# G0427: Community Emergency Response Team (CERT) Program Manager Course

**Student Manual**

Date Released: 04/2021

FEMA

# Contents

# Unit 1: Introduction and Overview

# Target Audience

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.

# CERT Program Manager Participant Manual

Participant Manual

# CERT Program Manager: Course Overview

Participant Manual

# CERT Program Manager Unit 1: Introduction and Overview

Participant Manual

In this unit, you 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?

# Visual 1: Unit 1: Introduction and Overview CERT Program Manager

**Unit 1: Introduction and Overview**

## SECTION 1: COURSE PREVIEW

Welcome to the Community Emergency Response Team Program Manager course.

# Visual 2:      Housekeeping

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

# Visual 3:      Introduce Yourself

- Name
- Your CERT Program
- Your expectations for this course

# Visual 4:       Course Purpose

- To prepare CERT Program Managers for the tasks required to establish and sustain an active local CERT program
- Relevant for all Program Managers
    - Those starting new program
    - Those building on existing program

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

This course is relevant for:

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

Each person should leave with new ideas to help start a new program or to refresh an ongoingprogram.

# Visual 5:      Learning Objectives

- Overall: To draft or update basic local CERT program plan
- Primary learning objectives
    - Define purpose and most important components of CERT program (Unit 1)
    - Use strategic planning to define mission and goals for local CERT program (Unit 2)
    - Describe how and why to promote local CERT program (Unit 3)

An overall activity throughout this course will be to draft or update a basic local CERT programplan.

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 theCERT Program Manager course.

After completing this training, participants will be able to:

1. Define the purpose and most important components of a local CERT program. (Unit 1)
2. Use strategic planning to define the mission and goals for a local CERT program. (Unit2)
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. Create a process for evaluating a local CERT program. (Unit 8)
9. Describe how to sustain a local CERT program. (Unit 9)

Each course objective also has sub-objectives, which are included on the following pages.

# Visual 6:      Learning Objectives

- Primary learning objectives (cont'd)
    - o Create process for working with volunteers and instructors (Unit 4)
    - o Create process for acquiring and managing program resources (Unit 5)
    - o Build plan for delivering and managing safe training and exercises (Unit 6)

# Visual 7:      Learning Objectives

- Primary learning objectives (cont'd)
    - o  Describe the role of policies and procedures in CERT programs (Unit 7)
    - o  Develop process for evaluating CERT program (Unit 8)
    - o  Describe how to sustain a local CERT program (Unit 9)
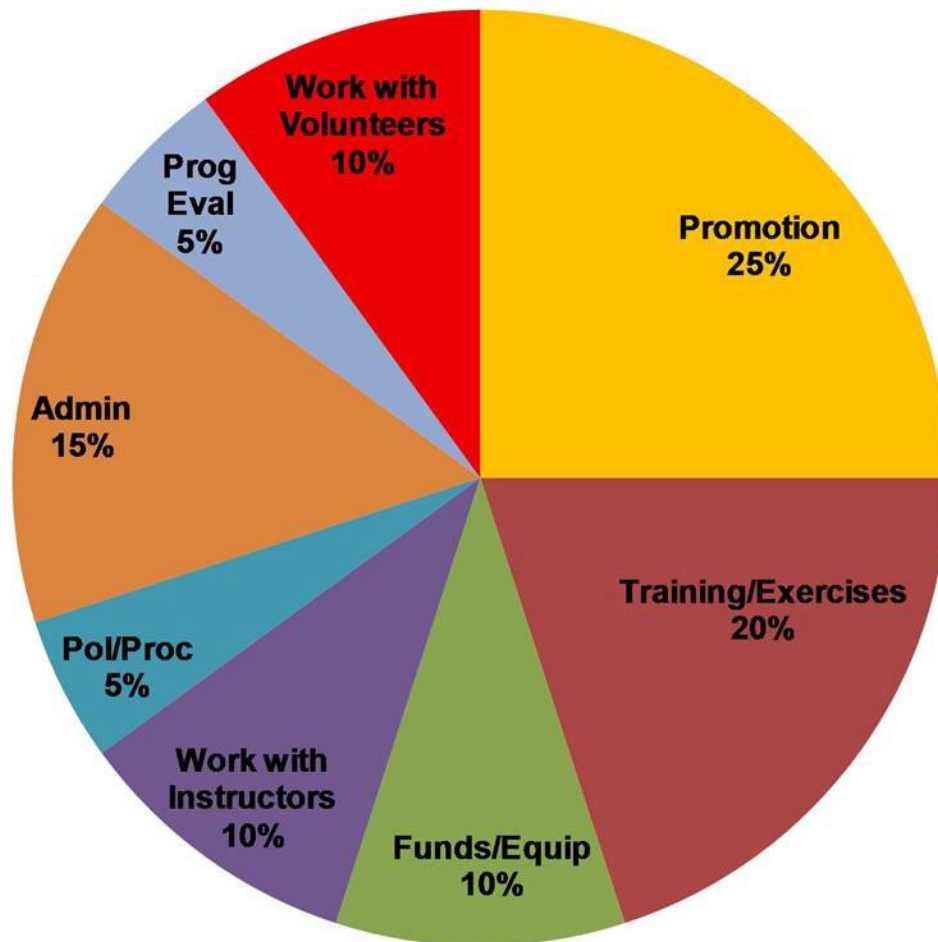
# Program Manager Course Learning Sub-Objectives

After completing this training, participants will be able to:

1. 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)

   o Explain why a CERT program must have clearly defined goals and objectives.
   o Create draft goals and objectives for a CERT program.

3. Describe why and how to promote a local CERT program. (Unit 3)

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

4. Create a process for working with volunteers and instructors. (Unit 4)

   o Describe how to recruit and orient volunteers and instructors.
   o Explain why it is important to track volunteers and instructors.
   o Describe ways to manage volunteers and instructors.
   o Find techniques for retaining volunteers and instructor.
   o Find strategies for terminating a volunteer or instructor.

5. Set a process for acquiring and managing program resources. (Unit 5)

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

6. Build a plan for delivering and handling safe training and exercises. (Unit 6)

   o Identify training and exercises required or available for CERT volunteers.
   o Explain how to tailor CERT Basic Training content.
   o Identify tasks needed for handling CERT trainings.
   o Describe the parts of a CERT Training and Exercise Plan.
   o 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)

   o Explain why policies and procedures are needed to run a successful program.
   o  Find policies and procedures needed to start and run a program.
   o Find resources for creating program policies and procedures.

8. Develop a process for evaluating a local CERT program. (Unit 8)

   o Explain what a program evaluation is.
   o Describe the reasons for evaluating a program.
   o List the steps for evaluating different program parts.

   o Knowing the features of a Program Report.

9. Describe how to sustain a local CERT program. (Unit 9)

   o Describe the knowledge, skills, and abilities a Program Manager must have in order to run a program.

   o Identify elements needed for sustaining a program.

   o Explain a technique for finding program activities that do the most for program maintenance.

## Visual 8:      CERT Program Management



As the learning objectives suggest, a local CERT program includes much more than just conducting CERT Basic Training. Some experienced CERT Program Managers have estimatedthat the CERT Basic Training only covers 20% of their work. This course reviews the other keyactivities needed for an active program.

# Visual 9:      What is a CERT Program?

- How do CERT programs get started
- What is a CERT program
- How CERT programs interact with emergency response systems and the community

## SECTION 2: WHAT IS A CERT PROGRAM?

Before getting into the details about how to manage a CERT program, you should have a clearpicture of:

- CERT History
- CERT Program
- CERT and the Community

# Visual 10:    CERT Impetus

- What was the impetus for CERT?
    - An estimated 10,000 people died in the 1985 Mexico City earthquake
        - 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

**What was the impetus for CERT?**

- An estimated 10,000 people died in the 1985 Mexico City earthquake and its aftermath. 700people 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 likelybe on their own during the early stages of a catastrophic disaster.

# Visual 11:    CERT Pilot

- **When was the first CERT program piloted?**
  - o   1986 in Los Angeles for earthquake response

**When was the first CERT program piloted?**

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

# Visual 12:    How CERT Spread

- How did the CERT Program spread?
    - o Other jurisdictions adapted CERT model for earthquake response
    - o Orlando (FL) then adapted CERT model for hurricane response
    - o In early 1990s, FEMA felt that CERT should be made available to communities nationwide
    - o In 1994, FEMA Emergency Management Institute (EMI) began conducting CERT Train-the-Trainer course

**How did the CERT Program spread?**

- Other jurisdictions, including San Francisco, Portland (OR), and the State of Utah, adaptedthe CERT model for earthquake response in their communities. Orlando (FL) then adaptedthe 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 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 conduct the CERTTrain-the-Trainer course.

# Visual 13:　　CERT Program

- **Where is the CERT Program currently housed?**
    - o Integral to Citizen Corps Program since 2003
    - o Currently housed in the Individual and Community Preparedness Division at FEMA

**Where is the CERT Program currently housed?**

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.

# Visual 14:    CERT Purpose

- **What is the purpose of the CERT Program?**
    - To be a resilience asset
        - Resilience includes steady-state preparedness efforts as well as disaster response
    - To be an extension of first responder services until professional services arrive

What is the purpose of the CERT Program?

At its basic level, the purpose of the CERT Program is to train and organize communitymembers:

- To be a response asset in an emergency or disaster; and
- To be an extension of first responder services until professional responders arrive. CERTs areorganized to respond in different venues, for example:
- Neighborhoods;
- Work places;
- High schools;
- College/university campuses;
- High-rise buildings; and
- Rural areas.

Some local CERT programs refer to multiple individual teams across their service area, whileother programs refer to all their participants as a single team.

# Visual 15:     CERT Volunteer Priorities

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

  - First, they help themselves and their families
  - Second, they help their neighbors, coworkers, or others nearby
  - Third, they help the larger community

## CERT Volunteer Priorities

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

CERT volunteers always w

ork 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.

# Visual 16:    CERT and the Community

- As the CERT concept has taken hold across the country, CERTs have become involved in community preparedness and response capability
- **What other activities do CERTs participate in besides disaster response?**

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

See CERT in Action! on the national CERT website to read stories about local CERT response inactual emergencies at [Community Emergency Response Team](https://www.ready.gov/cert) (https://www.ready.gov/cert).

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

In addition to disaster response, CERTs are involved in other volunteer services, including helping with traffic management at large community events, giving presentations on emergency preparedness to community groups, installing smoke detectors for low income residents, staffingthe first aid booth at events, and more.

# Visual 17:    CERT and Emergency Response

- No community can staff for major disasters or even large emergencies
- A community counts on help from neighboring communities via mutual aid agreements
- Sometimes they cannot respond

**At such critical times, a CERT program boosts a community's ability to respond**


The CERT program supports the emergency response system because:

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

To be effective, the local CERT program must connect with the existing response system. Throughout this training, think about your relationships with response agencies and how toestablish or improve them.

# Visual 18:    Emergency Response Linkages

- Local CERT program must connect with existing response system
- During this course, think about:
    - What relationships with response agencies are, or should be, in place
    - How to establish or improve them

# Visual 19: Program Plan

- You will design a draft plan for your program
    - New Program Managers will start from scratch
    - 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 (https://www.ready.gov/cert).

## SECTION 3: THE DRAFT PROGRAM PLAN

During the course, you will work on a Draft Program Plan that you design yourself. Developingthis 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.

The Draft Program Plan begins on the next page. You will be working on the Draft Program Planthroughout the course.

There is an electronic version of the blank Draft Program Plan template with the CERT ProgramManager course materials at the national CERT website, Community Emergency Response Team (https://www.ready.gov/cert).

# CERT DRAFT PROGRAM PLAN

Unit 1: Program Goal and Objectives

**Instructions:**

1. New Program Managers: Draft an overall program goal and 1-2 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, time bound):

**People who should review the goal/objectives** (include an individual's name, an agency/organization name, or both):

## People who should review the goal/objectives:

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.

| | |
|---|---|
| 1. | 7. |
| 2. | 8. |
| 3. | 9. |
| 4. | 10. |
| 5. | 11. |
| 6. | 12. |

# Unit 2. Program Partners

**Instructions:**

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

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

| Current Partners | Potential Partners |
|---|---|
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

# Unit 3. Promoting to Target Audiences

**Instructions:**

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

| Stakeholder/Partner | Promotional Message | Promotional Strategies |
|---|---|---|
|  |  |  |
|  |  |  |
|  |  |  |

# Unit 4. Working with Volunteers

Recruitment

**Instructions:**

Complete the matrix with ideas for your CERT program. Do not include "word-of-mouth."

| I could try to recruit volunteers here. | I could use these elements in the recruitment message. |
| --- | --- |
|  | Opening:<br><br>Statement of need:<br><br>Statement of solution:<br><br>Why volunteer could do job:<br><br>What's in it for the volunteer: |
|  | Opening:<br><br>Statement of need:<br><br>Statement of solution:<br><br>Why volunteer could do job:<br><br>What's in it for the volunteer: |
|  | Opening:<br><br>Statement of need:<br><br>Statement of solution:<br><br>Why volunteer could do job:<br><br>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 8: Potential Instructors

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

Table 8: Potential Instructors

| Ideas I want to remember for retaining instructors: |
| --- |
|  |

# Unit 6. Procuring and Managing Resources

**Instructions:**

1. Complete Table 11 by considering management issues related to procuring program resources.
2. Complete Table 12 by considering data collection and record keeping requirements.

| Resources | Factors to Consider |
|---|---|
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

| Data or Records to Collect | Best Ways to Collect and Access Data/Records |
|---|---|
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

# Unit 6: Training and Exercises

Instruction:

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

**My draft scenario for CERT Basic Training, Unit 7:**

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

**Sample Training Schedule**

| Week 8 Before Training | Week 7 Before Training | Week 6 Before Training | Week 5 Before Training |
| --- | --- | --- | --- |
| | | | |

| 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 |
| --- | --- | --- | --- |
| | | | |

| Week 4 Before Training | Week 3 Before Training | Week 2 Before Training | Week 1 Before Training |
|---|---|---|---|
|  |  |  |  |

## Draft Training and Exercise Plan

| Objective | Plan for Meeting Objective | Logistical Needs to Meet Objective | Risk to Members | Evaluation of Objective |
|---|---|---|---|---|
|  |  |  |  |  |

| Objective | Plan for Meeting Objective | Logistical Needs to Meet Objective | Risk to Members | 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 feeling of general confusion
- Requests from CERT members for more training on a particular procedure
- 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

**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 Be Consulted |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |

| Topic of Policy/Procedure | Research Needed | Individuals to Be Consulted |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |

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

**Learning Objectives**

| |
|---|
| 1. |
| 2. |
| 3. |
| 4. |
| 5. |
| 6. |
| 7. |
| 8. |
| 9. |

# Unit 8. Program Evaluation

**Instructions:**

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

**Goal #1.**

| |
|---|
| Objective #1: |
| Objective #2: |
| Objective #3: |

**Goal #2.**

| |
|---|
| Objective #1: |
| Objective #2: |
| Objective #3: |

**Goal #3.**

| |
|---|
| Objective #1: |
| Objective #2: |
| Objective #3: |

**Ideas for evaluating my Goal #____.**

## Unit 9. Keeping the Program Going

| |
|---|
| **Three areas where I do well (three strengths):** |
| **Three areas where I want additional training:** |
| **Three areas I might want to delegate or share:** |
| **Ideas for tasks/activities to add or redesign to make my program maintenance efforts most efficient:** |

# Visual 20:    Unit Summary

- Course preview

  o   Purpose and learning objectives

- What is a CERT program?

  o   CERT history, purpose, and activities
  o   CERT and the community
  o   CERT and the emergency response system

- The Draft Program Plan

## SECTION 4: UNIT SUMMARY

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 introducedthe Draft Program Plan that participants will complete during the course.

