

Community Emergency Response Team (CERT) Program Manager Course

G427 Participant Manual

Developed For:

**National CERT Program
Federal Emergency Management Agency
Department of Homeland Security
Washington, D.C.**

Developed By:

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Alexandria, Virginia**

May 2011

COURSE OVERVIEW

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COMMUNITY EMERGENCY RESPONSE TEAM
COURSE OVERVIEW

COURSE OVERVIEW

The purpose of this Community Emergency Response Team (CERT) *Program Manager* course is to prepare CERT Program Managers for the tasks required to establish and sustain an active local CERT program.

OVERALL COURSE OBJECTIVES

Upon completing this course, you should be able to:

1. Define the purpose and core components of a local CERT program.
2. Use strategic planning to define the mission and goals for a local CERT program.
3. Describe the purpose and strategies for promoting a local CERT program.
4. Establish a process for working with volunteers.
5. Establish a process for working with instructors.
6. Establish a process for acquiring and managing program resources.
7. Build a plan for delivering and managing safe training and exercises.
8. Describe the role of policies and procedures in operating a local CERT program.
9. Develop a process for evaluating a local CERT program.
10. Describe how to sustain a local CERT program.

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

COMMUNITY EMERGENCY RESPONSE TEAM
COURSE OVERVIEW

Target Audience

The target audience for this course includes the following:

- Professionals and volunteers who are designated to be or are interested in being appointed a local CERT Program Manager
- Those who are already in the CERT Program Manager position

PREREQUISITES

Prerequisites for anyone who wants to attend the *CERT Program Manager* course include the following:

- A referral from a CERT sponsoring agency. The CERT sponsoring agency could be a local, regional, or State government agency.
- Approval from a State CERT coordinating agency if the *CERT Program Manager* course is sponsored by such an agency
- Completion of the *CERT Basic Training* course

COMMUNITY EMERGENCY RESPONSE TEAM

COURSE OVERVIEW

COURSE AGENDA

This is a 3-day course. The first and second days run about 8.5 hours each. The third day runs about 4 hours.

Day 1

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

Day 2

8:00 – 9:00 a.m.	Unit 4: Working with Volunteers (cont'd)
9:00 – 9:15 a.m.	<i>Break</i>
9:15 – 10:15 a.m.	Unit 5: Working with Instructors
10:15 – 10:30 a.m.	<i>Break</i>
10:30 – noon	Unit 6: Procuring and Managing Resources
	Lunch
1:00 – 2:00 p.m.	Unit 7: Training and Exercises
2:00 – 2:15 p.m.	<i>Break</i>
2:15 – 3:15 p.m.	Unit 7: Training and Exercises (cont'd)
3:15 – 3:30 p.m.	<i>Break</i>
3:30 – 4:30 p.m.	Unit 8: Policies and Procedures

Day 3

8:00 – 9:00 a.m.	Unit 9: Program Evaluation
9:15 – 9:30 a.m.	<i>Break</i>
9:30 – 10:30 a.m.	Unit 10: Keeping Your Program Going
10:30 – 10:45 a.m.	<i>Break</i>
10:45 – noon	Unit 11: Course Summary and Conclusion

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UNIT 1: INTRODUCTION AND OVERVIEW

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.*** Course purpose and course learning objectives.
- **What a CERT Program Is.** How and why CERT programs were developed, core components of a CERT program, and how CERT programs interact with the emergency response system and the community.
- **The Draft Program Plan.** A template for participants to use throughout the course and continue to update after completing the course.

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COMMUNITY EMERGENCY RESPONSE TEAM PROGRAM MANAGER COURSE

UNIT 1: INTRODUCTION AND OVERVIEW

Welcome

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

Course Preview

COURSE PURPOSE

The purpose of the *CERT Program Manager* course is to prepare CERT Program Managers for the tasks required to establish and sustain an active local CERT program.

This course is relevant for everyone:

- 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 revitalize an ongoing program.

COURSE LEARNING OBJECTIVES

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

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 conclusion of the *CERT Program Manager* course.

At the conclusion of this training, participants will be able to:

1. Define the purpose and core components of a local CERT program.
2. Use strategic planning to define the mission and goals for a local CERT program.
3. Describe the purposes and strategies for promoting a local CERT program.
4. Establish a process for working with volunteers.
5. Establish a process for working with instructors.
6. Establish a process for acquiring and managing program resources.

Course Preview (continued)

7. Build a plan for delivering and managing safe training and exercises.
8. Describe the role of policies and procedures in operating a local CERT program.
9. Develop a process for evaluating a local CERT program.
10. Describe how to sustain a local CERT program.

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

Course Preview (continued)

Program Manager Course Learning Objectives

At the conclusion of this training, participants will be able to:

1. Define the purpose and core components of a local CERT program.
2. Use strategic planning to define the mission and goals for a local CERT program.
 - a. Explain why a CERT program must have clearly defined goals and objectives.
 - b. Establish draft goals and objectives for a CERT program.
3. Describe the purposes and strategies for promoting a local CERT program.
 - a. Explain expected outcomes for program promotion.
 - b. Identify community organizations to target for partnership.
 - c. Identify strategies for developing and maintaining partnerships.
 - d. Explain how the process of goal setting is linked to program promotion.
 - e. Articulate CERT core messages to include in program promotion.
 - f. Identify techniques for promoting a program to various audiences.
4. Establish a process for working with volunteers.
 - a. Describe how to recruit volunteers.
 - b. Describe how to orient volunteers.
 - c. Explain why to track volunteers.
 - d. Describe methods for managing volunteers.
 - e. Identify techniques for retaining volunteers.
 - f. Identify strategies for terminating a volunteer.

Course Preview (continued)

5. Establish a process for working with instructors.
 - a. Describe how to recruit instructors.
 - b. Describe how to orient instructors.
 - c. Explain why to track instructors.
 - d. Describe methods for managing instructors.
 - e. Identify techniques for retaining instructors.
 - f. Explain what to do when terminating an instructor.
6. Establish a process for acquiring and managing program resources.
 - a. Identify types of resources needed to coordinate a CERT program.
 - b. Identify types of data that need to be collected and maintained for the program.
 - c. Develop strategies for locating and managing resources.
 - d. Identify program funding options and tips for approaching funders.
 - e. Develop a draft program budget.
7. Build a plan for delivering and managing safe training and exercises.
 - a. Identify training and exercises that are required or available for CERT volunteers.
 - b. Explain how to tailor content from *CERT Basic Training*.
 - c. Identify tasks required for managing CERT trainings.
 - d. Describe the elements of a CERT Training and Exercise Plan.
 - e. Explain how to ensure safety during training and exercises.

Course Preview (continued)

8. Describe the role of policies and procedures in operating a local CERT program.
 - a. Explain why policies and procedures are necessary for running a successful program.
 - b. Identify policies and procedures necessary for starting and maintaining a program.
 - c. Identify resources for developing program policies and procedures.
9. Develop a process for evaluating a local CERT program.
 - a. Explain what program evaluation is.
 - b. Describe the purpose of evaluating a program.
 - c. List the steps for evaluating various program components.
 - d. Identify the characteristics of a Program Report.
10. Describe how to sustain a local CERT program.
 - a. Describe the knowledge, skills, and abilities a Program Manager must possess in order to coordinate a program.
 - b. Identify elements necessary for sustaining a program.
 - c. Explain a technique for identifying program activities that contribute most significantly to program maintenance.

CERT PROGRAM MANAGEMENT AND COURSE LEARNING OBJECTIVES

As the learning objectives indicate, a local CERT program is much more than just conducting *CERT Basic Training*. Some experienced CERT Program Managers have estimated that in fact *CERT Basic Training* is only 20% of their work. The other key activities required for an active program will be reviewed in this course.

