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## UNIT 6: PROCURING AND MANAGING RESOURCES

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**In this unit you will learn about:**

- **Identifying Physical Resource Needs.** The physical resources that a typical CERT program will need, where to find them, and what they might cost.
- **Managing Data.** What data needs to be collected and how to track it.
- **Budgeting and Funding.** What to include in a budget. Where to find funding to cover the budget.

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## **UNIT OVERVIEW**

Starting a CERT program requires physical resources – personnel, equipment, and materials – and some type of program funding. This unit looks at how to procure and manage those resources. It also looks at how to manage the data associated with those resources.

At the conclusion of this unit, you will be able to establish a process for acquiring and managing program resources:

- Identify types of resources needed to coordinate a CERT program.
- Identify types of data that need to be collected and maintained for the program.
- Develop strategies for locating and managing resources.
- Identify program funding options and tips for approaching funders.
- Develop a draft program budget.

Given the nature of the training that CERT provides and the work that CERTs do, running a CERT program is resource intensive. Therefore 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 develop a budget and get it funded.

This unit will look at the following topics:

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

### **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 just what those resources are, where to find them, and their per-unit cost.

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

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IDENTIFYING PHYSICAL RESOURCE NEEDS (CONTINUED)

EXERCISE: IDENTIFY PHYSICAL RESOURCES

**Purpose:** This exercise allows you to identify what resources you would need for a particular scenario.

**Instructions:**

1. Break into four small groups. Each group should include at least one experienced Program Manager.
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.
  - a. For **Our assignment**, fill in the underlined text of the scenario assigned to you.
  - b. For **We made these assumptions**: As you complete the full exercise, you may find that there are assumptions you are making about how you would implement the scenario. Those assumptions should be entered in this area.
    - i. Example for Scenario #2: "We assume that the course will last 21 hours."
    - ii. One assumption has been entered: That you will have adequate funding to complete the task.
3. Complete the first column ONLY of the table on the second page, **What Resources Do We Need?** Think about the scenario and ask what resources are needed to complete the activity. Be sure to be very thorough in identifying your resources. Use extra pages if needed.
4. **NOTE:** DO NOT fill out the second or third columns in the table on resources at this time.
5. You have 10 minutes.
6. You will report 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 Web site.
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 exercise.)**

1. We will have adequate funding to complete the task.

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2.

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3.

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4.

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**COMMUNITY EMERGENCY RESPONSE TEAM PROGRAM MANAGER COURSE**

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

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## COMMUNITY EMERGENCY RESPONSE TEAM PROGRAM MANAGER COURSE

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

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**COMMUNITY EMERGENCY RESPONSE TEAM PROGRAM MANAGER COURSE**

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**We need to collect and track this information:**

1.

2.

3.

4.

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10.



**IDENTIFYING PHYSICAL RESOURCE NEEDS (CONTINUED)**

Resources include anything that will be needed to complete the task:

- People
- Equipment
- Materials
- Supplies
- Facilities

Be as thorough as possible when identifying resources.

- For example: Don't just state that you need training supplies or a Unit 5 instructor. List exactly what you need.

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 easel pads or whiteboard
- Computer and projection system
- Space for hands-on exercises
- Space for burning
- Burn permit

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**IDENTIFYING PHYSICAL RESOURCE NEEDS (CONTINUED)**

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

**EXERCISE: LOCATE RESOURCES**

**Purpose:** This exercise allows you to identify where or how you would get the resources for the scenario.

**Instructions:**

1. Work in the same small groups.
2. Add resources to your list if the previous discussion stimulated ideas.
3. Complete the second column **ONLY** of the table on the second page, **Where/How Will We Get Them?** Be creative in thinking about your options.
4. You have 10 minutes.

You may need to store resources.

- What to store
  - Training equipment
  - Materials for CERT members' 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 secure place to park it; have a vehicle to pull it.
- Keep a list of the inventory in storage.

### IDENTIFYING PHYSICAL RESOURCE NEEDS (CONTINUED)

#### EXERCISE: IDENTIFY COSTS

**Purpose:** This exercise allows 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 the second column about what you will use for storage, e.g., training facility space, donated space, a trailer.
3. Complete the third column of the table on the second page, **What Will They Cost?**
4. Enter a per-unit cost, e.g., per hour, per pencil. Don't 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 Basic Training* course and other training may vary.

- Some departments have instructors on salary and will absorb the cost into their annual budget.
- Others have to contract with instructors individually and the CERT program will have to fund the instructor.

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IDENTIFYING PHYSICAL RESOURCE NEEDS (CONTINUED)

**EXERCISE: DRAFT PROGRAM PLAN: IDENTIFY PHYSICAL RESOURCE PROCUREMENT FACTORS TO CONSIDER**

**Purpose:** This exercise allows you to record factors you might need to consider when procuring resources.

**Instructions:**

1. Go to the Draft Program Plan in Unit 1.
2. Individually complete the first table of the sixth section, *Procuring and Managing Resources*. The table title is “When procuring program resources, I need to think about these management issues.”