# Unit 2: Setting A Program Vision

# CERT Program Manager Unit 2: Setting a Program Vision

Participant Manual

In this unit, you 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?

# Visual 1:      CERT Program Manager

**Unit 2: Setting a Program Vision**

## SECTION 1: UNIT OVERVIEW

This unit looks at program goals and how they are developed. By the end of this unit, you will be able to:

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

This unit will look at:

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

# Visual 2:      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

# Visual 3:     Unit Topics

- The importance of setting goals
- Defining program goals and objectives
- The goal setting process

# Visual 4:      Importance of Goal Setting

- Every CERT program is different
    - o No specific model is presented in this course
- Every program must have a vision
    - o Program goal describes that vision
    - o Program goal is the starting point to measure progress against

## SECTION 2: THE IMPORTANCE OF GOAL SETTING

Every CERT program must have a clear vision. An effective CERT program will vary in methodology from one community to another. Therefore, this course will not give one specificmethod for running a program.

The starting point of any project should be defining an achievable end goal. With this end goal inmind, the project can be designed and measured to see if progress has been made or if changes are needed.
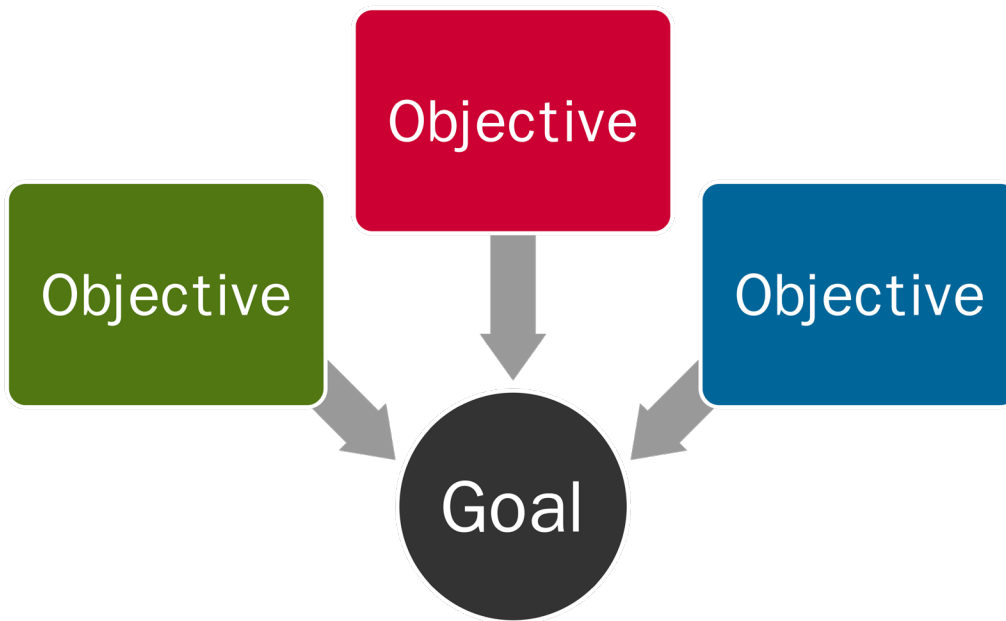
# Visual 5:     Activity

**Brainstorm Program Goals**

**Purpose:** This activity generates a list of possible program goals.

**Instructions:** Respond to the question asked.

# Visual 6:       Goals and Objectives

- Every program needs a goal and objectives
  - Goal: program purpose
  - Objectives: specific actions to reach the goal



## SECTION 3: WHAT ARE PROGRAM GOALS AND OBJECTIVES?

Every program needs a goal and objectives.

- The program goal is a clear and brief statement about the program's purpose. Sometimesit is called a mission statement.
- The goal will describe what the program will do, for whom, and in what geographic area.

  - Example: "The Anywhere CERT Program will manage disaster relief operations inthe neighborhoods of CERT volunteers until professional responders arrive."
  - Example: "To do the greatest good for the most people in the least amount of time."

- Specific goals, called objectives, describe planned future results and certain actions.

  - Example: "To provide two CERT Basic Training courses each calendar year."

# Visual 7:     Program Goal

- Also called mission statement
- Clear and succinct statement about program's purpose
- **What** you will provide **to whom** and **where**

"The XYZ CERT Program will manage disaster relief operations in the neighborhoods of CERT volunteers until professional responders arrive."

# Visual 8:     Program Objective

- Describes what you will do to accomplish goal
- Effective objectives are SMART
  - o  Specific
  - o  Measurable
  - o  Achievable
  - o  Relevant
  - o  Time-Bound

"Provide two CERT Basic Training courses each calendar year."


- Specific program objectives must meet several criteria. They must be SMART:

  - **S**pecific: The objective is clear and well-defined.
  - **M**easurable: A method is in place to track progress towards reaching the goal.
  - **A**chievable: The resources are available to complete the objective.
  - **R**elevant: The goal lines up with the CERT program vision.
  - **T**ime-bound: The objective includes a due date or a time for completion.

# Visual 9:      Activity

**Identify Goals and Objectives**


Activity: Identify Goals and Objectives

**Purpose:** This activity allows you to practice distinguishing between program goals and programobjectives.

**Instructions:** Respond to the question asked.

# Visual 10:    Activity

**Evaluate Objectives**

**Purpose:** This activity allows you to recognize effective objectives.

**Instructions*:***

1.  Work on your own to complete the Examples of Program Objectives worksheet on thenext page.
2.  For each objective, 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?

3.  Prepare to talk about your responses.

## 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.

| Question | 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.

| Question | 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.

| Question | 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, 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.

| Question | 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 Basic Training and annual refresher training to all 170,000 county residents.

| Question | 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.

| Question | 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.

| Question | 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

# Visual 11:    Goal Setting Process

How to set program goals



## SECTION 4: THE GOAL SETTING PROCESS

The program goal setting process will incorporate your understanding of what a goal is and whatan objective must include to be effective.

# Visual 12:    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:

   o   Progress toward reaching objectives
   o   Whether objectives still fit the goal

5. Develop new goal/objectives, as needed


## The Five Steps in the Goal Setting Process

Here are 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.

Setting program goals is an iterative process. Over time, the CERT program must check its goal/objectives to make sure that they line up with the needs of the community. That meansgoing back to Step 1 to review and update the goal and objectives.

# Visual 13:    Iterative Process

- A CERT program must periodically check its goal/objectives to keep them in line with community needs
- 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

# Visual 14: #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

## Step #1: Identify Community and Sponsor Needs

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.

# Visual 15:    What Do You Think?

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

# Visual 16:    Community Needs

- **When you ask about your community's needs, what do you want to determine?**
  - What hazards are possible in the community?
  - What is the emergency management system in the community and who is in charge?
  - Have there been other community-based public safety efforts?
  - How successful have they been?
  - Have some homeowners and businesses taken preparedness actions?
  - What support is available for CERT?

Here are some of the things to determine about your community's needs:

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

# Visual 17: People to Talk With

- **With whom do you need to talk to find out about community needs?**
  - o Fire department; law enforcement agency
  - o Emergency manager
  - o Neighborhood associations
  - o Community leaders
  - o Transportation department
  - o Local college or university
  - o Businesses who have prepared for emergencies, either voluntarily or because they are required by law

Here is 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 arerequired by law

# Visual 18:     Vision/Promotion Overlap

- Important to set the program vision and promote the program at same time:
  - 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

There is an overlap between setting your program's vision and promoting your program'sservices (Unit 3). It is useful to do these things together.

- Promote your program after creating a program vision.
- Set the vision for your program by including input from other community members.
- Include the input of community representatives after they learn about the program.

# Visual 19:    Teach about CERT

- What is CERT's purpose
- How it has been used around the country
- How it can benefit a department, agency, or group
- How it can benefit the community

When you talk with the community representatives to figure out your community's needs,prepare to teach them about the CERT Program:

- What its purpose is;
- How it has been used around the country;
- How it can benefit their department, agency, or group; and
- How it can benefit your community.

# Visual 20:      #2: Create Draft Goals

- One overall program goal
- Several objectives
  - o Program decides on how many objectives to develop

# Start Small!

## Step #2: Create Draft Goal/Objectives

Once the community's needs have been determined, you will have gotten some direction forcreating draft goal/objectives.

The number of objectives to set will depend on the program. However, if you are creating a newprogram, start with a small and simple program scope that is manageable!

# Visual 21:    #3: Test Goal/Objectives

- Get feedback and guidance on program goal/objectives from stakeholders you talked with during assessment
- This does two things
  - o  If the goal does not meet community needs, the representatives will give other guidance
  - o  Encourages community representative buy-in
    - ▪  People who feel ownership of the program will be stronger supporters

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

The program organizers should go back to the community representatives for their feedback onthe 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 for theprogram.

# Visual 22:    Activity

**Draft Program Plan:**

**Create Program**

**Develop Program Goal and Objectives**

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

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

 **Instructions:**

1.  Go to the Draft Program Plan in Unit 1.
2.  Complete the first section, Program Goals and Objectives, on your own.

# Visual 23:    #4: check Progress

- Periodically ask:
    - o  Is the program making progress toward the objective?
    - o  Is the objective still fitting for the program?

### Step #4: Periodically Check Program Progress

A CERT program does not set an objective once, put it in a drawer, and forget about it. Programobjectives represent the needs of a changing community. Therefore, they must periodically be checked to confirm the following questions.

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

# Visual 24:    Strategic Planning

- **How does a program review its own objectives?**
  - Through strategic planning
    - Where program goal is going over next year
    - How the program will reach the goal
    - How the program will decide when the goal is met
  - Strategic planning resources
    - Online
    - Get help from local resource

Reviewing program objectives is part of the process known as strategic planning. Strategicplanning 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.

Strategic planning is not very complicated, but it is also not a common skill of ProgramManagers. There are many resources available, including:

- Online;
- Through this course; and
- By finding a strategic planner to help with the CERT program. Some sources might be:

  - A community college;
  - A local volunteer clearinghouse; and/or
  - Someone employed by a program sponsor.

# Visual 25:    Two Tools

- Questions to Get You Started
- SWOT Analysis
  - **S**trengths, **W**eaknesses, **O**pportunities, **T**hreats
  - Process
    - Identify an opportunity
    - Identify internal and external factors that are helpful or harmful to making opportunity a reality

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

1. Questions to Get You Started (next page)

   - 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 theprogram going.

2. Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis

   - SWOT Analysis is a strategic planning method used to evaluate whether the programis practical and to reduce financial risk.
   - SWOT Analysis finds the internal and external factors that are helpful or harmful tomaking a program opportunity 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.

| Category | Questions |
|---|---|
| **Baseline of Community Awareness** | • How would you assess the community's awareness of risk?<br>• Have there been previous community-based public safety efforts?<br>• Have some homeowners and businesses taken preparedness actions? |
| **Industry and Business** | • What businesses have a history of actively preparing for emergencies?<br>• What businesses are required by law to have response plans?<br>• What businesses are the top employers in your community?<br>• Which businesses have a corporate culture that encourages volunteering?<br>• 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?<br>• Are there journalists or reporters who have covered stories on natural hazards, emergency preparedness, or emergency response exercises?<br>• Which local media outlets have the greatest potential to be effective partners?<br>• 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?<br>• Can you encourage medical professionals to participate actively in promoting preparedness? |
| **Community Leaders** | • Which community leaders might champion this initiative?<br>• Which community organizations are typically active in community initiatives or events?<br>• Can you get explicit support from local public officials? |
| **Educational Institutions** | • Have any educational institutions participated in any type of natural hazard preparedness or response activities?<br>• 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)?<br>• 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:

| Helpful | Harmful |
|---|---|
| **Strengths:**<br>Positive internal factors within your control. Things you could build on. | **Weaknesses:**<br>Negative internal factors within your control. Things you should restrict or improve. |

**External**

| Helpful | Harmful |
|---|---|
| **Opportunities:**<br>Positive external factors outside your control. Things you could build on. | **Threats:**<br>Negative external factors outside your control. Things you should try to minimize. |

## Visual 26:     #5: Develop New Goals

- CERT program changes as community needs change
- Update goals to reflect changes
- Repeat full goal setting process



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

Follow the goal setting process even though it may be tempting to ignore it.

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

# Visual 27:    Unit Summary

- Goals are important to all programs both ongoing and new
  - o Overall program goal
  - o Specific objectives

- Use five step goal setting process

You should now understand that a CERT program is not created separately if it is going to be successful. To be a resource for the community, it must be clear where the program is going andhow it is going to get there with input from everyone involved.

Goals and objectives are the tools used to lay out the program's future. They are an importantpart of managing existing programs and starting new ones.

# Unit 3: Promoting Your Program

# CERT Program Manager Unit 3: Promoting Your Program

Participant Manual

## UNIT 3: PROMOTING YOUR PROGRAM

In this unit you 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 Initiate 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?

# Visual 1: CERT Program Manager

**Unit 3: Promoting Your Program**

# Visual 2:    SECTION 1: UNIT OVERVIEW

By the end of this unit, you 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

## SECTION 1: UNIT OVERVIEW

By the end of this unit, you will be able to describe why and how to promote a local CERTprogram:

- 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.

# Visual 3:      Unit Objectives

- By the end of this unit, participants will be able to:
    o Explain how the process of goal setting links to program promotion
    o Describe CERT key messages to include in program promotion
    o Find ways to promote a program to different audiences

## Visual 4:     Unit Topics

- 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

## SECTION 1: UNIT OVERVIEW

This unit will look at:

- Why we promote
- To whom we promote
- How to gain support through partnerships
- The relationship between program promotion and goal setting
- How to create and foster partnerships
- The promotional message

# Visual 5:       Promotion: Why and Who

- Top priority for Program Managers

# Visual 6:     Why Promote?

- **Why is it important to promote your CERT program?**
  - To get program started
  - To recruit volunteers
  - To keep program visible
  - To gain support from:
    - Public
    - Possible sponsors
    - Community officials
    - Professional responder
  - To teach the community about need for preparedness

Program promotion tops the list of priorities for CERT Program Managers. Reasons why CERTprograms 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.

# Visual 7:      CERT Stakeholders

- Every community member is a stakeholder
- CERT program needs support of stakeholders to succeed
- Support may be passive or active



Every member of the community—from individuals to businesses to government officials—hasan 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. That is, not all possible stakeholders will end up beingactive CERT volunteers.
- In some cases, stakeholders will see how useful it is to have a more active role in theCERT program. They see that the CERT program can help them and the community.

# Visual 8:        CERT Benefits

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

- Supports emergency management and its agencies
- Boosts community's ability to respond to emergencies
- Is reliable resource for emergency responders in non-emergency situations
- Improves home and workplace preparedness
- Gets neighborhoods and workplaces involved with public safety


A CERT program benefits 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.