What Is a CERT Program?

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

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

CERT HISTORY

What was the impetus for CERT?

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

When was the first CERT program piloted?

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

How did the CERT Program spread?

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

WHAT IS A CERT PROGRAM? (CONTINUED)

Where is the CERT Program currently housed?

Since 2003, the CERT Program has been part of the Individual and Community Preparedness Division and a partner program to the Citizen Corps Program at FEMA.

THE CERT PROGRAM

What is the purpose of the CERT Program?

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

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

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

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

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

What Is a CERT Program? (continued)

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

CERT members always work within the limitations of their training.

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

CERT AND THE COMMUNITY

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

See CERT in Action! on the national CERT Web site to read stories about local CERT response in actual emergencies (www.fema.gov/cert).

In addition to disaster response, what other activities are CERT programs involved in?

Supplemental to disaster response, CERTs are involved in a range of volunteer services such as helping with traffic management at large community events, making presentations on emergency preparedness to community groups, installing smoke detectors for low income residents, staff the first aid booth at events, etc.

What Is a CERT Program? (continued)

CERT AND THE EMERGENCY RESPONSE SYSTEM

This is the relationship between the CERT program and the emergency response system.

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

In order to be effective, the local CERT program must establish linkages with the existing response system. Throughout this training, think about what your relationships with response agencies are or should be and how to establish or improve them.

The Draft Program Plan

During the course you will work on a Draft Program Plan that you design yourself. Developing this Draft Program Plan will not just be useful for new CERT Program Managers. It will also give experienced CERT Program Managers an opportunity to revisit decisions made previously and to revise and update them.

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

There is an electronic version of the blank Draft Program Plan template with the other course materials at the national CERT Web site, www.fema.gov/cert.

Unit 2. 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):

- 1.
- 2.

COMMUNITY EMERGENCY RESPONSE TEAM PROGRAM MANAGER COURSE

UNIT 1: INTRODUCTION AND OVERVIEW

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

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

COMMUNITY EMERGENCY RESPONSE TEAM PROGRAM MANAGER COURSE

UNIT 1: INTRODUCTION AND OVERVIEW

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.

Current or Potential Partners

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

COMMUNITY EMERGENCY RESPONSE TEAM PROGRAM MANAGER COURSE

UNIT 1: INTRODUCTION AND OVERVIEW

Unit 3. Promoting to Target Audiences

Instructions:

Complete the matrix with ideas for your CERT program.

Stakeholder/Partner	Promotional Message	Promotional Strategies

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UNIT 1: INTRODUCTION AND OVERVIEW

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: Statement of need: Statement of solution: Why volunteer could do job: What’s in it for the volunteer:
	Opening: Statement of need: Statement of solution: Why volunteer could do job: What’s in it for the volunteer:
	Opening: Statement of need: Statement of solution: Why volunteer could do job: What’s in it for the volunteer:

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UNIT 1: INTRODUCTION AND OVERVIEW

Retention

Instructions:

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

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UNIT 1: INTRODUCTION AND OVERVIEW

Unit 5. Working with Instructors

Instructions: Complete the matrix with ideas for your CERT program.

These are great instructors I use or would like to use.

1.	4.
2.	5.
3.	6.

I could also look for instructors from these organizations.

COMMUNITY EMERGENCY RESPONSE TEAM PROGRAM MANAGER COURSE

UNIT 1: INTRODUCTION AND OVERVIEW

Ideas I want to remember for orienting instructors

Ideas I want to remember for tracking instructors

Ideas I want to remember for managing instructors

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UNIT 1: INTRODUCTION AND OVERVIEW

Ideas I want to remember for retaining instructors

Other

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UNIT 1: INTRODUCTION AND OVERVIEW

Unit 6. Procuring and Managing Resources

When procuring program resources, I need to think about these management issues:

Resources	Factors to Consider

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UNIT 1: INTRODUCTION AND OVERVIEW

Some data collection and recordkeeping things I need to do:

Data or Records to Be Collected	Best Ways to Collect and Access Data/Records

COMMUNITY EMERGENCY RESPONSE TEAM PROGRAM MANAGER COURSE

UNIT 1: INTRODUCTION AND OVERVIEW

Unit 7. Training and Exercises

My draft scenario for *CERT Basic Training*, Unit 5.

Some ideas for tailoring training to my community:

1.
2.
3.
4.
5.

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UNIT 1: INTRODUCTION AND OVERVIEW

Sample Training Schedule

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

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UNIT 1: INTRODUCTION AND OVERVIEW

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

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UNIT 1: INTRODUCTION AND OVERVIEW

Draft Training and Exercise Plan

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

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UNIT 1: INTRODUCTION AND OVERVIEW

Unit 8. 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

Things I need to research and people I need to talk to before we develop (revise) policies and procedures:

Topic of Policy/Procedure	Research Needed	Individuals to Be Consulted

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UNIT 1: INTRODUCTION AND OVERVIEW

Topic of Policy/Procedure	Research Needed	Individuals to Be Consulted

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UNIT 1: INTRODUCTION AND OVERVIEW

Thoughts I had about the policies and procedures we need to develop (policies/procedures or elements that are specific to our program, e.g., how will our CERT members be activated?):

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

COMMUNITY EMERGENCY RESPONSE TEAM PROGRAM MANAGER COURSE

UNIT 1: INTRODUCTION AND OVERVIEW

Unit 9. Program Evaluation

My specific goals and objectives for achieving them (remember to make objectives clear, concise, and measurable)

Goal #1.

Objective #1:
Objective #2:
Objective #3:

Goal #2.

Objective #1:
Objective #2:
Objective #3:

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UNIT 1: INTRODUCTION AND OVERVIEW

Goal #3.

Objective #1:
Objective #2:
Objective #3:

Ideas for evaluating my Goal #___.

COMMUNITY EMERGENCY RESPONSE TEAM PROGRAM MANAGER COURSE

UNIT 1: INTRODUCTION AND OVERVIEW

Unit 10. Keeping the Program Going

Three areas where I do well (three strengths):

1.
2.
3.

Three areas where I want additional training:

1.
2.
3.

Three areas I might want to delegate or share:

1.
2.
3.

COMMUNITY EMERGENCY RESPONSE TEAM PROGRAM MANAGER COURSE

UNIT 1: INTRODUCTION AND OVERVIEW

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

UNIT SUMMARY

In addition to covering the standard course introduction topics (course purpose and learning objectives), this unit provided an overview of what a CERT program is. Finally, the unit introduced the Draft Program Plan that participants will work on during the course.

UNIT 2: SETTING A PROGRAM VISION

In this unit you will learn about:

- **The Importance of Setting Goals.** Why you should set goals and objectives for your local program.
- **What Are Program Goals and Objectives.** The difference between goals and objectives.
- **The Goal Setting Process.** How to develop goals that are appropriate for your local program.

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UNIT OVERVIEW

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

At the conclusion of this unit, you 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.
- Establish draft goals and objectives for a CERT program.

This unit will look at:

- The importance of setting goals
- What a goal is
- The goal setting process

THE IMPORTANCE OF SETTING GOALS

An effective CERT program will look very different from one community to another. Therefore, this course will not provide a specific model for operating a program.

Even though this course will not provide a model, in order to choose an operating structure, every CERT program must have a clear vision of what that CERT program will be.

The way that we describe our program vision is by creating a goal for the program. We have to have that goal as a starting point so we can later determine whether we have made any progress.

ACTIVITY: BRAINSTORM PROGRAM GOALS

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

Instructions: Respond to the question asked.