**MANAGING DATA**

The past hour has been spent on 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 aspects of the program. That information needs to be collected and maintained in an organized manner.

These types of data need to be collected:

- Information on each volunteer (discussed in Unit 4)
- Information on each instructor (discussed in Unit 5)
- Administrative information, e.g., inventory
- Training information, e.g., rosters, evaluations
- Program activities, e.g., requests for CERT activation (disaster and non-disaster), presentations made
- Budget information, e.g., income, expenses, periodic reports
- Outreach information, e.g., marketing contacts, mailing lists, potential volunteers
- Location(s) of individual members and/or teams to facilitate activation

## MANAGING DATA (CONTINUED)

### IMPORTANCE OF RECORDKEEPING

Maintaining 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 – where the teams are, how big they are, who their contact persons are.
- If particular skills are needed, you will need to be able to locate people with those skills.

#### ▪ **Administrative**

- The CERT program needs to keep track of volunteers and instructors, e.g., how many people have completed the *CERT Basic Training*, up-to-date contact info, which instructors can teach which units, and advanced training CERT members may have taken. (See Units 4 and 5)
- The CERT program needs to stay in touch with current and former volunteers and instructors, as well as with program partners and supporters.
- Keeping records allows CERT members to be eligible for benefits and insurance if these are available to the State's volunteer emergency workers.
- The CERT program needs to maintain good fiscal records for legal and budgetary reasons.

#### ▪ **Political**

- Recordkeeping is necessary to generate statistical information for interested parties, such as elected officials, about the number of participants in different parts of the city and the growth of the program.

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**MANAGING DATA (CONTINUED)**

**REDUCING LIABILITY**

Some of the most frequently asked questions about CERT programs concern liability and how to manage the liability for the CERT program.

- Providing training in how to respond safely and effectively in an emergency is one way that a CERT program addresses liability and prepares CERT members.
- Another way is to maintain accurate and complete records so that the Program Manager can document what the program has done. Good recordkeeping is an important part of risk management.

There is information on the CERT Web site about reducing liability. Be sure to read it. [www.citizencorps.gov/cert/start-3-1d.shtm](http://www.citizencorps.gov/cert/start-3-1d.shtm)

**RECORDKEEPING TIPS**

- Set up a good recordkeeping system as soon as possible. Keep it current. It will make the job easier.
- Only keep data critical to the program. Consult the sponsoring agency's legal counsel (e.g., city attorney) to see for what to track and what not to track.
- Safeguard personal information. Get permission from each volunteer before sharing information with anyone, even other volunteers.
- Don't reinvent the wheel. There are many sample forms to use as a starting point.
  - Check out the CERT Web site. [www.citizencorps.gov/cert/start-2-4.shtm](http://www.citizencorps.gov/cert/start-2-4.shtm)
  - Ask other Program Managers for copies of the forms they use.

See *Maintaining CERT Records* on the next page. It provides some additional information and tips on maintaining records.

### Maintaining CERT Records

Maintaining records can be tedious, but without proper 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.** Begin by identifying the potential information requests you will receive as a CERT Program Manager. Then design your recordkeeping forms to meet your information needs before your program begins. Next, consider how you will track and organize the information you are collecting. And finally, design simple formats for reporting CERT accomplishments.

**Collect only the data you need.** Some personal information, such as home telephone 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 consent of each individual. The safer approach to protecting information is to not collect it unless you really need it.

**Keep your database simple and backed up.** Add information only as you need to. If your database is computerized, back up the database frequently. Keep these backup copies in a safe place, e.g., store the backups at a different location.

**Don't bury yourself in records.** Don't maintain data you won't need or won't use. Think carefully about what you really want to record before developing your forms.

**Test the forms with your first class.** Provide the forms to your first class to ensure that they record the information you need and the forms work the way you want them to work.

**Set aside time for record maintenance.** Don't let recordkeeping get ahead of you. Set aside time every day or every week to input data. Develop a plan for archiving or destroying old records.

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

**Enlist some help.** If you don't have an administrative assistant assigned to the program, try to enlist one of the CERT graduates to help you. CERT graduates are doing much more than response. In many communities, graduates are coordinating newsletter development, coordinating Web sites, maintaining equipment, and many other jobs. Why not recordkeeping?

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**MANAGING DATA (CONTINUED)**

**EXERCISE: DRAFT PROGRAM PLAN: RECORD DATA COLLECTION AND RECORDKEEPING IDEAS**

**Purpose:** This exercise allows you to record data collection and recordkeeping things you want to make sure to do.

**Instructions:**

1. Go to the Draft Program Plan in Unit 1.
2. Individually complete the list in the sixth section, *Procuring and Managing Resources*. The list title is "Some data collection and recordkeeping things I need to do."

**BUDGETING AND FUNDING**

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

**BUDGETING**

How much funding is required to start and maintain a CERT program will be determined by:

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

**What does the CERT program want to do?**

- Determine the number of CERT members that will be trained, initially, then on an annual basis.
- Determine the role that CERT members will play in the community.
  - CERT members that have functions that are not covered in the *CERT Basic Training* curriculum will require additional training and supplies.