# Visual 9: Importance of Partnerships

- Partners are stakeholders who see how useful it is to have more active role in CERT program
- Partnerships are needed to start and sustain a CERT program

## SECTION 3: THE IMPORTANCE OF PARTNERSHIPS

Possible partners are stakeholders who see how useful it is to have a more active role in the CERT program. Partnerships are needed to start and sustain a CERT program. Refer to Table 31to identify possible partners and their benefits to CERT in your community.

| Possible Partners | Benefits to CERT |
|---|---|
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

# Visual 10:    What Do You Think?

- Think about a list of benefits that a CERT program can bring to stakeholders
- **Who might your CERT program want as partners?**

# Visual 11:    What Do You Think?

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

See the *Developing Partners Checklist* on the next page.

Some partners – homeowner's associations, Neighborhood Watch groups and school groups – are"ready-made" partners. This checklist gives you some ideas of additional partners.

# 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.

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

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

# Visual 12:    Activity

**Draft Program Plan:**

**Identify Possible Partners**


Activity: Draft Program Plan - Identify Possible Partners

**Purpose:** This activity helps current Program Managers identify existing important partnershipsthat should be continued. It helps all Program Managers find groups in their community to consider for partnerships.

**Instructions:**

1. Go to the Draft Program Plan in Unit 1.
2. Individually complete the first column of the second section, *Program Partners.*

# Visual 13:    The Overlap

- Overlap between setting your program's vision and stakeholders/partners
  - o CERT program has vision and initial goals
  - o CERT program reaches out to a possible partner to explain how new community resource (CERT) could help them
  - o CERT program asks for input and includes it when setting final program goals
- This results in stronger support for the CERT program

## SECTION 4: PROGRAM PROMOTION AND GOAL SETTING

Unit 2 talked about the overlap between setting your program's vision and promoting yourprogram.

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

program.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 communityresource (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.

# Visual 14:    Levels of Partners

- For some partners program promotion and goal setting are tied together
- For other partners, CERT program sets goals first and then promotes program
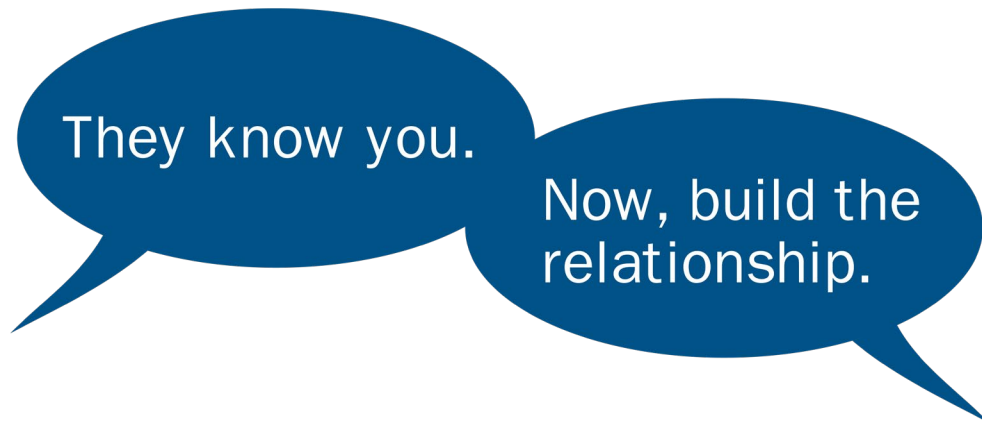


This method is not used for all program partners. A CERT program has different levels ofpartners:

- 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.

# Visual 15: Program Partners

- **For which stakeholders/partners are goal setting and promotion tied together?**
  - o Those whose approval is needed for the program to exist

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

# Visual 16: Program Partners

- **For which stakeholders/partners do you set the program goals first and then do program promotion after?**
  - Separate for program volunteers and for those with minor involvement in the program

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

# Visual 17:    Activity

**Draft Program Plan:**

**Program Partners and Goal Setting**


Activity: Draft Program Plan - Program Partners and Goal Setting

**Purpose:** This activity allows Program Managers to go over the list of current and possiblepartners and decide whether they should be included in goal setting.

**Instructions:** Follow the steps below to do the activity.

1. Go to the Draft Program Plan in Unit 1.
2. Individually complete the second column of the second section, Program Partners, bywriting down whether the partner should be included in goal setting.

# Visual 18:    Create Partnerships

- Recruiting partners is like putting together a winning team
  - Takes careful planning
- Often Program Managers have only one chance to introduce CERT to many potential partners
- Make sure your approach is well-planned

## SECTION 5: HOW TO CREATE AND FOSTER PARTNERSHIPS

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, sothey should carefully think through how to do it.

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.

# Visual 19:    How to Develop Partnerships

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

The next step looks at the process for creating and fostering partnerships. This process includesfive 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.

# Visual 20:    #1 Create Program Description

- 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 do
- 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

## #1 Create a Program Description

Even before a Program Manager reaches out to a possible partner, the Program Manager musthave 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.

See *What to Include in Your Program Description* on the next page.

# Visual 21:    Program Description 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

# 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.

| Topic | What to Include |
|---|---|
| **Current Situation in the Community** | • Threats faced by the community<br>• Population needs<br>• Number of professional responders<br>• How CERTs can augment the response |
| **Program Goals and Expectations** | • An overview of what CERTs will do in an emergency or disaster<br>• How CERTs will work with professional responders<br>• Number of people trained in the first year<br>• Estimated number of people trained over the first five years<br>• 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.)<br>• Training methods |
| **Team Organization** | • Types of teams: Neighborhood teams, rural area teams, workplace teams, non-profit organization teams, and others<br>• How the Incident Command System (ICS) will be used to manage the CERT response |
| **Linkages with the Existing Response System** | • Protocols for self-activation and call out<br>• Procedures for communicating with professional responders<br>• Level of control by emergency responders |

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 promoteyour program.

# Visual 22:　　#2: Develop Plan

- Give careful thought to how you will approach each partner that you have targeted for participation

## #2 Develop a Plan for Approaching Each Partner

You will want to give careful thought to how you will approach each partner that you havetargeted for participation.

# Visual 23:    #2: Develop Plan

- Prepare for a meeting with each potential partner
  - o Research the group
  - o Find ways you can help each other
  - o Create talking points

*Develop a Plan Checklist*


There are three parts to developing a partner approach plan. To prepare for a meeting with apotential partner:

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

See *Develop a Plan Checklist* below.

# 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 Where You Can Help Each Other**

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

**Develop 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.

# Visual 24: #3: Hold Meeting

- Be on time
- Be well prepared
- Be clear and brief
- Make sure to listen as well as talk
- End meeting on time

## #3 Hold a One-on-One Meeting

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

Here are some reminders 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.

# Visual 25:    #3: Hold Meeting

- Follow up meeting with letter/email
  - o Thank the person with whom you met
  - o Briefly repeat your key points
  - o State when you will contact them again


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.

# Visual 26:    #4: Keep in Contact

- Talk regularly with group's contact
- Make it a win-win relationship
  - o Promote your partners as you promote CERT program
  - o Offer services to partner
  - o Make it easy to do business with CERT program

#4 Keep in Contact

Program Managers should find a contact person within the group and speak regularly with that person. The frequency of communication depends on the type of partnership. For example, sponsors will hear from the Program Manager more often than the president of a NeighborhoodWatch group will.

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 toinformation on emergency preparedness).
- Make it easy to do business with the CERT program.

# Visual 27: #5: Watch for New Partners

- Finding new partners is ongoing job
  - o Keep notes of contacts you make and possible resources they can provide
  - o Encourage partners to call on others who can help the CERT program

Every community has go-getters in the public and private sector who can lead powerfully andeffectively. Finding new partners is an ongoing job.

- Keep notes of contacts you make and the possible resources they can provide.
- As you recruit partners, encourage them to call on others who can help the CERTprogram, personally or financially.

See *Gaining Support from Local Leaders* on the next page. It provides important information onworking 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 have been 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.

# Visual 28:　　Promotional Message



## SECTION 6: THE PROMOTIONAL MESSAGE

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.

# Visual 29:     Key Messages

- What are the key messages and values of the CERT Program?
    - Safety, safety, safety; "safety first"
    - Teamwork Community members helping each other in the neighborhood, workplace, school
    - Valuing volunteers and CERT as an asset to the community
    - Preparedness


Remember the key CERT messages:

- Safety, safety, safety; "safety first"
- Teamwork
- Community members helping each other in the neighborhood, workplace, school, andother 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

# Visual 30:    Key Messages

- **What are the key messages and values of the CERT Program? (cont'd)**
  - o Importance of each person's contribution
  - o Practice, practice, practice
  - o Self-sufficiency and problem-solving, rather than the victim role
  - o Leadership Ability to do the greatest good for the greatest number in the shortest amount of time

# Visual 31:    Which Message Is Right?

- Needs of target audience dictate:
    - o What promotional message CERT program uses
    - o How that message is communicated



The promotional message a CERT program uses and how it communicates that message dependson 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.

# Visual 32:    Activity

**Promoting the CERT Program**

Activity: Promoting the CERT Program

**Purpose:** This activity breaks participants into small groups to brainstorm techniques forpromoting the program to different audiences.

**Instructions:**

1. Break into five small groups.
2. A different target audience will be assigned to each small group.
3. Complete the worksheet, *Promoting the CERT Program*, on the next page.
4. Be prepared to describe your plan.

## Promoting the CERT Program

**Instructions:**

Our target audience:

Our goal:

1. 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.

# Visual 33:    Activity

**Draft Program Plan:**

**Promoting to Target Audiences**

Activity: Draft Program Plan - Promoting to Target Audiences

**Purpose:** This activity lets you list your ideas about what promotional messages and strategiesyou will use for three partners of your CERT program.

**Instructions:**

1.  Go to the Draft Program Plan in Unit 1.
2.  Individually complete the matrix in Section 3, *Promoting to Target Audiences.*

# Visual 34:    Unit Summary

- 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

## UNIT SUMMARY

UNIT SUMMARY 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.

# Unit 4: Working with Volunteers

# CERT Program Manager Unit 4: Working with Instructors and Volunteers

Participant Manual

## UNIT 4: WORKING WITH VOLUNTEERS

In this unit you will learn about:

- **The Role of Program Manager, the Instructor, and the CERT Volunteer.** What should you 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 do you create content for the membership application and decide on tasks for the instructors or volunteers? □
- **How to Track Instructors and Volunteers.** What measurable information should you track for instructors and volunteers? □
- **Manage Instructors and Volunteers.** Why do instructors and volunteers need to be managed? □
- **How to Retain Instructors and Volunteers.** How do you meet the needs of instructors and volunteers, effectively communicate, and show recognition of their value? □
- **When to Terminate an Instructor or Volunteer.** What should you do if it is necessary to eliminate an instructor or volunteer?

# Visual 1:     CERT Program Manager

**Unit 4: Working with Instructors and Volunteers**

## SECTION 1: UNIT OVERVIEW

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

# Visual 2:        Unit Objectives

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

- o  Describe how to recruit and orient
- o  Explain the importance of tracking
- o  Describe management methods
- o  Find retaining techniques
- o  Find termination techniques
- o  Understand how activities may be different between paid and volunteer instructors

## SECTION 1: UNIT OVERVIEW

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

- Create a process for working with instructors and volunteers.
- 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 the management rather than training of instructors and volunteers.

# Visual 3:        Unit Topics

- The CERT Program Manager, the Instructor, and the Volunteer:
  - Recruiting
  - Orienting
  - Tracking
  - Managing
  - Retaining
  - Terminating

# Visual 4:     Program Manager, Instructors, and Volunteers

- Instructors and volunteers are the backbone of the program
  - o Run the CERT Basic Training course
  - o Give administrative support
  - o Run parts of program
  - o Train CERT volunteers
  - o Build teams that serve the community



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.

It is essential to know the different ways to interact with both paid and volunteer instructors andvolunteers.

# Visual 5:      Working with Volunteers

- Program Manager must know how to work with instructors and volunteers
  - o  Skills are the same as working with paid staff
  - o  Difference is in how you apply those skills



## Identify Ways to Use Instructors and Volunteers

Before a Program Manager can start recruiting, they must prepare for the first instructor orvolunteer. One way to prepare is to:

- Find the types of instructors needed.

REMEMBER: 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 inthe program description.
- Document all program administration and CERT activities.

# Visual 6:      Prepare for Instructors and Volunteers

- Decide on ways instructors and volunteers will be used in the CERT program:
  - Find the types of instructors needed
  - Decide on the ways that volunteers will be used in the program
  - Document CERT activities as well as program administration

## Visual 7:      Uses for Instructors and Volunteers

How can a CERT program use volunteers?

- As a CERT member
    - o Disaster response
    - o Special events
    - o Community preparedness

- To help run the program, e.g.,
    - o Data management
    - o Communicating with volunteers
    - o Working with funders and sponsors
    - o Tracking equipment
    - o Training


Suggested CERT program instructor and volunteer functions:

- Train CERT volunteers.
- Perform CERT member activities:

    - Disaster response;
    - Special events; and
    - Community preparedness.

- Help run the program, e.g.:

    - Data management;
    - Communicating with volunteers;
    - Working with funders and sponsors; and
    - Tracking equipment. See the section on Roles of Program Manager, Instructors, andVolunteers.

See the section on Roles of Program Manager, Instructors, and Volunteers.

# 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:

o   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
o   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)
o   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 Assistance (Paid or Volunteer)**

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.

# Visual 8:        Prepare for Volunteers

- Write job descriptions
  - o   Team member role
  - o   Other volunteer positions



## Write Job Descriptions

Another way to prepare for volunteers is to write job descriptions.

- The team member role is well defined in the *CERT Basic Training*.
- However, you will want to write down the descriptions for other CERT volunteer positions.

# Visual 9:      Written Job Descriptions

- **Why is it a good idea to have written job descriptions?**
  - o   Define expectations for the volunteer
  - o   Becomes an evaluation and performance tool to check if volunteer performance is poor or unacceptable

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 ispoor or unacceptable.

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

Job descriptions do not have to be long or formal, but they should be as thorough as possible.

*See Developing a Job Description below.*

# CREATING A JOB DESCRIPTION

When developing 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)?

# Visual 10: #1: Recruiting Volunteers



## SECTION 3: #1 RECRUITING

A Program Manager must know how to find instructors and volunteers.

# Visual 11:    Volunteer Sources

- How do you find people for a CERT Basic Training course?
    o Word of mouth is best way
    o Existing groups
    o Groups with similar interests
    o Anyone or any group you speak to

## Recruiting 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 radioclubs.
- Anyone or any group you speak to

# Visual 12:    The Dilemma

- "Established Group" Advantage

    o  Already have own reasons for working together
    o  CERT can become part of their mission

- "Established Group" Disadvantage

    o  Members of some groups are not geographically connected
    o  CERT teams are location-based


There is a dilemma for recruiting CERT volunteers. Reaching out to "established" groups iseasier than trying to recruit people one at a time because:

- Established groups already have their own reason(s) for working together; and
- CERT can become part of their mission.

However, the idea of CERT is that teams form based on location, and members of some groupsare not geographically connected.

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

# Visual 13: Recruitment Message Elements

1. Opening
2. Statement of need
3. Statement of solution
4. Statement of level of knowledge needed
5. Statement of benefits
6. Contact point



## The Recruitment Message

Once you have found groups to target, a recruitment message must be created. This message isdifferent 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
- A statement of need: what the problem is that needs to be solved
- A statement of solution: how volunteers can help 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
- Who to contact about getting involved: name, phone number, email

These parts should be included no matter which medium used, e.g., broadcast public serviceannouncement, public speaking event, or newspaper article.