WHAT ARE PROGRAM GOALS AND OBJECTIVES?

Every program needs a goal and objectives.

- The program goal is a clear and succinct statement about the program's purpose for existence. Sometimes it is called a mission statement.
 - It will describe **what** you will provide **to whom** and **in what geographic area**.
 - Example: "The Anywhere CERT Program will assume management of disaster relief operations in the neighborhoods of CERT members until professional responders arrive."
 - Example: "To do the greatest good for the most people in the least amount of time" (CERT Program)
- Specific goals (sometimes called objectives) describe intended future results – specific things that you will accomplish.
 - Example: To provide two *CERT Basic Training* courses a year.

Specific goals must meet several criteria. They must be:

- Specific: It is clear and well-defined.
- Measurable: There is a way to gauge progress toward achieving that goal.
- Achievable: The resources available to accomplish the objective.
- Realistic: The goal can be accomplished within reasonable parameters.
- Timely: The objective includes a due date or a time when it will be accomplished.

If the goals don't meet those criteria, they are not effective goals.

ACTIVITY: IDENTIFY GOALS AND OBJECTIVES

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

Instructions: Respond to the question asked.

WHAT ARE PROGRAM GOALS AND OBJECTIVES? (CONTINUED)

ACTIVITY: EVALUATE OBJECTIVES

Purpose: This activity allows you to identify effective objectives.

Instructions:

1. Work individually to complete the worksheet *Examples of Program Objectives* on the next page.
2. For each objective, answer Yes or No to the questions by checking the appropriate box.
 - a. Is the objective specific?
 - b. Is the objective measurable?
 - c. Is the objective achievable?
 - d. Is the objective relevant?
 - e. Is the objective time bound?
3. Be prepared to discuss your responses.

Examples of Program Objectives

Instructions:

For each objective, answer Yes or No to the questions by checking the appropriate box.

1. To have enough instructors available so that whenever a group of 15 or more people is interested in having a CERT class, we can provide it for them

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

2. To improve community preparedness by training community volunteers to provide emergency care until first responders arrive

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

COMMUNITY EMERGENCY RESPONSE TEAM PROGRAM MANAGER COURSE

UNIT 2: SETTING A PROGRAM VISION

3. To see Teen CERT in every high school in our county

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

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

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

COMMUNITY EMERGENCY RESPONSE TEAM PROGRAM MANAGER COURSE

UNIT 2: SETTING A PROGRAM VISION

5. To locate a cadre of experts that will assist in providing *CERT Basic Training* to all 170,000 county residents and to do annual refresher training

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

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

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

COMMUNITY EMERGENCY RESPONSE TEAM PROGRAM MANAGER COURSE

UNIT 2: SETTING A PROGRAM VISION

7. To host an outdoor search and rescue class and then to form a search and rescue team

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

THE GOAL SETTING PROCESS

Now you understand what a goal is and what a goal must include to be effective. The next thing to talk about is how to set program goals.

THE FIVE STEPS IN THE GOAL SETTING PROCESS

Here are the five steps in the goal setting process:

1. Identify community needs and sponsor needs
2. Develop draft goal and objectives
3. Test the goal and objectives with sponsors and stakeholders
4. Periodically evaluate:
 - a. Progress toward achieving objectives
 - b. Appropriateness of objectives
5. Develop new goal and objectives as needed

This is an iterative process. Periodically the CERT program must re-assess its goal/objectives to ensure that they are kept in alignment with the needs of the community. That means going back to Step 1 and repeating the goal setting process. The objectives should be reviewed regularly and updated as needed.

STEP #1: IDENTIFY COMMUNITY NEEDS AND POTENTIAL SPONSOR NEEDS

All program goal and objectives are local.

- They must be developed by the local program as this is the entity that will be implementing the goals.
- They must respond to the needs of the community.

THE GOAL SETTING PROCESS (CONTINUED)

Here are some of the things you want to find out about your community's needs:

- What hazards are possible in the community?
- What is the emergency management system (EMS) in the community and who are the players?
- Have there been other community-based public safety efforts? How successful were they?
- Have some homeowners and businesses implemented preparedness measures?
- What support is there for CERT?

Here is a partial list of people you want to talk to:

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

There is an overlap between setting your program's vision and promoting your program (Unit 3). They really have to be done together.

- You can't promote your program without having a program vision.
- You can't set the vision for your program without getting input from other people.
- And people can't give you input without knowing about the program.

THE GOAL SETTING PROCESS (CONTINUED)

Therefore, when you talk with people to assess your community's needs, you should also be prepared to educate them about the CERT Program:

- What its purpose is
- How it has been used around the country
- How it can be an asset to their department, agency, or organization
- How it can be an asset to your community

STEP #2: DEVELOP DRAFT GOAL/OBJECTIVES

Once they have assessed the community's needs, the program organizers will have gotten some direction for developing draft goal/objectives.

The number of specific goals to be developed will be determined by the program. However, new programs should make sure that the startup phase is manageable. Start small!

STEP #3: TEST GOAL AND OBJECTIVES WITH SPONSORS AND STAKEHOLDERS

The program organizers should return to the representatives they talked with earlier and get feedback on the program goal and objectives. This process accomplishes two things:

- If a goal has missed the mark, the representatives will provide that feedback.
- It encourages buy-in. People who feel some ownership of the program will be stronger program supporters.

THE GOAL SETTING PROCESS (CONTINUED)

ACTIVITY: DRAFT PROGRAM PLAN: DEVELOP PROGRAM GOAL AND OBJECTIVES

Purpose: New Program Managers will draft a program goal and 1-2 objectives for their program. They will list people that they want to ask to review the draft goal and objectives.

Established Program Managers will review their current program goal and objectives to see if these are achievable and appropriate and how they might be revised. They will list others who should review the updated goal and objectives.

Instructions:

1. Go to the Draft Program Plan in Unit 1.
2. Individually complete the first section, *Program Goals and Objectives*.

STEP #4: PERIODICALLY EVALUATE PROGRESS

A CERT program does not set an objective once, put it in a drawer, and forget about it. Program objectives reflect and define the program. Therefore, they must be periodically evaluated to find out:

- Is the program making progress toward the objective?
- Is the objective still appropriate for the program?

Reviewing a program's objectives is often part of the process known as "strategic planning." Strategic planning determines:

- Where an organization is going over the next year
- How the organization is going to get there
- How the organization will know if it got there

THE GOAL SETTING PROCESS (CONTINUED)

Strategic planning is not very complicated, but it is also not a skill that most Program Managers have. However, there are lots of resources available:

- There is a great deal of information online.
- This course will offer a few tools for strategic planning.
- Program Managers should also consider finding a strategic planner to assist the CERT program. Some sources might be:
 - A community college
 - A local volunteer clearinghouse
 - Someone who works for one of the sponsors

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

1. Questions to Get You Started (next page)
 - a. This series of questions developed by the National CERT Program will help a CERT program determine its community's strengths and challenges and its implementation strategy.
2. SWOT Analysis
 - a. SWOT stands for strengths, weaknesses, opportunities, and threats.
 - b. SWOT Analysis is a strategic planning method used to evaluate the strengths, weaknesses, opportunities, and threats involved in a project.
 - c. In SWOT Analysis you specify an opportunity and identify the internal and external factors that are helpful or harmful to making the opportunity a reality.

Questions to Get You Started

Take a few minutes to review the questions below. Answering these questions will help you determine your community's strengths and challenges and your strategy for implementing the CERT program.