### BUDGETING AND FUNDING (CONTINUED)

#### 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

After you have answered these and other questions about the cost factors involved for the CERT program, you can begin developing a budget.

Developing a budget is a fairly straightforward activity.

- Identify the costs, both per unit and total.
- Total the costs.
- Divide the total cost by the number of people trained to identify a per participant cost.
  - Knowing this cost will be useful as a Program Manager works to justify the program.
  - For example: “For \$127 each, the CERT program ensures that 300 more people each year are prepared for a disaster and, for a period of 72 hours, can relieve the first responders by taking care of themselves and their families and assisting those who live or work around them.”

See the sample budget on the next page. The budget is a sample of what a CERT budget might look like for the *CERT Basic Training* course only. Note that this budget is simplified, and a real program budget will be more complex than the budget shown.

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**Sample Annual Budget**

**Sample Annualized Costs**

Halftime Coordinator	\$24,000	
Overtime for instructors (firefighters)	6,000	
Miscellaneous supplies	2,750	_____
		\$32,750

**Sample Costs Per Student**

Helmet, vest & badge	16	
Training manual	12	_____
100 graduates @ \$28 ea.		\$ 2,800
		_____

**Total Sample Program Costs** **\$35,550**

<b>Total Sample Program Cost/CERT Member</b>	<b>\$355</b>
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### BUDGETING AND FUNDING (CONTINUED)

On the CERT Web site you can find two companion documents:

- CERT Resource Requirements Worksheet [www.citizencorps.gov/cert/start-1-2e.shtm](http://www.citizencorps.gov/cert/start-1-2e.shtm)
- CERT Program Costs Worksheet [www.citizencorps.gov/cert/start-1-2g.shtm](http://www.citizencorps.gov/cert/start-1-2g.shtm)

These two documents are primarily for putting on a *CERT Basic Training* course and not for a broader program. However, they can be expanded for any CERT program configuration. There is also a link to access an Excel Spreadsheet version of the CERT Program Costs Worksheet tool.

#### FUNDING

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

The local Program Manager should be affiliated with the sponsoring agency.

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

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

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**BUDGETING AND FUNDING (CONTINUED)**

Other sources of support and funding include:

- Solicit donations
- Charge a fee
- Ask for in-kind donations
- Apply for a grant
- Establish or align with a not-for-profit organization

There are alternatives to establishing a not-for-profit organization that may provide the same benefits. These are included in the *Sources of Program Support* on the next page.

### Sources of Program Support

**Solicit donations.** Some corporations, businesses, and service clubs have a history of supporting community programs and include it in their donations plan. Try to determine 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 soliciting donations, ensure that you recognize business contributions on your Web site or in your newsletter. Talk with your budget person to see if monetary donations can be managed as a separate account for CERT within your department. This can require formal actions such as a resolution by city council and/or the creation of 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 viable alternative in some communities. Be careful if you plan to develop 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 some 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 don't mention a particular price, they usually end up giving you more than you would have asked.

**Solicit in-kind contributions.** Corporations may be more willing to donate materials or supplies for CERTs, rather than money. If this is the case, try to gain donations for items that are critical to the program. You will need hardhats, flashlights, batteries, rope, printing services, recharging of fire extinguishers, and a lot more. Offer attribution 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 demonstrate how to turn off gas and electrical utilities. Approach your local utilities to explain your program. You might be surprised at what they'll offer. (They may also have supplemental training programs to offer your CERT graduates.)

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

Grant writing is a particular 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, 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 funding for program maintenance.

**Establish 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 significant work and a fee, and an annual filing with the IRS after tax exempt status has been established. There are two alternatives:

1. Rather than becoming a 501(c)(3) organization yourself, look in the community for an already established 501(c)(3) organization that would be a fiscal 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 receive tax deductible contributions from donors. This would provide the same benefit as 501(c)(3) status.

**BUDGETING AND FUNDING (CONTINUED)**

**HOW TO APPROACH A FUNDER**

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. Schedule a one-on-one meeting.
4. Maintain contact.

Funders need to be approached in much the same way as partners are (see Unit 3, How to Initiate and Foster Partnerships).

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**Approach a Funder Checklist**

1. Present the program description along with financial information.
  - a. Project the income and expenses for 1-5 years.
  - b. Remember that funders want to know about tangible results, e.g., what will be done, how many people will be trained.
  - c. Businesses of any size that might contribute to the local CERT program will also want to know how they will benefit, e.g., community relations.
2. Develop a plan for approaching each partner.
  - a. In addition to the items in Unit 3, identify other people and organizations that can provide recommendations for you.
3. Schedule a one-on-one meeting.
  - a. Practice your presentation several times before the meeting.
4. Maintain contact after the meeting.
  - a. Keep yourself visible without being overbearing.



### **UNIT SUMMARY**

This unit has looked at procuring and managing resources:

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

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