# Visual 14:    Gateway to CERT

- Through CERT Basic Training
- Helps participants decide preferred role
    - o To be an active member of program
    - o Just want information for personal use

# Visual 15:    Stress Expectations

- Be very clear and upfront about the program's expectations for volunteers
- What are you asking?

  o That they complete CERT Basic Training?
  o That they build a local team?
  o That they help coordinate the local CERT program?
  o That they help out with other non-disaster activities?

## Stress Expectations

Be very clear and upfront about the program's expectations. What are you asking volunteers todo?

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

# Visual 16:    #1: Recruiting Instructors

- Recruit and select instructors based on their working knowledge and skills needed for parts they will be teaching



## The Role of CERT Basic Training

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 theinformation for their own use without making a large time commitment. Strong instructors are critical to effective training.

# Visual 17:    Find Good Instructors

- Who might be a good instructor for a CERT course?
  - Fire and rescue instructors
  - Paramedics or EMTs
  - People who have completed CERT Basic Training course
  - Nurses
  - Course-specific Subject Matter Expert
    - Animal control officer or veterinarian
    - Amateur or professional radio operator

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 andRescue Operations)
  - May also be good for CERT Basic Training Units 5 (Disaster Psychology) and 8(Terrorism)

- Paramedics or emergency medical technicians - For CERT Basic Training Units 3(Disaster Medical Operations

  - Part and 4 (Disaster Medical Operations - Part 2)

- People who have completed the CERT Basic Training course and have proven they havethe skills and knowledge

  - For CERT Basic Training Units 1 (Disaster Preparedness) and 2 (CERTOrganization) • 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

# Visual 18:    Recommendation

- At least two instructors run each session together
    - o  One should be Subject Matter Expert who knows detailed content of session
    - o  One should be instructor with full knowledge of CERT model and entire course

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 wholecourse.

# Visual 19:    Recommendation : Draft Recruitment Plan

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

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

# Recommendation

**Draft Program Plan:**

**Identify Recruitment Options**


## Activity: Draft Program Plan - Find Recruitment Options

**Purpose:** This activity allows you to find ways to try for recruitment. It also allows you to writedown thoughts you have for recruitment messages.

**Instructions:**

1. Go to the Draft Program Plan in Unit 1.
2. Complete the first table of the fourth section, Working with Volunteers or Working withInstructors, on your own.

As you go through the rest of the module, write down your ideas for working with instructorsand volunteers in the Draft Program Plan about:

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

# Visual 20:     #2: Orienting

- Give information on National CERT program
- Give information about local CERT program
- Set performance standards
- Start relationship with new instructors and volunteers
- Decide on instructor or volunteer assignment

## SECTION 4: #2 ORIENTING

Instructors need to be oriented to program processes whether they are experienced or new, alongwith every volunteer who finishes the CERT Basic Training course and wants to become an active CERT member. You 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 inCERT 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.

# Visual 21:    Instructor Orientation Goals

- Instructors must give a positive image of CERT
- Instructors must present true and reliable information to reduce program's liability

# Visual 22:    Instructor Orientation Tasks

- 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 give participants permission to not do an activity

## Set Standards

In addition to orienting instructors and volunteers to the national and local CERT programs, Program Managers must set standards for volunteers from the start of their CERT membership.

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 takethese 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.
- Bring in co-instructors to help the instructors for all activities.
- Make sure that all instructors show proper safety behavior, e.g., safety gear for alldemonstrations.
- Make sure that instructors understand that they can give participants permission to not doan activity if they have a condition that they may make worse by participating.

# Visual 23:    Information to Provide

- The CERT model
  - o CERT values
  - o Individual and family preparedness first
  - o How teams work

- The standards to which volunteers are held
- Activities of local CERT program
  - o Disaster response
  - o Volunteer services
  - o Public education

## Set Standards

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

- What the CERT model is - 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.

## Visual 24:　　Information to Provide

- Program Manager's expectations
  - o Training standards
  - o Importance of safety, modeling safe behavior, and use of safety gear for all demonstrations and exercises
  - o Behavior standards
  - o Importance of respecting any participant's decision to not do an activity


- 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 alldemonstrations and exercises.
  - Behavior standards.
  - The importance of respecting any participant's decision to not do an activity.

# Visual 25:    Behavior is Important!

- Volunteer behavior affects how the program is seen by emergency responders, public officials, and community members
  - o Negative incidents can harm the credibility of the program


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 credibilityof a local CERT program and its reputation for training and supporting volunteers.

# Visual 26:    Perception of Volunteers

- Some officials are concerned about volunteers working without supervision
- Team must be viewed as capable group of trained volunteers who carefully follow directions from chain of command and give valuable support for professional response efforts

Some officials are concerned that volunteers are being trained for and performing emergencyresponse 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 trainedvolunteers 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 moreoften when needs in the community occur.

# Visual 27:    Set Standards

- New members should know CERT program standards from the beginning

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


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

- 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.

# Visual 28:    Find Out Background

- What do you want to find out about potential instructors?
  o Their professional background
    - Area(s) of expertise
    - Gaps in their background that must be filled before training
  o Their training background
    - Instructor development training they have completed
    - How much training they have done
    - How engaging they are as an instructor

# Visual 29:    Form Relationship

- Steps to becoming an official CERT volunteer

    o   Volunteer completes CERT application
    o   Program Manager runs background check (may be optional)
    o   Program Manager has CERT ID card made (if part of local program)
    o   Program Manager adds volunteer's contact info to CERT participant database

## Form a Relationship

Program Managers can get a general sense of whether a person would be a good instructor orvolunteer by looking over the initial paperwork, background questionnaire for potential instructors or membership application for potential 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.

During the discussion, take the time to learn:

- 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; and
- 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, itsrequirements, 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:

- he Program Manager runs a background check on the volunteer—this may be optional,depending on the governing agency of the CERT program.
- The Program Manager has a CERT identification card made, if this is part of the localprogram.
- The Program Manager adds the volunteer's name, address, email, phone number, and anyother information needed in the local CERT member database.

# Visual 30:    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

## Determine the Volunteer's Work

Most volunteers will want to be part of a CERT. But there are many ways a volunteer may help.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! Make the best use of your instructors and volunteers:

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

# Visual 31:    Legally Out of Bounds

- Race, national origin, or birthplace
- Marital status
- Religious affiliation
- Credit card or home ownership
- Age, height, or weight
- Pregnancy or childcare arrangements
- Arrest record (criminal background checks are okay)
- Discharge from military service
- Length of residency in the community
- Health (with exception)

## Questions You CAN'T Ask

Questions You CANNOT Ask There are some questions that legally you may not ask in aninterview. 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)
- Discharge from military service
- How long they have lived in the community
- Health status. The exception is a specific question about whether the applicant can do aspecific 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 theapplicant to do the specific volunteer job.

# Visual 32:    Make Orientation Fun



## A Final Thought

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 achance to casually meet other instructors and volunteers.

# Visual 33:     #3 Track Volunteers

# Visual 34:    Track Volunteer Information

- Information important to maintain on volunteers

  - o  Contact information
  - o  Date of graduation from CERT Basic Training
  - o  Active/non-active status
  - o  Set role within team or program
  - o  Number of hours served
  - o  Training and exercises completed and dates
  - o  Equipment issued
  - o  Abilities and specialties

## SECTION 5: #3 TRACKING

Here is some of the information you must 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 they have served;
- Supplemental training and exercises they complete and completion dates;
- Equipment issued to them; and
- Their abilities and specialties.

# Visual 35:     Tracking Instructor Information

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


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); and
- 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 goodto know where volunteers live by precinct. This will let you respond to requests for volunteer locations (identify by departments' operational subdivisions).

# Visual 36:    Why Track Instructors and Volunteers

- Why do you need to track this information?
    - o  Track who is in program
    - o  Know whom to call upon for special response
    - o  Know who has what skills and if they are up to date
    - o  Know where your equipment is and what to get back when someone leaves the program
    - o  Know how to contact family of volunteer if there is an emergency
    - o  Justify your program


The information you track is used in many ways:

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

# Visual 37: 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

## Justify Your Program

CERT volunteers give their time and energy to learning how to serve their community and, oncethey are trained, they become a valuable community asset. Trained CERT members do the tasksthat would otherwise need to be done by a paid police officer, fire fighter, or other employee. Inthis way CERT members can save a community thousands of dollars or enhance other programsat little or no cost.

Here is an example of how to use the information you track:

"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 fortraffic and crowd management at community events. This service would have cost this community $$$ if paid responders had been used."

Tracking volunteers is also addressed in Unit 5, Procuring and Managing Resources. The keymessage here is that the information must be collected and maintained.

# Visual 38:    #4 Manage Volunteers

- Why do volunteers need to be managed?
  - o   To make sure CERT program is accountable
  - o   To make sure expectations are met
  - o   To keep a strong group of volunteers

## SECTION 6: #4 MANAGING

A Program Manager needs to carefully manage instructors and volunteers 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.
- Make sure program expectations are being met.
- The program cannot survive without a reliable group of instructors and volunteers. Itneeds to work to keep them.

Refer to Table 35 to consider the slight differences between the management tasks for instructorsand volunteers.

| 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. |

# Visual 39:    Management Challenges

- Managing volunteers is different than managing staff
    - o Volunteers can leave without warning
    - o One or more unhappy volunteers can be quite damaging



During CERT activation, some of the management tasks are done at the team level. The ProgramManager will not be able to do all the management themselves, but they still have a general responsibility for making sure that it is done. Volunteer management is different from managing staff. Volunteers are not employees and can leave without warning. One or more unhappy volunteers can be quite damaging. 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.

This effort takes time and cannot be ignored when other things seem to be more important.

# Visual 40: Management Challenges

- Program Manager tasks include:
  - Keeping volunteers excited about being part of CERT program
  - Sustaining their commitment, their individual skills, and their abilities as a team
- It takes time!



Experienced CERT Program Managers have been successful in training and managing theirinstructors 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 teachtheir first session.
- **Step 5:** Hold a practice session for new instructors to present the module that they willteach 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 infuture 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 forthem and for the training are.
- After: Give a helpful critique of training skills and check to make sure that they add thelessons learned into future classes.

# Visual 41:    Activity

**Managing a CERT Event**

Activity: Managing a CERT Event

**Purpose:** This activity breaks participants into small groups to brainstorm management tasks fordifferent scenarios.

**Instructions:**

1. Split into five small groups.
2. For the scenario assigned to your small group (see next page), complete the worksheet,Managing a CERT Event.
3. Present the plan to the entire group

## 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.

# Visual 42:    #5: Retaining

- Instructors and volunteers need to feel that they are making a difference

**Recognize Them!**

## SECTION 7: #5 RETAINING

Whether they are paid, or they are donating their time, instructors and volunteers need to be recognized, appreciated, and feel that they are making a difference. Keeping them involved isimportant. 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 an extra recognition. Many programs make a special point to have volunteer instructors receive an annual certificate presented by theFire Chief or a key elected official.

# Visual 43:     Why Volunteer?

- Why do people volunteer?
    - To serve
    - To help
    - To learn
    - To belong

## Volunteer Needs

Understanding a volunteer's motivations will make it easier to support them and helps make surethat they feel good about contributing to the program. Why do 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
- To learn: especially to learn something that they see as valuable
- To belong: to be part of a group that shares beliefs or interests

Understanding why people volunteer is only part of the equation. It explains what got them toCERT.

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 tostay.

# Visual 44: What Do Volunteers Need?

- **What emotional, physical, or knowledge-based needs do volunteers have once they are with CERT?**

  o To be respected
  o To feel capable
  o To feel needed
  o To not be asked to do more than they can
  o To feel cared for
  o To be appreciated

Here are some volunteer needs:

- 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.

# Visual 45:    To Keep Volunteers

- Provide training and exercises
- Ask them to help
- Recognize volunteers



## Keeping Volunteers

Part of retention is giving training and exercises to make sure that the volunteers' skills aremaintained.

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

# Visual 46: To Keep Volunteers

- Match assignment to abilities and interests
- Provide resources that volunteers need to do their assigned tasks
- Share feedback that program receives about impact of volunteers' work
- Create a fun environment

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

Asking for volunteer help as often as possible helps them feel respected, capable, and needed.Don't 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;
- Helping with smoke detector installation campaigns; and
- Building political support and creating political capital for the program through non-emergency uses of CERT volunteers.

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

- Sincere;
- Ongoing;
- Inclusive of all volunteers;
- Varied (both formal and informal); and
- Meaningful to the individual. Here are some other ways to retain volunteers:
- Make sure that the assignment is a good match for the person's abilities and interests.
- Make sure that volunteers have the resources they need to do their assigned tasks.
- Share with volunteers the feedback the program gets about the impact of their work.
- Create a fun environment!

# Visual 47:    Activity

**Volunteer Recognition**

Activity: Volunteer Recognition

**Purpose:** This activity breaks participants into small groups to design volunteer recognitionopportunities.

*Instructions:*

1. Split into four small groups. Make sure that there is at least one experienced ProgramManager in each group.
2. Assignments:

   - 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 tocommunicate to them and three to five ways to do it.
   - Group #4: Design an informal social CERT volunteer recognition event.

3. Complete the worksheet, Volunteer Recognition, on the next page.
4. Go over the instructions:

   - Remember that funding may be tight. Be creative!
   - You have 10 minutes.
   -  You will present to the whole group.

# Visual 48:    Meetings

- Use volunteer meetings for training, recognition, and socializing



## Meeting with Volunteers

One built-in event that CERT programs have is the periodic volunteer meeting. It can be used formany volunteer activities: training, recognition, and socializing.

# 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 Their 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.

# Visual 49:    Activity

**Draft Program Plan:**

**Capture Retention Ideas**


Activity: Draft Program Plan - Capture Retention Ideas

> **Purpose:** This activity lets Program Managers capture ideas they have about ways to retainvolunteers.

> **Instructions:**
> 1. Go to the Draft Program Plan in Unit 1.
> 2. Complete the second part of the fourth section, Working with Volunteers, Retention, onyour own.

# Visual 50:    #6: Terminating

- When all other actions have failed
- For violation of the code of behavior
- For gross misconduct

  o Theft
  o Abuse
  o Being under the influence of drugs or alcohol
  o Showing disregard for participants' safety

## SECTION 8: #6 TERMINATING

The flip side of retaining an instructor or volunteer is having to terminate someone. Terminationshould be kept for those times when:

- 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 drugsor alcohol, or showing disregard for CERT participants' safety.

During orientation, instructors and 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 they do happen. The hope is that through regular evaluationsand feedback, such situations can be avoided.

# Visual 51: Termination Guidelines

- Document your concerns and your actions
- Make sure comments are truthful
- Focus on the work, not on the person
- Follow program protocols for disciplinary actions

Here are 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 includedin the protocol, e.g.:

- Additional training or supervision;
- Reassignment;
- Suspension; and
- Termination.

# Visual 52:    Unit Summary

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

## UNIT SUMMARY

This unit has looked at:

- 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.

# CERT Unit 4: Additional Materials

Sample Membership Application

## Sample Membership Application

Sample Membership Application [PDF]

# Unit 5: Procuring and Managing Resources

# CERT Program Manager Unit 5: Procuring and Managing Resources

Participant Manual

## CERT Program Manager Unit 5: Procuring and Managing Resources

In this unit, you 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?

# Visual 1:     CERT Program Manager

**Unit 5: Procuring and Managing Resources**


Starting a CERT program requires physical resources—workers, equipment, and materials—and some type of program funding. This unit looks at how to acquire and manage those resources. It also looks at how to manage the data related to those resources.