Category	Questions
Baseline of Community Awareness	<ul style="list-style-type: none">• How would you assess the community's awareness of risk?• Have there been community-based public safety efforts?• Have some homeowners and businesses implemented preparedness measures?
Industry and Business	<ul style="list-style-type: none">• What businesses have a history of actively preparing for emergencies?• What businesses are required by law to maintain response plans?• What are the most influential employers in your community?• Which businesses have a corporate culture that encourages volunteerism?• What are the prominent business organizations or associations in your community?
Media	<ul style="list-style-type: none">• Which of the television, radio, or print media in your community are more community-service oriented?• Are there journalists or reporters who have prepared stories on natural hazards, emergency preparedness, or emergency response exercises?• Which local media outlets have the greatest potential to be effective partners?• Can you encourage the favorite local weather forecaster to be an active participant?
Health Care Providers	<ul style="list-style-type: none">• Which health care providers are most active in promoting public safety?• Can you encourage medical professionals to participate actively to promote preparedness?

COMMUNITY EMERGENCY RESPONSE TEAM PROGRAM MANAGER COURSE

UNIT 2: SETTING A PROGRAM VISION

Category	Questions
Community Leaders	<ul style="list-style-type: none">• Which community leaders might champion this initiative?• Which community organizations are typically active in community initiatives or events?• Can you get explicit support from local public officials?
Educational Institutions	<ul style="list-style-type: none">• Have any educational institutions participated in any type of natural hazard preparedness or response activities?• Are there any existing initiatives at area colleges and universities that would make a natural partner with CERT (e.g., programs in emergency planning or public education)?• Does the local school district require its students to perform community service?

SWOT Analysis Template

Opportunity that you are evaluating: _____

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

THE GOAL SETTING PROCESS (CONTINUED)

STEP #5: DEVELOP NEW GOAL AND OBJECTIVES AS NEEDED

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

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

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

UNIT SUMMARY

You should understand by now that a CERT program is not developed in isolation. If the program is going to be successful, it has to prove that it will be a resource for the community. To be a resource for the community the program must know where it is going and how it is going to get there.

Goals and objectives are the tools we use to lay out the program's future. They are an important aspect of managing existing programs as well beginning new programs. Programs must develop an overall program goal and several specific program goals using the goal setting process.

UNIT 3: PROMOTING YOUR PROGRAM

In this unit you will learn about:

- **Why We Promote and to Whom We Promote.** The reasons for promoting your program and the different audiences for promotion.
- **The Importance of Partnerships.** Why partnerships are important and possible partners.
- **Program Promotion and Goal Setting.** How program promotion and goal setting tie together.
- **How to Initiate and Foster Partnerships.** The process for developing and maintaining key partnerships.
- **The Promotional Message.** CERT core values to include in promotional messages and how to promote a program to various audiences.

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UNIT OVERVIEW

This unit looks at the reasons and strategies for promoting a CERT program.

At the conclusion of this unit, the participants will be able to describe the purposes and strategies for promoting a local CERT program:

- Explain expected outcomes for program promotion.
- Identify community organizations to target for partnership.
- Identify strategies for developing and maintaining partnerships.
- Explain how the process of goal setting is linked to program promotion.
- Articulate CERT core messages to include in program promotion.
- Identify techniques for promoting a program to various audiences.

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 initiate and foster partnerships
- The promotional message

WHY WE PROMOTE AND TO WHOM WE PROMOTE

Program promotion is at the top of the list of priorities for CERT Program Managers.

Here is a list of reasons why CERT programs must promote themselves:

- To get the program started
- To get volunteers
- To keep the program visible
- To gain support from the public
- To gain support from potential sponsors
- To gain support from community officials
- To gain support from professional responders
- To educate about the need for preparedness

COMMUNITY EMERGENCY RESPONSE TEAM PROGRAM MANAGER COURSE

UNIT 3: PROMOTING YOUR PROGRAM

Every member of the community – from private citizens to businesses to government officials – holds a vital stake in preparedness and response. Regardless of how well a CERT program is organized, it cannot succeed unless it has the support of those stakeholders.

- Sometimes that support is fairly passive. For example, not all potential stakeholders will end up being active CERT members.
- In some cases stakeholders will see the usefulness of having a more active relationship with the CERT program. They see that the CERT program can benefit them and the community.

WHY WE PROMOTE AND TO WHOM WE PROMOTE (CONTINUED)

A CERT program can have benefits for key stakeholders and the community:

- It supports emergency management and its agencies.
- It expands the emergency response capability of the community.
- It is a reliable resource for emergency responders in non-emergency situations.
- It expands home and workplace preparedness.
- It increases neighborhood and workplace involvement with public safety.

THE IMPORTANCE OF PARTNERSHIPS

Potential partners are stakeholders who see the usefulness of having a more active relationship with the CERT program. Partnerships are essential in starting and sustaining a CERT program.

Possible Partners	Benefits to CERT

See the Developing Partners Checklist on the next page.

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

Developing Partners Checklist

The list below provides some suggestions for developing CERT partners. Use this list to help you determine whom you should approach to sell your program.

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

COMMUNITY EMERGENCY RESPONSE TEAM PROGRAM MANAGER COURSE

UNIT 3: PROMOTING YOUR PROGRAM

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

THE IMPORTANCE OF PARTNERSHIPS (CONTINUED)

ACTIVITY: DRAFT PROGRAM PLAN: IDENTIFY POTENTIAL PARTNERS

Purpose: This activity allows existing Program Managers to identify organizations that already provide important partnerships and should be maintained. It allows all Program Managers to identify organizations in their community that could be targeted for partnership.

Instructions:

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

PROGRAM PROMOTION AND GOAL SETTING

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

- You can't promote your program without having a program vision.
- You can't set the vision for your program without getting input from other people.
- And people can't give you input without knowing 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 approaches a potential partner to explain how this new community resource (CERT) could help the partner.
- The CERT program asks for input and incorporates the input into developing the final program goals.
- This process results in stronger support for the CERT program.

PROGRAM PROMOTION AND GOAL SETTING (CONTINUED)

The approach is not used for all program partners. A CERT program has different levels of partners:

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

Goal setting and program promotion are tied together for those whose approval is critical to the program's existence.

Goal setting and program promotion are separate for program volunteers and those who are peripherally involved in the program.

ACTIVITY: DRAFT PROGRAM PLAN: PROGRAM PARTNERS AND GOAL SETTING

Purpose: This activity allows Program Managers to review the current and potential partners list and identify whether they should be involved in goal setting.

Instructions:

1. Go to the Draft Program Plan in Unit 1.
2. Individually complete the second column of the second section, *Program Partners*, by indicating whether the partner should be involved in goal setting.

HOW TO INITIATE AND FOSTER PARTNERSHIPS

Recruiting partners is like assembling a successful team. It takes thoughtful planning. Chances are that Program Managers will have only one opportunity to introduce CERT to many potential partners, so they will want their approach to be well thought out.

Up to this point the course has talked about some of the elements in promoting a CERT program:

- Developing good program goals
- Identifying stakeholders and partners
- Describing the possible benefits for both the program and partners

HOW TO INITIATE AND FOSTER PARTNERSHIPS (CONTINUED)

The next step is to examine the process for initiating and fostering partnerships. This process involves five steps:

1. Creating a Program Description
2. Developing a plan for approaching each partner
3. Scheduling one-on-one meetings
4. Maintaining contact
5. Being constantly alert for new partners

#1 CREATE A PROGRAM DESCRIPTION

Even before a Program Manager approaches a potential partner, the program must be very clear on what the program is about and what it will do. The best way to do that is by developing a program description, also called a “white paper,” that presents the overall approach to the program.

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

What to Include in Your Program Description

The "white paper" should include the information listed below. As you consider your community's needs, you may find other topics that should be included in the "white paper" as well.

