three strengths);
 - Three areas where they want more training;
 and
 - Three areas that they might want to assign to others or share.

<u>Debrief</u>: Sum up the activity by saying that there is a self-assessment that Program Managers can use to figure out the best next steps for their own development.

Do you have any more questions about the essential skills and abilities of the Program Manager?

Check for understanding.

SECTION 3: KEEPING A PROGRAM ALIVE



- · Program may have many activities
- Program Manager will be responsible for most of

PM 9-4 What Do You Think? What are tasks and activities that a CERT Program Manager might take on to help sustain the program?

Start a class discussion by asking this question.

Record responses on an easel pad so that participants can use the list during the activity. Try to get at least 20 tasks listed. Examples include:

- Drills and exercise;
- Volunteer newsletter:
- Annual report; and
- Developing nonemergency opportunities for CERT members to contribute to public safety.

Five Critical Elements Volunteers are retained

- · Skills are sharpened · Teams respond effectively
- · Program is run efficiently
- · There is external program support



Say that given all the ideas covered so far, it should be clear that there is a lot more to running a CERT program than just giving CERT Basic Training. A CERT program is usually involved in many activities and the CERT Program Manager will be responsible for most of them.

Ask:

What are tasks and activities that a CERT Program Manager might take on to help sustain the program?

Five Critical Elements

Tell participants that keeping a program going involves five critical elements. All the activities just mentioned cover one or more of these five elements:

- Volunteers are retained
- Skills are sharpened
- Teams respond effectively
- Program is run efficiently
- There is external program support

Stress that any program task or activity should support one or more of these elements of program maintenance.

Explain that one program activity, if modified, might address several maintenance activities.

For example, an exercise will help sharpen members' skills and team response. However, if things are done to engage fire department officers and elected officials as observers or participants, the exercise will also boost external support.

Note that the degree to which each activity will add to overall program strength varies among local CERT programs. It is important for every Program Manager to think about how different activities will make the most difference in sustaining their local program.

Activity: Program Maintenance Matrix

Purpose: This activity allows participants and the instructor to work together to find actions that do the most for program maintenance.

Instructions: Follow the steps below to do the activity.

1. Participants work on their own.

Page 9-8 2019 Update



- 2. Have participants turn to the *Program Maintenance Matrix* in the Participant Guide and on the following page in the Instructor Guide.
- 3. Show the list of tasks and activities made in the last discussion.
- Show the prepared easel pad page (or whiteboard) list of the five critical elements of program maintenance.
- 5. Go over the instructions:
 - Ask for a volunteer to identify one task/activity from the list of tasks and activities made during the last discussion.
 - Write the task/activity on the left side of the prepared easel page.
 - Ask participants to say which of the critical maintenance elements the task/activity supports.
 - Place a check mark under the element(s) mentioned.
 - Continue until 17 of the activities have been transferred to the *Program Maintenance Matrix*
 - Go over each of the 17 tasks/activities on the chart and add up the number of check marks for each
 - Point out which tasks/activities support more than one element. With a limited amount of time and resources, Program Managers will want to focus their energies where they have the greatest impact.
- 6. Have participants turn to the *Draft Program Plan* in Unit 1 of the Participant Manual and the Instructor Guide. Ask them to complete the second part of the tenth section.
- 7. Have participants individually record in their Draft Program Plan the ideas they have for tasks/activities they may want to add or redesign to make program maintenance efforts most efficient.

<u>Debrief</u>: Remind participants to plan their tasks and activities so that they get the biggest "bang for their buck" in terms of sustaining the program.

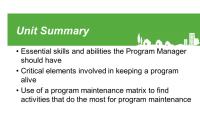
Program Maintenance Matrix

<u>Directions</u>: Refer to **Table 43: Program Maintenance Matrix** below to complete this activity Enter a task or activity in the left column. For each task/activity, show with a check mark which critical program maintenance element(s) it best supports.

Table 43: Program Maintenance Matrix

Task or Activity	Retain Volunteers	Sharpen Skills	Effective Team Response	Capable Program Administration	External Program Support

SECTION 4: UNIT SUMMARY



Check for understanding.

Tell participants that this unit has looked at program maintenance, specifically:

- Essential skills and abilities the Program Manager should have;
- Critical elements involved in keeping a program alive; and
- Use of a program maintenance matrix to find activities that do the most for program maintenance.

Do you have any questions about anything covered in this unit?

Conclusion

The next unit wraps up the CERT Program Manager course