# Visual 2:    Unit Overview

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

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

By the end of this unit, you will be able to set a process for acquiring and managing program resources. You 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.

## Visual 3:      Unit Topics

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


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. This unit will look at the following topics:

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

# Visual 4: Physical Resources?

## Identifying Physical Resource Needs

CERT programs have lots of physical resource needs. During the first hour of training, participants are going to work in small groups to figure out exact resource needs, where to findthe resources, and the per-unit cost.

# Visual 5:      Identifying Physical Resource Needs

- This section will address the following topics
  - What physical resources are needed
  - Where to find them
  - What they will cost

- Plans will be collected and copied to share with others

At the end of the unit, your plans will be collected and copied so everyone has the benefit of eachother's work.

# Visual 6:     Activity

**Identify Physical Resources**

Activity: Identify Physical Resources

**Purpose:** This activity lets you identify what resources they would need for a certain scenario.

**Instructions:** Follow the steps below to do the activity.

1. Split into four small groups. Each group should include at least one experienced ProgramManager.
2. For the scenario assigned to your small group (see next page), work on the worksheet,Procuring and Managing Program Resources, on the next page.

   - For our assignment, fill in the underlined text of the scenario assigned to you.
   - Refer to Table 36: As you go through the full exercise, you may find that you makeassumptions about how you would handle the scenario. Write down those assumptions in this area.
   - 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 tocomplete the task.

3. Complete the first column ONLY of Table 37 on the second page, 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.

   - You have 10 minutes.
   - You will present your list to the whole group.

## 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)

| We made these assumptions: (As needed, add to the list throughout the activity) |
|---|
| 1. |
| 2. |
| 3. |
| 4. |
| 5. |
| 6. |
| 7. |
| 8. |
| 9. |
| 10. |

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

| We need to collect and track the following information: |
|---|
| 1. |
| 2. |
| 3. |
| 4. |
| 5. |
| 6. |
| 7. |
| 8. |
| 9. |
| 10. |

# Visual 7:　　　Physical Resource Needs

- Anything required to complete task
  - People
  - Equipment
  - Materials
  - Supplies
  - Facilities

- Be as thorough as possible

Resources include anything needed to complete the task:

- People
- Equipment
- Materials
- Supplies
- Facilities

# Visual 8:     Be Thorough

- Don't just say that you need training supplies or a Unit 5 instructor
- List exactly what you need

Be as thorough as possible when identifying resources.

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

# Visual 9:       Good Training Facility

- What do you need to have in 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 easel pads or whiteboard
  - Computer and projection system
  - Space for hands-on exercises
  - Space for burning
  - Burn permit
  - Backup location

Here are the essentials 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

Remember that you also need a backup location with all of this.

# Visual 10:    Activity

**Find Resources**

**Purpose:** This activity lets you figure out where or how you would get the resources you needfor the scenario.

**Instructions:**

1. Work in the same small groups.
2. Add resources to your list if the last discussion brought up new ideas.
3. Complete the second column ONLY of Table 37 on the second page,
4. Where/How Will We Get Them? Be creative in thinking about your options.
5. You have 10

minutes. You may need to

store resources.

- 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 topull it.

- Keep a list of the inventory in storage.

# Visual 11:    What Do You Think

Did anyone talk about needing to store a resource?
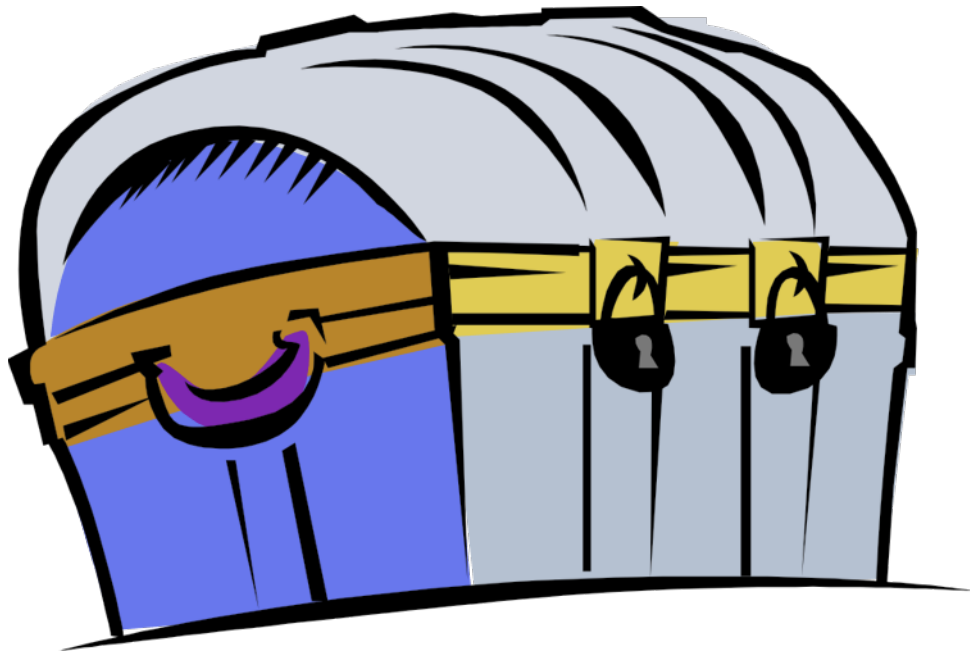
# Visual 12:    Storage

- What might need to be stored? Where would you store it?
  - o What to store
    - ▪ Training equipment
    - ▪ Materials for CERT kits
  - o Storage considerations
    - ▪ Should be at or close to training facility

Should be at or close to training facility

  - o Storage options
    - ▪ Get it free: public building, church, school, partner program
    - ▪ Use a trailer: Make sure to license it; have a secure place to park it; have a vehicle to pull it.
  - o Keep list of inventory in storage

# Visual 13:     Storage

# Visual 14:    Activity

**Identify Costs**

Activity: Identify Costs

  **Purpose:** This activity lets you to identify a per-unit cost for your resources.

**Instructions:**

1. Work in the same small groups.
2. Add storage to your resources if you need it for your scenario. Also add something to thesecond column about what you will use for storage, (e.g., training facility space, donatedspace, a trailer.)
3. Complete the third column of Table 37 on the second page, **What Will They Cost?**
4. Enter a per-unit cost, e.g., per hour, per pencil. Do not worry about knowing actual costs.For now, just estimate.
5. If there is no cost, enter "0."
6. You have 10 minutes.

Depending on how the jurisdiction pays for instruction, the costs for holding the CERT BasicTraining course and other training may vary.

- Some departments have instructors on salary and will include the cost in their annualbudget.
- Others must contract with instructors individually and the CERT program will have topay for the instructor.

# Visual 15:    Instructor Costs

- Costs will vary depending on how jurisdiction pays for instruction
    - Instructor may be on salary with department (department absorbs the cost)
    - Contract with instructors individually (CERT program pays for instructor)

# Visual 16:    Activity

**Draft Program Plan:**

**Identify Physical Resource**

**Procurement Factors to Consider**

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

**Purpose:** This activity lets you write down issues you might need to consider when acquiringresources.

**Instructions:**

1. Go to the Draft Program Plan in Unit 1.
2. Complete Table 11 of the sixth section, Procuring and Managing Resources, on your own.

# Visual 17:    Information and Data

- Significant resources for local CERT program
- Support most aspects of the program
  - o Recruitment
  - o Training
  - o Emergency operation
- Need to be collected and kept organized

## Managing Data

The past hour has been spent 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 tobe collected and kept in an organized way.

## Visual 18: Instructor Knowledge

- What types of data need to be collected for a CERT program?
  - o Information on each volunteer (Unit 4)
  - o Information on each instructor (Unit 4)
  - o Administrative information Training information
  - o Program activities
  - o Budget information
  - o Outreach information
  - o Location(s) of individuals and/or teams

These types of data 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

# Visual 19: Importance of Record Keeping

- Must keep good and accessible records
- **Operational** reasons:
  o To find CERT volunteers with particular skills
  o For reliable and quick information when teams are activated (e.g., team location, size of teams, the teams' contact personnel)

## Importance of Recordkeeping

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 eachteam.
  - When you need certain skills, you need to find people with those skills quickly andeasily.

# Visual 20:     Importance of Record Keeping

- **Administrative** reasons
  - o  To know about current volunteers and instructors
  - o  To stay in touch with volunteers, instructors, partners, and supporters
  - o  To show CERT volunteer eligibility for benefits and insurance
  - o  To keep good financial records


- Administrative

  - The CERT program needs to keep track of volunteers and instructors, e.g., how manypeople 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 andinstructors, 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 budgetaryreasons.

# Visual 21:    Importance of Recordkeeping

- Political reasons (some examples)
  - To generate statistics
  - To prove value of program



- 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.

# Visual 22:    Reduce Liability

- Ways to reduce liability
    - o   Give training on how to respond safely and effectively in an emergency
    - o   Keep accurate and complete records so that you can document what you have done

Visit CERT website to learn more at [Community Emergency Response Team](https://www.ready.gov/cert) (https://www.ready.gov/cert).

## Reducing Liability

Some of the most frequently asked questions about CERT programs are about liability and howto handle the liability for the CERT program.

- Giving training on how to respond safely and effectively in an emergency is one way aCERT 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 riskmanagement.

There is information on the CERT website about reducing liability. Be sure to read itat [Community Emergency Response Team](https://www.ready.gov/cert) (https://www.ready.gov/cert)

# Visual 23:    Reduce Liability

- Ways to reduce liability
    - o  Give training on how to respond safely and effectively in an emergency
    - o  Keep accurate and complete records so that you can document what you have done

Visit Community Emergency Response Team website to learn more
(https://www.ready.gov/cert).

## Reducing Liability

Some of the most frequently asked questions about CERT programs are about liability and
howto handle the liability for the CERT program.

- Giving training on how to respond safely and effectively in an emergency is one
    way aCERT 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 riskmanagement.

There is information on the Community Emergency Response Team website about
reducingliability. Be sure to read it. (https://www.ready.gov/cert)

# Visual 24:    Record Keeping Tips

- Set up a good system early; keep up to date
- Only keep data needed for program
  - Ask your attorney about what to track and what not to track
- Protect Personal Information
  - Get permission to share information
- Don't reinvent the wheel
  - CERT Web site
  - Other Program Managers

## Recordkeeping Tips

- Set up a good recordkeeping system as soon as possible. Keep it up to date. It will makethe 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 sharinginformation 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 (https://www.ready.gov/cert).
- Ask other Program Managers for copies of the forms they use.

See Maintaining CERT Records on the next page. It gives some added information and tips onkeeping 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 develop 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.

**Don't 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.

**Enlist 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?

# Visual 25:    Activity

**Draft Program Plan:**

**Record Data Collection and Recordkeeping Ideas**


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

> **Purpose:** This activity lets you record data collection and recordkeeping things you
> want tomake sure to do.

> **Instructions:**
>    1.   Go to the Draft Program Plan in Unit 1.
>    2.   Complete Table 12 on your own.

# Visual 26:    Budgeting and Funding

Once resources and costs are identified, Program Manager needs to create a budget and find funding to implement the budget



## SECTION 4: BUDGETING AND FUNDING

As you have seen, a CERT program requires a lot of resources and it is unlikely that donationswill cover all of them. A Program Manager needs to put together a budget and find funding to cover it.

# Visual 27:    Budgeting Factors

- What will CERT program do
  - o Disaster response
  - o Public service
  - o Community education

- What resources are needed to accomplish that
  - o Equipment for CERT members
  - o Training supplies, materials, instructors
  - o Team maintenance requirements

## Budgeting

How much funding is needed to start and run a CERT program depends on:

- What the CERT program wants to accomplish.
- 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 ayearly 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 willneed 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

# Visual 28:    Create a Budget

- Identify costs, both per unit and total
- Add up the costs
- Divide total cost by number of people trained to figure out per participant cost
    o This number is useful when looking for funding


After you have answered these and other questions about the costs involved in the CERT program, you can begin creating a budget.

Creating a budget is a 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 yearare 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."

Refer to **Table 39** on the next page for a sample budget. The budget is a sample of what a CERTbudget 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.

# 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 |

# Visual 29:     CERT Website Resources

- Once companion document
  - CERT Program Costs Worksheet Tool
- Document is mainly for putting on CERT Basic Training course and not for a full program
- Can be expanded for any CERT program model

You can find the CERT Program Costs Worksheet companion document on the [Community Emergency Response Team](https://www.ready.gov/cert) (https://www.ready.gov/cert).

This document is mainly for putting on a CERT Basic Training course and not for a fullprogram. 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.

# Visual 30: Sponsoring

- All local CERT programs must be recognized by a local government agency in their area
  - o Usually fire department or police
- Local Program Manager should be connected with sponsoring agency
- Sponsoring is not the same as funding

## Funding

All local CERT programs must be recognized by a local government agency in their area. Thatagency is usually a fire department or police department.

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

# Visual 31:    Funding

- Many local governments use Federal grant funding to support local CERT programs, in addition to local funding

  o   Only governmental agencies may receive Federal funding that supports CERT

- Most funding comes through states

  o   In some urban areas, it is through Urban Area Security Initiative (UASI) region

Just because a government agency sponsors the CERT program does not mean that the agencywill 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 localfunding, 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, throughthe Urban Area Security Initiative (UASI) region. For more information, contact your State Office of Emergency Management/Homeland Security, or visit

FEMA.gov (https://www.fema.gov/grants).

If you are starting a CERT program in partnership with a school district, grant money may beavailable 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 Department of Education (https://www2.ed.gov/programs/dvpemergencyresponse/index.html).

# Visual 32:     Funding (cont'd)

- Grant money may be available under Federal Department of Education's Safe and Drug Free Schools Program
  - o CERT program partnering with school district
- REMS grants
  - o Awarded on competitive basis to local school districts
  - o Encourage partnerships with other programs to promote school safety

# Visual 33:    Funding Sources

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

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


Other sources of support and funding include:

- Asking for donations
- Charging a fee
- Asking for in-kind contributions
- Applying for a grant
- Starting or partnering with a not-for-profit organization

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 on the next page.

# 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 FEMA (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 on the US Department of Education website (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 and, typically, CERT programs that have done so are well established, rather than startup groups. However, if CERT programs can be organized as 501(c)(3) organizations, they are able to raise funds 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.

# Visual 34:    Approach a Funder

See Unit 3, *How to Initiate and Foster Partnerships*

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


## How to Approach a Funding Source

Remember 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.

Funding sources need to be approached in much the same way as partners (see Unit 3, *How toCreate and Foster Partnerships*).

# Approach a Funding Source Checklist

1. Give the program description along with financial information.

   o Estimate the income and expenses for one to five years.
   o Remember that funding sources want to know about real results, e.g., what you will do, how many people you will train.
   o 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.

   o 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.

   o Practice your presentation several times before the meeting.

4. Keep in contact after the meeting.

   o Keep yourself visible without being overbearing.

# Visual 35:    Unit Summary

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

## UNIT SUMMARY

This unit has looked at acquiring and managing resources:

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

# Unit 6: Training and Exercises

# CERT Program Manager Unit 6: Training and Exercises

Participant Manual

## UNIT 6: TRAINING AND EXERCISES

In this unit you 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 Exercise 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?

# Visual 1:      CERT Program Manager

**Unit 6: Training and Exercises**


SECTION 1: UNIT OVERVIEW

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.