Topic	What to Include
Current Situation in the Community	<ul style="list-style-type: none">• Threats faced by the community• Population needs• Number of professional responders• How CERTs can augment the response
Program Goals and Expectations	<ul style="list-style-type: none">• An overview of what CERTs will do in an emergency or disaster• How CERTs will complement professional responders• How many people will be trained in the first year• An estimate of how many people will be trained over the first 5 years• How skill levels will be maintained
Training Strategy	<ul style="list-style-type: none">• Training curriculum (Note: The FEMA curriculum can be augmented if the community faces additional threats to unusual conditions.)• Training methods
Team Organization	<ul style="list-style-type: none">• Types of teams: Neighborhood teams, rural area teams, workplace teams, non-profit organization teams, and others• How the Incident Command System (ICS) will be used to manage the CERT response
Linkages with the Existing Response System	<ul style="list-style-type: none">• Protocols for "self-activation" and "call out"• Procedures for communicating with professional responders• Level of control by emergency responders

HOW TO INITIATE AND FOSTER PARTNERSHIPS (CONTINUED)

Program Managers will begin by developing a draft program description. The paper will be refined after receiving input from partners. The information in the final program description can be used as you promote your program.

#2 DEVELOP A PLAN FOR APPROACHING EACH PARTNER

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

There are three parts to developing a plan for approaching a partner. Here is what you need to do to prepare for a meeting with a potential partner:

- Research the organization.
- Identify where you can help each other.
- Develop talking points.

See *Develop a Plan Checklist* on the next page.

Develop a Plan Checklist

Research the Organization

1. What does the organization do?
2. What are its concerns relating to disaster and community preparedness?
3. What is its relationship with emergency response?
4. What motivates the organization?
5. Who in the organization might be a champion for CERT?

Identify Where You Can Help Each Other

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

Develop Talking Points from Your Research

1. What the CERT program is
2. What the CERT program can accomplish if supported
3. A clear message on why the organization should participate and how its support will help
4. What the CERT program can provide the organization, e.g., training, materials
5. Committing personal time and perhaps financial resources 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 a response ready, including some success stories.

HOW TO INITIATE AND FOSTER PARTNERSHIPS (CONTINUED)

#3 SCHEDULE A ONE-ON-ONE MEETING

The next step is to meet with one or more people from the organization. The purpose of the meeting is to 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, etc.).
- Be clear and concise.
- Make sure to listen as well as talk.
- End the meeting on time.

Follow up the meeting with a letter that:

- Thanks the person you met with
- Briefly repeats your key points
- Indicates when you will contact them again

#4 MAINTAIN CONTACT

Program Managers should identify a contact person with the organization. Communicate regularly with the contact person. The frequency of the contact will depend on the nature of the partnership. For example, sponsors will hear from the Program Manager more frequently than will the president of a Neighborhood Watch group.

HOW TO INITIATE AND FOSTER PARTNERSHIPS (CONTINUED)

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 (for example, training for their members or employees, access to general information on emergency preparedness).
- Make it easy to do business with the CERT program.

#5 BE ALERT FOR NEW PARTNERS

Every community has dynamos in the public and private sector who can lead with powerful effectiveness. The job of recruiting partners is ongoing.

- Keep notes of contacts you make and the possible resources they can provide.
- As you recruit partners, encourage them to identify others who can contribute, personally or financially, to the CERT program.

See *Gaining Support from Local Leaders* on the next page. It provides important information on working with some very important partners – local community leaders.

GAINING SUPPORT FROM LOCAL LEADERS

Regardless of how you fund your program, the support of local elected and appointed officials will be necessary, even if only to support the time that you will spend as Program Manager. In most communities, however, you will need the support of local leaders prior to startup because, ultimately, local leaders control program funding.

To gain the support of local leaders, try the tips listed below:

Do your research first. The more knowledgeable you are about CERTs, what they can do, how much they cost, and the benefits they can provide the community, the more credibility you will have with those who control the decision-making and the purse strings. Use the "white paper" you developed to support your program strategy as your basis to ensure that you can answer as many questions as possible about what CERTs can do for your community's response efforts. Provide several success stories about how CERTs have been used in other (preferably similar) communities.

Determine your approach. As with nearly any program, the CERT Program can be approached in terms of "It's a real resource!" or "It's another new program!" Undoubtedly, the first approach will bring you more success. Be ready to provide examples of how the CERT Program supplements local response resources, and be prepared to explain how you can make that happen in your community.

Offer CERT as a potential resource for multiple agencies. CERT personnel are able and willing to help in a variety of settings. Suggest that they can help with tasks such as installing smoke detectors and batteries, providing medical assistance at local parades and community events, or helping staff fire safety awareness booths at fire station open houses. The more versatile you can show CERTs to be, the more likely it is that you'll gain approval for the program.

Keep elected officials in the loop. Include local elected officials on e-mailing lists or newsletter mailing lists so that they are aware of what you're doing to make CERTs successful and how CERTs are benefiting the community. Keep them aware of the progress you're making – how many CERT members you've trained, how often they have been activated, and whether there is a backlog of requests for training – so that the program stays "on their desks." When your program demonstrates its worth, let the elected officials take the credit. Invite local elected officials and chief officers to hand out certificates at graduation. Look for opportunities to make elected officials a visible part of the program to the community.

Finally, if your CERT program is established but doesn't have the support from local leaders that it needs, try scheduling an exercise or other event to demonstrate how CERTs operate and the benefits that a CERT can offer to the community. Invite local officials to an exercise involving CERT or schedule an exercise in a public place that will gain the attention of the media.

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.

Remember the key CERT messages:

- Safety, safety, safety; “safety first”
- Teamwork
- Community members helping each other in the neighborhood, workplace, school, other venues
- Valuing volunteers and CERT as an asset to the community
- Preparedness
- Importance of each individual’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

The promotional message a CERT program uses and how that message is communicated differ depending on the needs of each target audience. What you will say to a large employer and how you communicate it will be different from what you say to a parent-teacher organization and how you communicate it.

THE PROMOTIONAL MESSAGE (CONTINUED)

ACTIVITY: PROMOTING THE CERT PROGRAM

Purpose: This activity breaks participants into small groups to strategize techniques for promoting 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. Strategize 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 report your plan to the whole group.

THE PROMOTIONAL MESSAGE (CONTINUED)

ACTIVITY: DRAFT PROGRAM PLAN: PROMOTING TO TARGET AUDIENCES

Purpose: This activity allows you to record your ideas on what promotional messages and strategies you 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*.

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 Initiate and Foster Partnerships
- The Promotional Message

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UNIT 4: WORKING WITH VOLUNTEERS

In this unit you will learn about:

- **The Program Manager and the CERT Volunteer.** The roles of Program Manager and volunteer.
- **Recruit Volunteers.** How to find and recruit volunteers.
- **Orient Volunteers.** What orientation is needed, the membership application, and determining the volunteer's work.
- **Track Volunteers.** What information to track and why to track volunteers.
- **Manage Volunteers.** Why volunteers need to be managed and the management tasks involved.
- **Retain Volunteers.** How to meet the needs of volunteers, communicate effectively with them, and show recognition of their value.
- **Terminate a Volunteer:** What to do if it is necessary to terminate a volunteer.

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UNIT OVERVIEW

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

At the conclusion of this unit, you will be able to establish a process for working with volunteers:

- Describe how to recruit volunteers.
- Describe how to orient volunteers.
- Explain why to track volunteers.
- Describe methods for managing volunteers.
- Identify techniques for retaining volunteers.
- Identify strategies for terminating volunteers.

This unit will look at:

- The Program Manager and the CERT Volunteer
- Recruit Volunteers
- Orient Volunteers
- Track Volunteers
- Manage Volunteers
- Retain Volunteers
- Terminate a Volunteer

THE PROGRAM MANAGER AND THE CERT VOLUNTEER

The CERT Program could not exist without volunteers. Since the Program Manager may be the only paid staff member in a CERT program, volunteers are the backbone of the program. Volunteers:

- Provide administrative support.
- Run parts of the program.
- Train CERT volunteers.
- Make up the teams that serve the community.

It is therefore essential you know how to work with volunteers. In some ways, the skills are the same as working with paid staff, but there are differences in how you apply those skills.

IDENTIFY WAYS TO USE VOLUNTEERS

We usually think that recruiting is the first step in working with volunteers. But, before a Program Manager can start recruiting, he or she has to be prepared for the first volunteer.

Here is one way to prepare:

- Identify the ways that volunteers will be used in the program.
 - These may be described in the program description.
 - If they aren't in the paper, write them down. Documentation applies to program administration as well as to CERT activities!

How can the CERT program use volunteers?

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

THE PROGRAM MANAGER AND THE CERT VOLUNTEER (CONTINUED)

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

See Roles of Program Manager and Volunteers on the next page.

Roles of Program Manager and Volunteers

CERT Program Manager

As the CERT Program Manager, you are responsible for the overall success of the program for your community. But what does a Program Manager do? Some of your key responsibilities are listed below. As you progress through program development and introduce program maintenance, you will identify other responsibilities. When you do, add them to this list as a reminder of what it takes to run a CERT program.

You will not be able to make the program successful if you don't have help. You should delegate some responsibilities. CERT members may have leadership, administrative, and creative talents that can help you. Remember, it is their program, too.

General Management

- Develop the initial plan for implementing a CERT program in the community.
- Develop forms and records or a database to track training, program participation, exercises, mailings, etc.
- Develop a budget and obtain funding.
- Maintain records (financial, inventory, database of CERT members, etc.).
- Coordinate a CERT electronic newsletter or other mailings to maintain contact with current CERT volunteers.
- Establish Standard Operating Procedures for the use of CERTs in disaster and non-disaster situations.
- Evaluate the overall program.

Marketing

- Gain support by marketing the plan to local leaders, unions, first responders, citizens, employers, and potential partners.
- Pitch to the media to gain public recognition of CERT capabilities and accomplishments.

Training

- Train administrative staff to handle public inquiries by phone and e-mail about the program.
- Schedule training, follow-up training, exercises, special events, etc.
- Arrange all program logistics, including classroom setup.
- Identify, recruit, train, and schedule instructors.
- Recruit class participants.
- Maintain the course content.
- Provide an orientation at the beginning of each course (very important for new programs, less important in well-established programs).
- Monitor classroom delivery.
- Evaluate training and results.
- Arrange for speakers at graduation.
- Develop supplemental classes, exercises, and projects to keep CERT members involved and to improve their skills.

Administrative Assistance (Paid or Volunteer)

CERT will generate a lot of telephone calls and a lot of paperwork. While you are operating the program, you will need someone reliable to assist you by:

- Answering telephone calls and responding to routine inquiries
- Processing mailings
- Processing registrations
- Arranging the training logistics
- Maintaining the CERT member database
- Arranging for the printing of course materials, flyers, brochures, and other CERT materials
- Helping with a newsletter and/or Web site

THE PROGRAM MANAGER AND THE CERT VOLUNTEER (CONTINUED)

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 also want to write down the descriptions for other CERT volunteer positions.

Written job descriptions do two things:

- They let the volunteer know what your expectations are.
- They give you something to evaluate performance against and something to fall back on if performance is inadequate or unacceptable.

At the end of the unit there will be a short discussion about terminating volunteers, something that does have to be dealt with periodically.

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

See *Developing a Job Description* on the next page.

Developing a Job Description

When developing a job description, think about:

- The purpose of the job. How will the position help your program achieve its mission?
- The job responsibilities. What tasks will you expect the volunteer to do?
- Job qualifications. What knowledge, skills, and abilities (KSAs) are required for the job?
- To whom the volunteer will report. Will he or she report directly to you or to another volunteer?
- The time commitment required for the position. How many hours each week or month are required to ensure that the job responsibilities can be accomplished within a reasonable time frame and without undue stress?
- The length of the appointment. How long will the position be required? Is the job open ended, or is it a position that is only required during an emergency?
- Who will provide support for the position. Will the volunteer work independently, or will he or she rely on others in the program (e.g., volunteer communications, program promotion, training coordination)?

#1 RECRUIT VOLUNTEERS

The first thing a Program Manager needs to do is to find volunteers.

THE ROLE OF *CERT BASIC TRAINING*

The primary gateway to a CERT program is through *CERT Basic Training*. This training helps participants identify whether they want to be an active member of the program or whether they just want the information for personal use but they don't want to make a larger time commitment.

SOURCES OF VOLUNTEERS

Here are some ways and places to recruit volunteers:

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

There is a particular dilemma for recruiting CERT volunteers:

- Reaching out to “established” groups is easier than trying to recruit individuals one at a time.
 - Established groups have a pre-existing reason(s) for working together.
 - CERT can become part of their mission.
- However, the concept of CERT is that a team organizes geographically.
 - Members of some groups are not geographically connected.

Program Managers need to be ready to address this potential dilemma when recruiting.

#1 RECRUIT VOLUNTEERS (CONTINUED)

THE RECRUITMENT MESSAGE

Once you have identified groups to target for recruitment, the next step is to develop a recruitment message. This message is different from general program promotion (discussed in Unit 3). This message is specifically aimed at recruiting volunteers. The recruitment message should include these elements:

- An opening that will catch the audience's attention
- A statement of the need: what the problem is
- A statement of the solution: how volunteers can meet the need
- A statement to address the volunteer's question as to whether he or she can potentially do this job
- A statement of the benefits: what is in it for the volunteer
- A contact point to get involved

These elements should be included regardless of the medium used, e.g., public service announcement or talk or newspaper article.

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

- That they complete *CERT Basic Training*? Any restrictions such as minimum age?
- That they participate on a local team? Requires background check?
- That they help build a local team?
- That they help coordinate the local CERT program?
- That they participate in other non-disaster activities?

#1 RECRUIT VOLUNTEERS (CONTINUED)

ACTIVITY: DRAFT PROGRAM PLAN: IDENTIFY RECRUITMENT OPTIONS

Purpose: This activity allows you to identify avenues for pursuing recruitment. It also allows you to record thoughts you have for recruitment messages.

Instructions:

1. Go to the Draft Program Plan in Unit 1.
2. Individually complete the first table of the fourth section, *Working with Volunteers*.

#2 ORIENT VOLUNTEERS

Orientation is the second activity you need to do with volunteers.

Every volunteer who completes the *CERT Basic Training* course and wants to become an active CERT member needs to be oriented. You must:

- Provide information on the National CERT Program (covered in *CERT Basic Training*).
- Provide information about the local CERT program (probably will have been covered in *CERT Basic Training*).
- Set standards.
- Form a relationship with new volunteer.
- Determine what his or her volunteer assignment(s) will be.

#2 ORIENT VOLUNTEERS (CONTINUED)

Set Standards

In addition to orienting volunteers to the national and local CERT programs, Program Managers must set standards for volunteers from the beginning of their CERT membership. Program Managers can develop a standard operating guide for new members that includes all of the expectations, such as:

- Acceptable participation in the program
- Maintaining active status
- Standards of behavior
- Following the team chain of command
- Deferring to professional responders
- Maintaining any equipment issued

Volunteer behavior determines how emergency responders, public officials, and community members will view the local program. It only takes a few negative incidents to bring down the entire credibility of a local CERT program and the program's reputation for training and maintaining volunteers.