This unit also looks at how to tailor the CERT Basic Training course to a local community.

# Visual 2:      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

  o Identify training and exercises required or available for CERT volunteers
  o Explain how to tailor content from the CERT Basic Training
  o Identify tasks needed for handling CERT trainings
  o Describe the parts of a CERT Training and Exercise Plan
  o Explain how to ensure safety during training and exercises


By the end of this unit, upi will be able to build a plan for delivering and handling safe training and exercises. You 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.

# Visual 3:		Unit Topics

- CERT Training and Exercises
- Tailoring CERT Basic Training
- Managing Training and Exercises
- The CERT Training and Exercise Plan

## Unit Topics

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

# Visual 4:      Benefits of Training and Practice

- **What are some reasons for giving training and practice opportunities for CERT members?**
  - o  To keep skills sharp
  - o  To improve abilities of program
  - o  To keep up volunteer interest and involvement
  - o  To give Program Manager and instructors a chance to interact with volunteers

## SECTION 2: CERT TRAINING AND EXERCISES

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).
- To give you and instructors a chance to interact with the volunteers.

# Visual 5:     CERT Training and Exercises

- CERT volunteers use training and exercises to develop and sharpen skills
  - o Training is required to participate in CERT program
  - o Some training is recommended or may be required by local program
  - o Some training is optional and may be offered by local program
  - o Exercises refresh skills; keep them up to date

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.

# Visual 6:	Recommended Training

- What training courses are recommended for CERT members?
  o FEMA IS-100.b: Introduction to Incident Command System (ICS)
  o FEMA IS-200.b: ICS for Single Resources
  o FEMA IS-700: National Incident Management System (NIMS) Introduction
  o FEMA IS-800.b: National Response Framework Introduction
  o CPR/AED

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

trainingNote: Some local programs may require some of these.

In addition to the required and recommended training courses, there are many other trainingopportunities that a local CERT program may offer. See Training Opportunities below.

# 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: *Introduction to Incident Command System (ICS)*
- FEMA IS-200: *ICS for Single Resources*
- FEMA IS-700: *National Incident Management System (NIMS) Introduction*
- FEMA IS-800: *National Response Framework Introduction*
- CPR/AED: Cardiopulmonary resuscitation/automated external defibrillator training

Note: See the [FEMA Independent Study courses](https://training.fema.gov/is/) (https://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: See the [CERT Supplemental Training Modules](https://www.ready.gov/cert) (https://www.ready.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
- Wild land 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)

# Visual 7: Exercises

- Skills must be practiced to stay current
- Where can skills be practiced?
  - o Periodic meetings of CERT members
  - o Annual refresher training with multiple CERTs
  - o Exercises of all types conducted specifically for CERT members and teams
  - o Large-scale municipal or regional exercises

## Exercises

Just giving the first training is not the end of the story. For skills to stay up to date, they must bepracticed. 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
- Large-scale municipal or regional exercises

# Visual 8:     Types of Exercises

- Discussion-based
  - o Tabletop exercises
  - o Functional exercises

- Operations-based
  - o Drills
  - o Full-scale exercises
  - o Gaming exercises (e.g., "CERT rodeo")



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

- Gaming exercises (e.g., "CERT rodeo")

# Visual 9:     Experienced Program Managers

**What kinds of exercises do you do?**

# Visual 10:    HSEEP

- Department of Homeland Security has created Homeland Security Exercise and Evaluation Program (HSEEP)
- HSEEP is the national standard for all exercises
- All programs getting Homeland Security Grant Program funding must use HSEEP standards
- See What Does It Mean to Be "HSEEP Compliant"?

## Homeland Security Exercise and Evaluation Program

The Department of Homeland Security has created the Homeland Security Exercise andEvaluation Program (HSEEP).

"The Homeland Security Exercise and Evaluation Program (HSEEP) is a capabilities- and performance-based exercise program that provides a standardized methodology and terminologyfor exercise design, development, conduct, evaluation, and improvement planning." For more information, see the [Homeland Security Exercise and Evaluation Program](https://www.fema.gov/hseep) (https://www.fema.gov/hseep).

In other words, HSEEP provides a national standard for all exercises. All programs gettingHomeland Security Grant Program funding must follow HSEEP standards.

# Visual 11: Know About HSEEP

CERT should and will be involved in HSEEP exercises

- Be familiar with terminology and basic requirements of HSEEP
- Stay up to date on events in Exercise Plan of community or state, and possible opportunities for CERTs to participate
- Include CERT exercises in jurisdiction's Exercise Plan

CERT Program Managers need to be aware of HSEEP because CERT should and will be involved in HSEEP exercises. Specifically, you should:

- Be familiar with the terminology and basic requirements of HSEEP.
- Stay up to date on events in the Exercise Plan of your community or state and possible opportunities for your program to participate.
- Be sure that exercises run by your CERT program are included in the jurisdiction's Exercise Plan.

Become familiar with What Does It Mean to Be "HSEEP Compliant"? on the next page.

# 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.

# Visual 12:    Follow Concepts of HSEEP

- CERT programs should follow general concepts of HSEEP
  a. Create training and exercise plan
  b. Exercises should be performance-based and should focus on proving current abilities
      - Have CERT members do tasks that they have been taught and will be expected to do
      - Evaluate by seeing how well CERT members correctly and safely do tasks needed

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 andwill be expected to do.
  - The exercise should be evaluated by seeing how well CERT members correctly andsafely do the tasks needed for the scenario.

- After an exercise, an After-Action Report/Improvement Plan should be created andinclude results and recommendations.
- The Improvement Plan should include action items that:

  - Are measurable.
  - Have a deadline.
  - Have a designated lead.
  - Are tracked through completion.

# Visual 13:    Follow Concepts of HSEEP

- CERT programs should follow general concepts of HSEEP

1. At conclusion of exercise, develop After-Action Report/Improvement Plan

    o Includes results and recommendations

2. Improvement Plan action items must:

    o Be measurable
    o Have deadline
    o Have designated lead
    o Be tracked through completion


Remember that, in addition to creating a CERT training and exercise plan, you also need to besure that exercises done by your program are included in the jurisdiction's Exercise Plan.

# Visual 14:    Tailoring CERT Basic Training

- CERT Basic Training meant for national audience Local program tailors it for:
  - Local hazards
  - Local resources
  - Local protocols, procedures, terminology
  - Audience
  - Training facility

## SECTION 3: TAILORING CERT BASIC TRAINING

The CERT Basic Training materials use an all-hazards approach meant for a national audience.To make the materials relevant for situations that local CERTs will face, you can tailor them tosituations that your CERTs may have.

**Caution:** 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.

Here are the ways that the materials need to be tailored:

- For local hazards (Unit 1)

  - Use the threats facing your community. If the program is in Missouri, hurricanes arenot 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 themcorrectly.

- For local protocols, procedures, and terminology - Because teams are local resources, they need to interact effectively with local agencies using local standards, protocols, andterminology.
- 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. Otherconcerns 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-onexercises. You may need to be creative in how the space is used.

# Visual 15:    Review CERT Basic Training

- Become familiar with content
- Customize Instructor Guide, Participant Manual, and PowerPoint visuals

    o Case studies
    o Scenarios
    o Photographs
    o Anecdotes
    o Examples
    o Success stories
    o Handouts

Go over the CERT Basic Training materials carefully both to become familiar with the coursecontent and to find areas that need tailoring. Make sure to look over the Instructor Guide, the Participant Manual, and the PowerPoint slides. Changes may need to be made in all three.

Materials can be customized with local:

- Case studies
- Scenarios
- Photographs
- Anecdotes
- Examples
- Success stories
- Handouts

# Visual 16:     Materials on CERT Web Site

- How to tailor Unit 1
- How to hide PowerPoint visuals that are not relevant
- How to insert photos into PowerPoint
- How to keep Word files accessible for people with disabilities


Go to the CERT website for more tips on tailoring CERT training:

- How to tailor Unit 1
- How to hide PowerPoint visuals that are not relevant
- How to insert photos into PowerPoint
- How to keep Word files accessible for people with disabilities

# Visual 17:    Activity

**Create a Local Scenario**

Activity: Create a Local Scenario

> **Purpose:** This activity lets you create a local scenario for an activity in Unit 7 of CERT BasicTraining.
>
> **Instructions:**
>     1.  Work on your own to complete the Develop a Local Scenario worksheet on the nextpage.
>     2.  You have 10 minutes.

## 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.

# Visual 18:    Debrief

- Questions participants need to answer
    - o  What are the relevant facts that must be gathered?
    - o  What kind of prediction can you make about damage based on the incident and the building itself?
    - o  What likely search and rescue problems can you think of?
    - o  What specific safety considerations can you think of?

# Visual 19:    Activity

**Draft Program Plan:**

**Identify Ideas for Tailoring Training**

Activity: Draft Program Plan – Find Ideas for Tailoring Training

**Purpose:** This activity lets you write down ideas you might have for tailoring training to yourown community.

**Instructions:**

1. Go to the Draft Program Plan in Unit 1.
2. Individually add ideas in the sixth section, *Training and Exercises*. The title is "Someideas for tailoring training to my community."

# Visual 20:     Managing Training and Exercises

- Holding CERT training class requires coordination and planning
- Create list of tasks and schedule to make process doable

# Visual 21:    What Do You Think?

- 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?

# Visual 22: What Do You Think? (cont'd)

- 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 weeks before the class?

# Sample Training Schedule

Holding a CERT training class requires coordination and planning. The job can feel overwhelming when you first get started. Creating a list of tasks and a schedule helps make the process doable.

Refer to **Table 14: Sample Training Schedule 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.

| 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 |
|---|---|---|---|
|  |  |  |  |

# Visual 23:    CERT Web Site Training Tips

- Starting a Program, Step 7

Documents on how to start and run a program are available on the [Community Emergency Response Team](https://www.ready.gov/cert) website (https://www.ready.gov/cert).

There are resources on the CERT website that are very useful for the new Program Manager whois coordinating training for the first time.

Documents on how to start and run a program are available on [Community Emergency Response Team](https://www.ready.gov/cert) website (https://www.ready.gov/cert).

# Visual 24:     CERT Training and Exercise Plan

- Training does not end after finishing CERT Basic Training
- Ongoing training and exercises form core part of CERT program
    - More than half of continuing education builds on content of CERT Basic Training
    - The rest deals with other emergency- or disaster-related subjects of interest to members and program

## SECTION 5: THE CERT TRAINING AND EXERCISE PLAN

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 Trainingcourse, but of interest to members and the program.

# Visual 25:    Create Training Exercise Plan

- See Sample Training and Exercise Plan

  o Objective
  o Plan for Meeting Objective
  o Logistical Needs to Meet Objective
  o Risk to Members
  o Evaluation of Objective

Whatever the overall objectives, all CERT training and exercises should be built into your localCERT program plan.

Refer to Table 40 on the next page. Use the plan as a guide as the unit continues.

# Sample Training and Exercise Plan

| Objective | Plan for Meeting Objective | Logistical Needs to Meet Objective | Risk to Members | Evaluation of Objective |
|-----------|---------------------------|-----------------------------------|-----------------|------------------------|
|           |                           |                                   |                 |                        |

# Visual 26:    Objective

- Statement of particular milestone that CERT program would like to accomplish that year
- **Example:**
  - "To have 50% of active CERT members complete IS-100.b by (date)"
- Good objectives are SMART

## Objective

The first step in creating a training and exercise plan is to come up with objectives. An objectiveis a statement of a goal that you would like a CERT program to meet that year.

Remind participants that good objectives are SMART:

- Specific
- Measurable
- Achievable
- Relevant
- Time bound

# Visual 27:    Choose Objective

- Do your homework
    - o  Go over program's goals and strategic plan
    - o  Talk to local emergency manager
        - ▪  Community hazards and resource gaps that CERT members might help fill
- Talk with program's municipal sponsor
    - o  What agency needs from CERT program
- Ask CERT members
    - o  What do they need to feel effective
- Set realistic priorities

## How to Choose Objectives

Choosing objectives should not be a random process. Your program's annual training and exercise objectives are tied to and compatible with your program's goals and strategic plan aswell as the community's most recent risk assessment.

Do your homework before deciding on annual objectives:

- Go over your 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 yourcommunity and about resource gaps your CERT members might help fill.
- Talk with your municipal sponsor. Make sure your program's training and exercise objectives are in line with what that agency is doing and what the agency needs fromyour 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 seniorcitizens needs different types of continuing training than does a student team at the local high school.

After the research is done, you should look at the options and set priorities for what your program can realistically do.

# Visual 28:    Plan for Meeting Objective

- Describe how objective will be met
- Example:
  - "Offer three options to CERT members:
    - Take IS-100.b course online
    - Take IS-100.b course as self-study
    - Attend classroom IS-100.b course that CERT program will set up"
- Include full description with as many details as possible

## Plan for Meeting an Objective

The next step is to describe how you will meet the objective.

The plan should include a full description with as many details as possible.

# Visual 29:    Logistical Needs to Meet Objective

- List resources needed to put plan into action
- Example:
  - o "Communicate with volunteers" (describe in detail resources needed to motivate and communicate with volunteers)
  - o "Set up training class" (describe in detail resources needed and where to find training)
- See Unit 5 for resource requirements

## Logistical Needs to Meet Objective

In the logistical needs column, you should list the resources that you would need to put the planinto action.

See Unit 5, *Procuring and Managing Resources*, for the discussion of resource needs.

# Visual 30: Risk to Members

- Weigh risk versus benefit
- Consider any safety concerns
- Example:
  - Online and self-study courses: free; no risk to members
  - Classroom course: free; take standard safety measures including having a safety officer
- Addressing safety concerns is a good way to manage liability
  - See CERT website for resources

## Risk to Members

The Risk to Members column is where you should weigh risk versus benefit. You shouldespecially consider any safety concerns.

Managing liability is a serious concern for CERT Program Managers. Addressing safetyconcerns during training and exercises is a good way to reduce liability through risk management. There are several resources on the Community Emergency Response Team website (https://www.ready.gov/cert).

See *Reducing Risk and Liability During Training and Exercises* on the next pages. Use this jobaid when you are identifying 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:

- Ensure that participants understand that they may opt out of activities if they have a condition that they may aggravate by participating.
- Require all participants to sign a hold harmless agreement. (See sample agreement in the resources.)
- Explain the potential hazards that participants may face in class activities, during exercises, and during activation.
- Provide copies of all CERT safety rules and requirements to each participant. Require them to sign one copy and return it to you before class begins. Encourage the participants to keep the other copy for their records.
- Require all participants 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 participant receives appropriate medical treatment.
- Emphasize that rescuer safety is the primary 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.

# Visual 31:    Evaluation of Objective

- After event has occurred
    - o Observations
    - o Lessons learned
    - o Recommendations

- Use information to write After-Action Report/Improvements Plan

## Evaluation of Objective

In the Evaluation of Objective column enter your observations, lessons learned, and recommendations after the event has happened. Use this information to write an After-ActionReport/Improvement Plan for the next event.

# Visual 32:    Repeat Process Annually

- Revise Training and Exercise Plan once a year
  - o Measure level of achievement of last year's objectives
    - ▪ Review successes and challenges
  - o Set new objectives
  - o Write plan for meeting objectives
  - o Work out logistical needs for meeting objectives
  - o Evaluate risk to members

## Repeat Planning Process Annually

Planning for training and exercises is a recurring process. Once a year the training and exerciseplan 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.