Some officials are concerned about volunteers being trained for and performing emergency response without direction. Emphasize the importance of CERT quality control and credibility of citizen volunteers.

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

#2 ORIENT VOLUNTEERS (CONTINUED)

FORM A RELATIONSHIP WITH THE VOLUNTEER

For a volunteer to become an official CERT volunteer, the following must occur:

- The volunteer completes a membership application.
- By signing the CERT membership form the volunteer is committing to the CERT program, its requirements, and to the Program Manager as the leader of the program.
- The Program Manager completes 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 local program).
- The Program Manager adds the volunteer's name, address, e-mail address, phone number and any other information needed in the local CERT member database.

See the *Sample Membership Application* in the Additional Materials section at the end of Unit 4.

#2 ORIENT VOLUNTEERS (CONTINUED)

DETERMINE THE VOLUNTEER'S WORK

The last part of orientation is for the Program Manager to find out how the volunteer wants to work with the CERT program. Most volunteers will want to be part of a CERT. However, some volunteers at some point may also want to contribute in other ways. A CERT volunteer who knows accounting may be able to help the Program Manager with bookkeeping. A CERT volunteer with graphic design experience may be able to design flyers. Get to know your volunteers so you don't miss out on these opportunities!

Make the best use of your volunteers:

- Tell volunteers during orientation about other opportunities.
- Talk with volunteers and find out their special strengths that might serve the CERT program.
- Include a question on the volunteer application about skills they have that might be useful to the program.

QUESTIONS YOU CAN'T ASK

There are a number of questions that legally you may **not** ask in an interview situation. 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 permissible)
- Discharge from military service

#2 ORIENT VOLUNTEERS (CONTINUED)

- Length of residency in the community
- Health. The exception is a specific question about whether the applicant is able to perform a specific physical task required by the job (e.g., lift 50 lbs.).

A general guideline: don't ask anything that is not directly related to the ability of the applicant to perform the specific volunteer job.

A Final Thought

Consider 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 volunteers a social opportunity to meet other volunteers informally.

#3 TRACK VOLUNTEERS

Tracking is the third activity you need to do with volunteers.

Here is some of the information you maintain on volunteers:

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

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

#3 TRACK VOLUNTEERS (CONTINUED)

The information you keep track of is used in various ways:

- Need to account for who is in the program
- Need to know whom to mobilize for special response situations (e.g., someone trained in animal response)
- Need to know who has what skills and if they are current
- Need to know where your equipment is and know what to get back when someone leaves
- Need to know how to contact the family of the volunteer if there is an emergency
- Need to be able to justify your program to funders, to show what service you are providing to the community; hours count toward the state filing for reimbursement after a disaster

JUSTIFY YOUR PROGRAM

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

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

“In the past year the CERT program supplemented the response capability of this community by providing x number of people hours for disaster response and x number of people hours providing traffic and crowd management at community events. This service would have cost this community \$x if paid responders had been used.”

Tracking volunteers is also addressed in Unit 6, Procuring and Managing Resources. The key message here is that the information must be collected and maintained.

#4 MANAGE VOLUNTEERS

The fourth activity you need to do with volunteers is to manage them.

The management tasks for volunteers are similar to those used when managing paid staff. Just as staff members need to be managed, so too do volunteers. Management tasks include:

- Training: making sure that they have the skills to do the task
- Assigning: telling them what the task is and providing them the information they need to do the task
- Monitoring: supervising the task and intervening when necessary
- Evaluating: providing feedback after the event; checking on volunteers' well-being; debriefing with volunteers

During CERT activation, some of the management tasks are done at the team level. The Program Manager will not be able to provide all the management personally. But he or she has general responsibility for seeing that the management is done.

Why do volunteers need to be managed?

- To be accepted as a part of the community's emergency response system, the CERT program must be accountable. It only takes a few bad apples to bring down the program.
- The program sets expectations and it has to see that the expectations are met.
- The program cannot survive without volunteers. It needs to work to keep them.

#4 MANAGE VOLUNTEERS (CONTINUED)

Managing volunteers is different from managing staff. It is often much more delicate since volunteers can leave without warning and one or more unhappy volunteers can be quite damaging. A Program Manager needs to:

- Keep volunteers happy about being part of the CERT program
- Sustain their commitment, their skills as individuals, and their capabilities as a team

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

ACTIVITY: MANAGING A CERT EVENT

Purpose: This activity breaks participants into small groups to strategize management tasks for various scenarios.

Instructions:

1. Break into five small groups.
2. For the scenario assigned to your small group (see next page), complete the worksheet, *Managing a CERT Event*, on the next page.
3. You will report your plan to the whole group.

Managing a CERT Event

Scenarios

1. The annual county fair is being held in a month. Your CERT program has been asked to assist with parking and traffic.
2. Major flooding is possible in a neighboring community. Your CERT program has been asked to assist with sandbagging.
3. Your CERT program has been asked to help with installing smoke detectors in three apartment buildings that primarily 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 requested assistance.
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. Strategize how you would manage the event assigned to your small group.
2. You can assume that the volunteers are trained. Address assignment, monitoring, and post-event evaluation and feedback.
3. You have 10 minutes.
4. You will report your plan to the whole group.

#5 RETAIN VOLUNTEERS

The final activity you need to do with volunteers is to keep them. To retain a volunteer you have to understand what volunteers need and how to meet those needs.

Remember that volunteers are crucial to the existence of the program. Keeping them involved and pleased with their participation is essential.

VOLUNTEER NEEDS

You also need to understand a volunteer's motivations. This will make it easier to support them and helps assure that they feel good about making contributions to the program.

Why do people volunteer?

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

Understanding why people volunteer is important, but it is only part of the equation. It explains what got them to CERT.

Program Managers also need to understand what volunteers need. This is often hard for volunteers to articulate, but addressing needs is what will get volunteers to stay.

#5 RETAIN VOLUNTEERS (CONTINUED)

Here are some volunteer needs:

- To be respected (for their skills and what they have to offer)
- To feel capable (to do the job)
- To feel needed (that their presence makes a difference)
- To not be asked to do more than they can (acknowledgement of any physical or other limitations)
- To feel attended to (that someone cares how they are doing or feeling)
- To be appreciated (a simple thank you goes a long way)

KEEPING VOLUNTEERS

One part of retention is providing training and exercises to make sure that the volunteers' skills are maintained.

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

CERT Basic Training, supplemental training, and drill/exercises are all important ways to retain volunteers. More information about these will be provided later in the course as part of Unit 7, Training and Exercises.

#5 RETAIN VOLUNTEERS (CONTINUED)

Another critical part of volunteer retention is to ask them to help as often as possible. This will help volunteers feel respected, capable, and needed.

- Don't wait for an emergency; CERT members can help in non-emergency situations, too.
- Examples of non-emergency activities include:
 - Assistance with crowd/traffic management at large community events
 - Presentations about community preparedness
 - Helping with smoke detector installation campaigns
 - Etc.
- Non-emergency uses of CERT volunteers build political support and create "political capital" for the program.

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

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

#5 RETAIN VOLUNTEERS (CONTINUED)

Here are some other ways to retain volunteers:

- Ensure 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.
- Pass on to volunteers the feedback the program receives about the impact of their work.
- Have fun!

ACTIVITY: VOLUNTEER RECOGNITION

Purpose: This activity breaks participants into small groups to design volunteer recognition opportunities.