# Visual 33:   Activity

**Draft Program Plan:**

**Identify Possible Objectives for Training and Exercises**

Activity: Draft Program Plan - Identify Possible Objectives for Trainingand Exercises

**Purpose:** This activity lets you write down ideas you have for possible objectives for yourtraining and exercise plan.

**Instructions:**

1. Go to the Draft Program Plan in Unit 1.
2. Turn to the sixth section, Training and Exercises. In the Training and Exercise Plan, writedown your own ideas for objectives. Remember that these objectives will have to be reviewed and checked with others in the program and the community (e.g., volunteers, sponsor, emergency manager).

# Visual 34:    Unit Summary

- CERT Training and Exercises
- Tailoring CERT Basic Training
- Managing Training and Exercises
- CERT Training and Exercise Plan

## UNIT SUMMARY

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

# Unit 7: Policies and Procedures

# CERT Program Manager Unit 7: Policies and Procedures

Participant Manual

## UNIT 7: POLICIES AND PROCEDURES

In this unit you 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?

# Visual 1:      CERT Program Manager

**Unit 7: Policies and Procedures**


## SECTION 1: UNIT OVERVIEW

A CERT program must have rules for how it runs. Policies and procedures give details aboutthose 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

## Visual 2:      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:
  - o Explain the need for policies and procedures for running a successful program
  - o Find the policies and procedures needed for starting and running a program
  - o Identify resources for developing program policies and procedures

By the end of this unit, you will be able to describe the role of policies and procedures in runningyour local CERT program:

- 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.

## Visual 3:      Unit Topics

- Importance of Policies and Procedures
- Policies and Procedures for CERT; and
- Resources for Creating Policies and Procedures


This unit will look at the following topics:

- Importance of Policies and Procedures
- Policies and Procedures for CERT
- Resources for Creating Policies and Procedures

# Visual 4:      Importance of Policies and Procedures

- Terms sometimes used interchangeably
- "Policy"
  - Plan of action that links organization's "vision" and day-to-day operations
- "Procedure"
  - Series of steps organization will take to implement policy
  - Used in the same way as "protocol"


Two terms you will hear often:

- Policy
- Procedure

The terms are sometimes used interchangeably and it is sometimes hard to tell the terms apart.Here are some definitions:

- Policy: A plan of action that links the organization's vision with the day-to-dayoperations
- Procedure: A series of steps the organization will take to implement a policy

Sometimes people also use the term "protocol." It is used the same way as "procedure." Itdescribes the right way to do something.

# Visual 5: Important Thing to Remember

- Don't worry about definitions
- 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


Do NOT 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 areneeded to create consistency in day-to-day operations.

# Visual 6: Write Them Down

Write Them Down

- Policies and procedures are guideposts for the program
  - Used to operate
  - Turned to whenever there is a question
- They give guidance to staff and volunteers on how to do the job the right way



- Those plans and steps need to be written down as 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 andby setting boundaries.

# Visual 7:      Write Them Down

- Policies and procedures help reduce common misunderstandings
  - o  Define roles and responsibilities
  - o  Establish boundaries
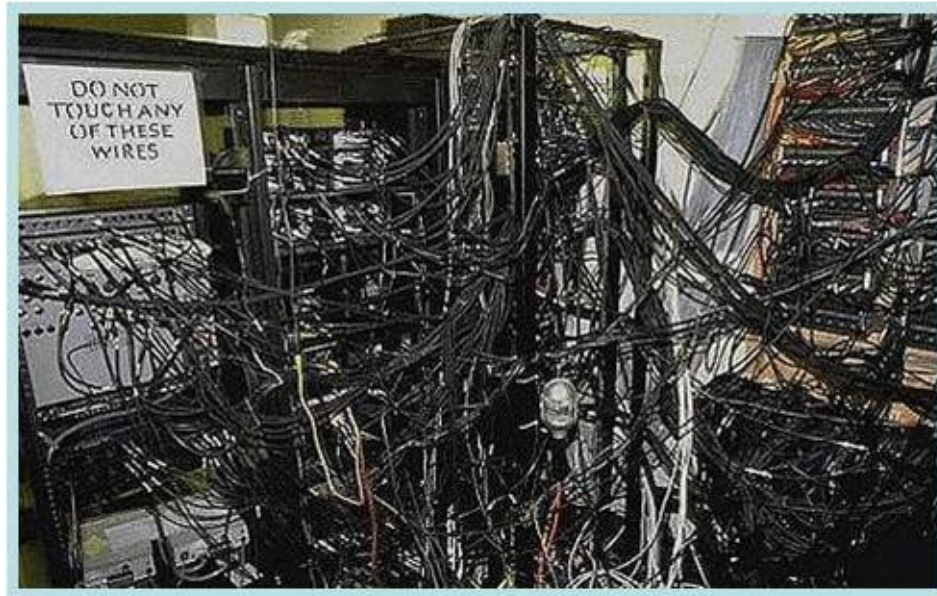


See *Writing Policies and Procedures* on the next page.

# 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 warning and cautions
- Give examples
- Show how to complete forms
- Are normally written using an outline format

# Visual 8:      For Experienced PMs

- Periodically ask are policies and procedures still meeting the program's needs?



As Program Managers, you need to ask: are the policies and procedures still meeting theprogram's needs?

## Visual 9: Signs

- Some signs that review and update are needed

  o Increase in number of injuries
  o Ineffective team operations
  o More questions on normal operations
  o Feeling of general confusion
  o Inconsistent performance of CERT members
  o Increase in stress levels of CERT members
  o Complaints about poor performance

Here are some signs that policies and procedures need to be reviewed and updated:

- An increase in the number of injuries or ineffective team operations
- More 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 thecommunity

## Visual 10:    Format

- Determined by program
  - o  One document with all policies
  - o  Each policy a separate document
- Need to be well written and complete



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.

See the sample policies and procedures at the end of this unit in the "Additional Materials" section.

## Visual 11:    Policies/Procedures for CERT

- Over years of experience, Program Managers have identified key policies and procedures a CERT program needs to run smoothly and effectively
- See CERT Policies and Procedures

## SECTION 3: POLICIES AND PROCEDURES FOR CERT

Over years of experience, Program Managers have identified key policies and procedures aCERT program needs to run smoothly and effectively.

Refer to Table 41 on the next pages.

# CERT Policies and Procedures

| Policy/Procedure | Elements to Include | Development Resources |
|---|---|---|
| **Program Membership** | • Qualifications for entering the program<br>• Documentation: application, background check, releases<br>• Minimum activity requirements<br>• Leaving the program | • Local CERT program<br>• Sponsoring agency |
| **Program Operation** | • Organizational structure (paid and volunteer)<br>• Program activities (disaster response, public service, community awareness) Relationship with sponsor | • Local CERT program<br>• Sponsoring agency |
| **Training and Education** | • Documentation: registration, training and exercise plan, evaluation<br>• Data collected<br>• Training requirements (volunteers, instructors, Program Manager)<br>• Training offered<br>• Training activities (before, during, and after)<br>• Activities to ensure safety<br>• Credit for CERT Basic Training completed in CERT program in another jurisdiction | • National CERT Program<br>• Local CERT program<br>• Sponsoring agency |

| Policy/Procedure | Elements to Include | Development Resources |
|---|---|---|
| **Uniforms** | • What is issued<br>• What should be worn when<br>• How it should be returned | • Local CERT program<br>• Sponsoring agency |
| **Communications** | • How communication is handled in emergency and non-emergency situations | • Local CERT program<br>• Sponsoring agency |
| **Equipment** | • Requirements<br>• Who provides equipment<br>• Replacement requirements | • Local CERT program<br>• Sponsoring agency |
| **Insurance and Liability** | • Requirement to carry health insurance<br>• Liability protections provided and in what situations | • CERT Web site<br>• Local and State government |
| **Privacy Protection** | • Information collected<br>• What the program does and does not do with the information<br>• HIPAA requirements | • Local CERT program<br>• Sponsoring agency<br>• State government<br>• HIPAA |
| **Code of Conduct** | • Expected behavior<br>• Behaviors that are subject to termination<br>• Grievance process | • Local CERT program<br>• Sponsoring agency |
| **Local and State policies that will apply to the CERT program** | • Workers' compensation<br>• Local health regulations<br>• Good Samaritan law<br>• Emergency Response Policies | • Local and State government |
| **Credentialing and Identification** | • Requirements (how to obtain, how to display)<br>• Process for acquiring | • Local CERT program<br>• Local and state government<br>• Emergency Operations Plans |

| Policy/Procedure | Elements to Include | Development Resources |
|---|---|---|
| **Team Activation** | <ul><li>NIMS and CERT</li><li>Self-activation process</li><li>Directed activation process</li></ul> | <ul><li>National Incident Management System (NIMS) (www.fema.gov/nims)</li><li>Emergency Operations Plans</li><li>Local CERT program</li><li>Sponsoring agency</li></ul> |
| **Team Deployment** | <ul><li>NIMS and CERT</li><li>Appropriate behavior once deployed</li><li>Team structure</li><li>On-scene CERT management</li><li>Safety concerns</li><li>Restricted activities</li><li>Documentation requirements</li></ul> | <ul><li>National Incident Management System (NIMS) (www.fema.gov/nims)</li><li>Emergency Operations Plans</li><li>Local CERT program</li><li>Sponsoring agency</li></ul> |

# Visual 12:    Development Resources

- You cannot create CERT policies and procedures in a vacuum
- Must use input from sponsoring agency and partners
- Need to be consistent with:
    - Sponsoring agency's needs and procedures
    - EOP or CEMP
    - State and local statutes and regulations

## SECTION 4: RESOURCES FOR CREATING POLICIES ANDPROCEDURES

You cannot create CERT policies and procedures in a vacuum. They must use input from yourprogram'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.
- State and local statutes and regulations.

The third column of the previous chart shows resources you should look to for input whencreating that policy and/or procedure.

# Visual 13:    Liability

- Risks that come with taking CERT Basic Training and with being CERT member
  - CERT training and CERT program require physical activity; possibility of personal injury
  - Participation in a CERT may lead to exposure to potentially hazardous conditions
  - CERT members must only respond within scope of their training

## Liability

One particularly important policy area to a CERT program is liability. There are risks that comewith taking CERT Basic Training and other training and with CERT membership.

- The CERT training and the CERT program require physical activity with the possibilityof 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 theremay be serious consequences.

# Visual 14: Tips for Reducing Liability

- Reducing liability during training, exercises, and activation must be top concern for Program Manager
  - o Keep safety at forefront, whatever CERT activity
  - o Learn the regulatory requirements for volunteers in your state

Visit CERT Liability Guide (https://www.ready.gov/sites/default/files/2021-04/CERT_Liability_Guide%20v2.pdf).

Reducing liability during training, exercises, and activation should be a top concern for everyProgram Manager, therefore:

- Keep safety at the forefront, whatever the CERT activity.
- Learn the regulatory requirements for volunteers in your state.
- Nearly all states have laws dealing with liability. You need to conduct some research tomake sure your program is compliant.

Visit CERT Liability Guide (https://www.ready.gov/sites/default/files/2021-04/CERT_Liability_Guide%20v2.pdf).

- 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 (www.law.cornell.edu/uscode/text/42/14503).

# Visual 15:     More Tips

Visit website of <u>Legal Information Institute, U.S. Code Collection, Limitation on Liability for Volunteers</u> (https://www.law.cornell.edu/uscode/text/42/14503)

See the paper Citizen Corps/Community Emergency Response Team (CERT) Liability at the endof 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.

The information in this document should be seen only as suggestions and ideas on ways to handle liability concerns. It is in no way is a complete list of ways to handle liability. Not all suggestions and ideas relate to each program. They should be used for informational purposesonly.

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.

# Visual 16: Find Policies and Procedures

- Do not need to be made from scratch
- Many already exist in another CERT program or in one of the entities that has authority over CERT programs



## Where to Find Policies and Procedures

While policies and procedures are essential, they do not need to be made from scratch. Manyalready exist in other CERT programs or in one of the groups with authority over your CERTprogram.

# Visual 17:     What Do You Think?

- **Experienced Program Managers:** Where have you found sample or actual policies and procedures to use when you created the ones for your program?

# Visual 18:    Activity

**Draft Program Plan:**

**Develop Policies and Procedures**


Activity: Draft Program Plan: Create Policies and Procedures

**Purpose:** This activity lets you write down ideas for creating policies and procedures for yourown program.

*Instructions:*

1. Go to the Draft Program Plan in Unit 1.
2. Write down your own ideas in the seventh section, Policies and Procedures. There aretwo lists for everyone to fill in and a third section for experienced Program Managers.

   - (Experienced Program Managers): Do your policies and procedures need to berevised?
   - (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).

# Visual 19:    Unit Summary

- Importance of Policies and Procedures
- Policies and Procedures for CERT
- Resources for Creating Policies and Procedures

## UNIT SUMMARY

This unit has looked at policies and procedures:

- Importance of Policies and Procedures
- Policies and Procedures for CERT
- Resources for Creating Policies and Procedures

# CERT Unit 7: Additional Materials

- Two samples of policies/procedures:
  - o City of Grand Island (NE), CERT Policies and Procedures [all in one document (6 pages)]
  - o Rowlett (TX) CERT Uniform Policy [single document (4 pages)]
- Liability paper:
  - o Citizen Corps/Community Emergency Response Team (CERT) Liability

## Citizen Corps/Community Emergency Response Team (CERT) Liability

Citizen Corps/Community Emergency Response Team (CERT) Liability [pdf]

## City of Grand Island NE CERT Policies and Procedures

City of Grand Island NE CERT Policies and Procedures [PDF]

## Rowlett TX CERT Uniform Policy

Rowlett TX CERT Uniform Policy [PDF]

# Unit 8: Program Evaluation

# CERT Program Manager Unit 8: Program Evaluation

Participant Manual

## UNIT 8: PROGRAM EVALUATION

In this unit you 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?

# Visual 1:       CERT Program Manager

**Unit 8: Program Evaluation**

## SECTION 1: UNIT OVERVIEW

A CERT program must have a process in place 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.

# Visual 2:      Unit Objectives

- By the end of this unit, participants should be able to create a process for evaluating a local CERT program, including:

  o Explaining what program evaluation is
  o Describing the reasons for evaluating a program
  o Listing the steps for evaluating different program parts
  o Knowing the features of a Program Report


By the end of this unit, you should be able to create a process for evaluating your local CERTprogram, including:

- Explaining what program evaluation is;
- Describing the reason for evaluating a program;
- Listing the steps for evaluating different program parts; and
- Knowing the features of a Program Report.

# Visual 3:      Unit Topics

- What Is Program Evaluation
- Why Do Program Evaluation
- How to Do Program Evaluation
- Program Report


This unit explores the following topics:

- What Program Evaluation Is;
- Why Do Program Evaluation;
- How to Do Program Evaluation; and
- Program Report

# Visual 4:      Program Evaluation

- What happens during a program evaluation?
  - Program evaluation is an ongoing process that asks (and answers) three questions:
    - What are we doing now?
    - How well are we doing it?
    - Do we need to do something differently? If so, what?
- Record findings in Program Report

## SECTION 2: PROGRAM EVALUATION

The first step is to agree on what program evaluation is.

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.

The creation of a CERT program is the first step for you. Evaluation of the program is acontinuous process.

# Visual 5:      Goals and Objectives – Unit 2

- Objectives specify activities to meet goal
- During program evaluation, the Program Manager needs to find out:

  o How well program is meeting objectives
  o What corrections, if any, are needed

Remember the discussion about setting goals and objectives in Unit 2. Those objectives specifiedwhat activities the CERT program would do to meet the goal it had set.

During a program evaluation, you need to figure out how well the program is meeting theobjectives (how well it is performing), and what corrections, if any, are needed.

# Visual 6:      Why Evaluate Performance

- Evaluation makes sure day-to-day operations are consistent
- By asking "How well are we doing?" the Program Manager:
  - Studies program's accomplishments
  - Makes sure that achievements meet standards program has set

## SECTION 3: WHY CONDUCT PROGRAM EVALUATION?

One reason program evaluation is performed nonstop is to make sure day-to-day operations areconsistent. By asking "How well are we doing?" you continue to study the program's achievements and make sure that they meet the standards you set.

Another equally important reason for program evaluation is to ease any concerns of state or localofficials that volunteers who have trained in the CERT program are acting without direction or outside the guidelines of the program.

# Visual 7:     Why? Maintain Program Control

- Evaluation reassures state and local officials that volunteers are well-trained and supervised

  o Evaluation reduces and handles the instances of independent or undirected volunteer actions

- By asking "Do we need to do something differently?" the Program Manager is able to make adjustments as needed


It only takes a few problem incidents to harm the credibility of your CERT program and createconcerns about training volunteers.

Periodic program evaluation keeps the program under control and lets you reduce and handle thetimes when volunteers act independently or without direction. It also allows you to adjust as needed.

# Visual 8:        How To Conduct Program Evaluation

1. Decide what you want to learn
2. Figure out strategy for getting information
3. Get information
4. Analyze information you got and decide on next steps

## SECTION 4: HOW TO CONDUCT PROGRAM EVALUATION

After understanding what program evaluation is and why it is done, the next step is to go overhow to do it.

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.

# Visual 9:      #1 What Do You Want to Learn

**How Well Did We Achieve Our Objectives?**


## Step 1: What Do You Want to Learn?

Since the CERT program depends heavily on the Program Manager being able to set clear anddefined program goals and objectives, it makes the most sense to evaluate your program by figuring out whether those objectives are being met.

# Visual 10:    SMART

- What elements make an effective objective?
    - o  Specific
    - o  Measurable
    - o  Achievable
    - o  Relevant
    - o  Time bound

Remember, a good objective is SMART:

- Specific;
- Measurable;
- Achievable;
- Relevant; and
- Time-bound.

During a program evaluation, you are working to determine if your program met the"achievable" part. Did we do what we set out to do?

# Visual 11:    Program Elements

- Think about your own CERT program
- What are some specific program elements that should be evaluated?

  o CERT Basic Training
  o Other training Program: volunteers, resources, funding
  o Exercises and drills done
  o Community activities
  o CERT partners who support program


Think about your own program. What are some specific program elements that should beevaluated? Here are some of the elements of a CERT program you should evaluate:

- CERT Basic Training;
- Other training;
- Program - volunteers, resources, funding;
- Exercises and drills done;
- Community activities; and
- CERT partnerships created for program support.

# Visual 12:    #2: Create Strategy for Getting Information

**Sample Objective**

To support a community's public safety efforts by providing CERT members whenever requested

- Who needs the information being collected?
- What types of data are needed?
- Where will it be found?

## Step 2: Create a Strategy for Getting the Information

The next step is to create a strategy for getting the information you want to

learn.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?

Every program has partners and stakeholders who will want to know how the program is doing.See the discussions in Units 2 (Setting a Program Vision) and 3 (Promoting Your Program) about partners and stakeholders.

What types of data are needed?

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 theprogram is trying to learn.

Qualitative data include comments, stories, testimonials, and observations. Quantitative data areeverything else, for example:

- Numbers;
- Ratings;
- Rankings; and
- Yes or no answers to specific questions.

Where will the data be found?

In Unit 6 there was a talk about the importance of keeping good records. Here is one of theplaces where good recordkeeping makes a difference.

The numbers (the quantitative data) will be found in your records. For qualitative data, you should talk with volunteers after public safety events and jot down observations and any goodstories.

# Planning for an Evaluation

1. What is the purpose(s) of performing the evaluation, i.e., what do you want to be able to decide as a result of the evaluation? For example:

   o What is the status of the CERT program's progress toward achieving its stated goals?
   o Do CERT members have adequate resources (equipment, facilities, training, etc.) to achieve the program goals?
   o Should priorities be changed to put more focus on achieving the goals? (**Note:** *This question could be considered as a program management decision rather than an evaluation question.*)
   o How should goals be changed, or should any goals be added or removed? Why?

2. Who are the stakeholders that should receive information from the evaluation, e.g., emergency services personnel, community support partners, CERT volunteers, etc.?
3. What information is necessary to really understand the strengths and weaknesses of the program, benefits to the community (outcomes), how the program succeeded or failed and why, etc.?
4. Where (sources) should the information be collected, e.g., program documentation, CERT volunteers, community partners, etc.?
5. What are the best methods available for collecting the information e.g., questionnaires, examining documentation, observing CERTs, etc.?

# Visual 13:    Activity

**Determining If Your Program's Performance Is Meeting Your Goals**


Activity: Determining If Your Program's Performance Is Meeting YourGoals

**Purpose:** This activity lets you create specific ways to evaluate different CERT program partsbased on your actual program goals/objectives.

**Instructions:**

Part 1:

1.  Go to the Draft Program Plan in Unit 1.
2.  Individually review your overall program goal and one to two specific objectives createdearlier (in Section 1: Program Goals).
3.  If you have not done so already, create a program objective. Objectives must be SMART:specific, measurable, achievable, relevant, and time-bound.
4.  You have five minutes.

Part 2:

1.  Break into small groups (e.g., table groups, groups of three to four participants).
2.  For each person:

    - Select one program objective.
    - Get ideas from the group on how this objective could be evaluated by the ProgramManager (data to collect, questions to ask).
    - Write the ideas from the group in your Draft Program Plan.

3.  You have 15 minutes.
4.  You will present to the whole group.

# Visual 14:    #3: Get the Information

### Step 3: Get the Information

This step is self-explanatory.

# Visual 15:    #4 Analyze Data Take Action

- Review of 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

## Step 4: Analyze the Information and Decide on Next Steps

Analyze data

When you analyze data, always start by reviewing your evaluation goals (i.e., the reason for the program evaluation). This will help you organize your data and focus your results, analysis, and conclusions.

For example, if you wanted to improve your program by finding its strengths and weaknesses, you can organize data into program strengths, program weaknesses, and ideas for improving the program.

Compare the results you got to what you expected to get.

Consider options

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 you have for applying those

suggestions. Take corrective action if needed

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).

# Visual 16:    Program Report

- Program Report records program evaluation results
  - Justify your conclusions or suggestions using your data results
  - Translate suggestions into specific action plans: who, what, when, how, and any other "need-to-know" details
  - Level and scope of content depend on who is getting report
    - Be mindful of intended audiences
  - Keep Program Report Brief

## SECTION 5: PROGRAM REPORT

Reporting Evaluation Results

You are responsible for making sure your program evaluation results are properly recorded andshared. This is done with the use of a Program Report.

Here are 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, andany 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 Reportneeds to cover the specific interests of the audience while still staying neutral.
- Keep the Program Report as brief as possible.

# Visual 17:    Activity

**Creating a Program Report**

**Purpose:** This activity lets you practice the right ways to share program evaluation results withdifferent audiences.

**Instructions:**

1. Break into four small groups.
2. For the target audience assigned to your small group, complete the worksheet, Creating aProgram Report, on the next page.
3. You have 10 minutes.
4. You will present your plan to the whole group.

Creating a Program Report

**Scenario:** 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?
2. How much detail do you need to include? Give examples.
3. How could or should the report be formatted? Why?

# Visual 18: Unit Summary

- The importance of evaluating a CERT program
- What to evaluate in a CERT program and how to do it
- Creating a Program Report

## SECTION 6: UNIT SUMMARY

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.

# Unit 9: Keeping Your Program Going

# CERT Program Manager Unit 9: Keeping Your Program Going

Participant Manual

## UNIT 9: KEEPING YOUR PROGRAM GOING

In this unit you 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?

# Visual 1:     CERT Program Manager

**Unit 9: Keeping Your Program Going**

## SECTION 1: UNIT OVERVIEW

A sustainable CERT program must have a strong Program Manager who is skilled and able tothink about both the short- and long-term program coordination 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 identify activities that do the most for programmaintenance.

# Visual 2: Unit Objectives

- By the end of this unit, participants will be able to describe how to sustain a local CERT program
    - o Describe the knowledge, skills, and abilities a Program Manager must have to run a program
    - o Identify elements needed for sustaining a program
    - o Explain a technique for finding program activities that do the most for program maintenance

## SECTION 1: UNIT OVERVIEW

By the end of this unit, you will be able to describe how to sustain your local CERT program.You will be able to:

- Describe the knowledge, skills, and abilities a Program Manager must have to run aprogram.
- Identify elements needed for sustaining a program.
- Explain a technique for finding program activities that do the most for programmaintenance.

## Visual 3:      Unit Topics

- Essential Skills and Abilities
- Keeping a Program Alive



## SECTION 1: UNIT OVERVIEW

This unit will look at the following topics:

- Essential Skills and Abilities; and
- Keeping a Program Alive.

# Visual 4:      Who Are Program Managers?

- Two types of people start CERT programs:
    - Forward-thinking supporters
    - Person told to start a program

## SECTION 2: ESSENTIAL SKILLS AND ABILITIES

Who Are Program Managers?

There are two types of people who start a CERT program:

- Forward-thinking supporters; and
- People who are told to start a program.

Although they took on the job for different reasons, both may end up being champions for theprogram.

# Visual 5: What Do You Think?

- If you started your CERT program or are planning to start a program, which type best describes you?
  - o You believed in the idea and wanted to help create a program
  - o You were given the job of starting a CERT program along with other assignments

# Visual 6:       The Challenge

- Keeping program going
- Making sure that program is effective and stays strong and viable



Starting a CERT program is only part of the job. Once the program has started, the real challengebegins—keeping the program going and making sure it is effective and stays strong and practical.

# Visual 7:        Important Info to Know

- How to:
  - Manage volunteers
  - Use volunteers no matter their skills
  - Promote program to community, media, elected officials, potential sponsors, and others
  - Make veteran police and fire chiefs want to use volunteers
  - Manage time commitment and amount of resources to run a successful program

There are certain things you must know to successfully start and sustain a CERT program. Theseinclude but are not limited to:

- How to manage volunteers (and how it is different from managing staff), includingrecruitment, retention, and termination.
- How to use volunteers no matter their skills and abilities.
- How to promote the program to the community, media, elected officials, potentialsponsors, and others.
- How to make veteran police and fire chiefs want to use volunteers by buildingorganizational support/sponsorship.
- How to manage the time commitment and amount of resources needed to run a successfulprogram (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 givingcredit for CERT high school training).
- How to define your CERT program's role in your specific community's emergencyoperations plan.

This list is not complete by any means. It will vary by community and/or the region in which theCERT program exists.

# Visual 8:		Important Info to Know

- How to:
    - Handle legal problems and aspects
    - Prove the value of the program
    - Get program support from elected officials for program activities
    - Define your CERT program's role in your specific community's emergency operations plan

# Visual 9: Requirements Vary

- Vary by
- Community
- Region

# Visual 10:    What Do You Think?

- **What else would you add to the list we just reviewed?**

# Visual 11:    Program Manager Skills

- Experienced Program Managers know that:
  - o   Being a Program Manager is rewarding
  - o   Being a Program Manager is not easy

- Program Managers need toolbox of skills in order to accomplish responsibilities of the job

## Skills the Program Manager Needs

Experienced Program Managers understand that being a Program Manager is rewarding. Theyalso know that it is not easy. Program Managers need a toolbox of skills to complete the responsibilities of their job.

# Visual 12: Skills and Abilities

- What are the specific skills and abilities the Program Manager needs to have?
  - o Tact
  - o Political savvy
  - o Passion
  - o Flexibility
  - o Leadership skills
  - o Comfort with public speaking
  - o Ability to motivate
  - o Trustworthiness

A list of Program Managers' skills and abilities was made during the design of this course. Thelist 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.

# Visual 13:    Skills and Abilities

- Specific skills and abilities the Program Manager needs to have:
  - Ability to be cool under pressure
  - Organizational triage skills
  - Commitment/dedication
  - Good communication skills
  - High energy level
  - Team concept
  - Ability to plan and write

# Visual 14: Activity

**Group and Draft Program Plan:**

**My Development Goals**

Activity: Group and Draft Program Plan - My Development Goals

Being a Program Manager is both rewarding and challenging. Effective Program Managers needa good sense of 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.

**Purpose:** This activity lets you identify specific areas of strength, areas of weakness, and areasthat you can assign to others.

**Instructions:** Follow the steps below to do the activity.

1. Complete the group activity as directed by the instructor.
2. Then go to the Draft Program Plan in Unit 1.
3. Individually complete the first part of the tenth section, Keeping the Program Going.Identify:

   - Three areas where you do well (three strengths);
   - Three areas where you want or need to learn more; and
   - Three areas that you might want to assign to others or share.

# Visual 15:    Keeping a Program Alive

- More than just CERT Basic Training
- Program may have many activities
- Program Manager will be responsible for most of them


## SECTION 3: KEEPING A PROGRAM ALIVE

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 is responsible for most of them.

# Visual 16:    What Do You Think?

- **What are tasks and activities that a CERT Program Manager might take on to help sustain the program?**

# Visual 17:　Five Critical Elements

- Volunteers are retained
- Skills are sharpened
- Teams respond effectively
- Program is run efficiently
- There is external program support

## Five Critical Elements

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.

Any program task or activity should support one or more of these elements of program maintenance. One program activity, if modified, might address multiple 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.

The degree to which each activity will add to overall program strength varies among local CERT programs. It is important for you to think about how different activities will make the most difference in sustaining your local program.

# Visual 18: Activity

**Program Maintenance Matrix**

Activity: Program Maintenance Matrix

**Purpose:** This activity allows you and the instructor to work together to find actions that do the most for program maintenance.

**Instructions:**

1. Work on your own to complete the Program Maintenance Matrix on the next page as directed by the instructor.
2. Then go to the Draft Program Plan in Unit 1.
3. Complete the second part of the tenth section, Keeping the Program Going, on your own.

## Program Maintenance Matrix

**Directions:** 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.

| Task or Activity | Retain Volunteers | Sharpen Skills | Effective Team Response | Capable Program Administration | External Program Support |
|---|---|---|---|---|---|
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

| Task or Activity | Retain Volunteers | Sharpen Skills | Effective Team Response | Capable Program Administration | External Program Support |
|---|---|---|---|---|---|
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

| Task or Activity | Retain Volunteers | Sharpen Skills | Effective Team Response | Capable Program Administration | External Program Support |
|---|---|---|---|---|---|
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

# Visual 19:    Unit Summary

- Essential skills and abilities the Program Manager should have
- Critical elements involved in keeping a program alive
- Use of a program maintenance matrix to find activities that do the most for program maintenance

## SECTION 4: UNIT SUMMARY

This unit has looked at program maintenance, specifically:

- Essential skills and abilities you, as Program Manager, should have;
- Critical elements involved in keeping your CERT program alive; and
- Use of a program maintenance matrix to identify activities that do the most for your program's maintenance.