Instructions:

1. Divide into four small groups. Make sure that there is at least one experienced Program Manager in each group.
2. Assignments:
 - a. Group #1: Design a formal volunteer recognition event that a CERT program could do.
 - b. Group #2: List 8-10 small, informal things a program can do to retain volunteers.
 - c. Group #3: Develop a plan to communicate with volunteers. List what kinds of things you will communicate and 3-5 ways that you could communicate them.
 - d. Group #4: Design an informal and social volunteer recognition event that a CERT program could do.
4. Complete the worksheet, *Volunteer Recognition*, on the next page.
5. You will report to the whole group.

Volunteer Recognition

Assignments

Group #1: Design a formal volunteer recognition event that a CERT program could do.

Group #2: List 8-10 small, informal things a program can do to retain volunteers.

Group #3: Develop a plan to communicate with volunteers. List what kinds of things you will communicate and 3-5 ways that you could communicate them.

Group #4: Design an informal and social volunteer recognition event that a CERT program could do.

Instructions:

- Work on your assignment.
- Remember that funding may be tight. Be creative!
- You have 10 minutes.
- You will report to the whole group.

#5 RETAIN VOLUNTEERS (CONTINUED)

MEETINGS WITH VOLUNTEERS

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

Making Meetings Valuable

Have a Reason to Meet. Always have a reason or objective for your meeting. Don't have a meeting just because you think you need one. Have an objective for every meeting and accomplish that objective. This will make participants feel the meeting has a meaning and you will focus on the objective as an accomplishment.

Set an Agenda. Having an agenda is essential for an effective and productive meeting. Make sure that all of your meetings have a printed agenda. This will make the meeting more efficient and make the participants feel like the meeting is not a waste of their time. Adults abhor feeling like they are wasting their time and this will help you stay on task and on time.

Have Fun. Make the meetings fun! Try to add some element that is interesting, stimulating, and fun. How about a game of disaster Jeopardy or 20 Questions? Try anything to make them enjoy the meeting and entice them to come back to the next event.

Keep It Short. Adults HATE wasting time and effort. Keep your meetings short and to the point. An agenda and an objective or two will help, but you need to always be aware of brevity. Stay on task and, if you get done early, thank them and let them go home! Unless you are doing some major training or exercise, avoid going more than 2 hours.

Offer Food and Drinks. Try to provide your participants some sort of refreshment during meetings. Even if it is nothing more than a soda or bottled water, refreshments are necessary. If you are having an outdoor activity or an exercise, it is imperative to provide liquid refreshments. Consider 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 capacity and capabilities.

#5 RETAIN VOLUNTEERS (CONTINUED)

ACTIVITY: DRAFT PROGRAM PLAN: CAPTURE RETENTION IDEAS

Purpose: This activity allows Program Managers to capture ideas they have about ways to retain volunteers.

Instructions:

1. Go to the Draft Program Plan in Unit 1.
2. Individually complete the second part of the fourth section, *Working with Volunteers, Retention*.

TERMINATE A VOLUNTEER

The flip side of retaining a volunteer is terminating a volunteer. Termination should be reserved for those times when:

- All other measures have failed.
- There has been gross misconduct such as theft, abuse, or being under the influence of drugs or alcohol.

During the orientation session, 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 evaluations and feedback such situations can be avoided.

Here are some guidelines for Program Managers should they have a situation that causes concern:

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

(continued)

TERMINATE A VOLUNTEER (CONTINUED)

- Follow program protocols for disciplinary procedures. Levels of corrective action should be included in the protocol, e.g.:
 - Additional training or supervision
 - Reassignment
 - Suspension
 - Termination

UNIT SUMMARY

This unit has looked at program promotion:

- The Program Manager and the CERT Volunteer
- Recruit Volunteers
- Orient Volunteers
- Track Volunteers
- Manage Volunteers
- Retain Volunteers
- Terminate a Volunteer

Additional Materials

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COMMUNITY EMERGENCY RESPONSE TEAM PROGRAM MANAGER COURSE

UNIT 4: WORKING WITH VOLUNTEERS

Sample Membership Application



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



Return to:

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

Name: _____

Last

First

MI

Address: _____

City/State/Zip: _____

Work Address: _____

Are you currently employed? If so, how? _____

Your Home Phone: _____ Work Phone: _____

Cellular Phone: _____ Pager: _____

Do you have an alternate way of contacting you? (i.e., fax, email):

Date of Birth: _____ Legal adult? Yes No

Do you have any physical or medical conditions that might affect your participation in some of the activities of this program? Please explain:

COMMUNITY EMERGENCY RESPONSE TEAM PROGRAM MANAGER COURSE

UNIT 4: WORKING WITH VOLUNTEERS

Personal References:

Name	Complete Address	Phone	Relationship

CERT Basic Training

Completion Date: _____ Location: _____

Sponsoring Organization: _____

COMMUNITY EMERGENCY RESPONSE TEAM PROGRAM MANAGER COURSE

UNIT 4: WORKING WITH VOLUNTEERS

INTENT/AUTHORIZATION TO OBTAIN BACKGROUND REPORT FOR CERT VOLUNTEERING

NOTICE

The City of Grand Island conducts applicant screening and criminal background efforts that include an investigative report, which may include inquiries into an applicant's character, general reputation, personal characteristics, and mode of living. The report may involve personal interviews with employers and educational institutions. Additionally, a criminal and civil records history, driver history, educational verification, and work history may be ordered. A volunteer has the right to request a complete and accurate disclosure of the nature and scope of the investigative report requested. Your request must be made in writing within a reasonable amount of time from the receipt of this notice. You also may have additional rights according to state and local laws.

AUTHORIZATION

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

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

Applicant's Printed Name: _____ DOB: _____

Applicant's Signature: _____ Date: _____

COMMUNITY EMERGENCY RESPONSE TEAM PROGRAM MANAGER COURSE

UNIT 4: WORKING WITH VOLUNTEERS

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

Arrest Information

Have you ever been arrested, charged, "questioned as an accused party", or convicted of a felony or misdemeanor, including court martial and military charges? (Omit traffic violations).

Yes ____ No ____ If yes, complete the following.

Police Agency

<u>Crime Charged</u>	<u>City & State</u>	<u>Date</u>	<u>Disposition of Case</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

If conviction, what was the nature of your offense(s)?

Date of convictions(s) _____

Are you on Probation/Parole? Yes ____ No ____

Current status of conviction(s) _____

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

1. If yes, give facility name and location. _____
2. Date and length of incarceration. _____
3. Date of release and current status. _____

Signatures

I understand that by volunteering with the CERT organization that I will learn certain basic skills that are intended to help me render assistance to others only when I deem it safe and necessary for me to do so. I am under no obligation, by virtue of having received this training, to render aid or become involved in any activities that would make me feel uncomfortable or have the potential to cause me physical or emotional injury.

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

COMMUNITY EMERGENCY RESPONSE TEAM PROGRAM MANAGER COURSE

UNIT 4: WORKING WITH VOLUNTEERS

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

1. Act in the scope of my official duties, and
2. Act in furtherance of a public purpose.

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

Signature

Printed Name

INFORMED CONSENT, WAIVER AND RELEASE AGREEMENT

FOR THE HALL COUNTY/GRAND ISLAND CITY COMMUNITY EMERGENCY RESPONSE TEAM

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

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

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

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

COMMUNITY EMERGENCY RESPONSE TEAM PROGRAM MANAGER COURSE

UNIT 4: WORKING WITH VOLUNTEERS

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

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

CONSENT

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

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

Name: _____ Signature: _____ Date: _____

Witness: _____ Witness Signature _____

UNIT 5: WORKING WITH INSTRUCTORS

In this unit you will learn about:

- **The Program Manager and the CERT Instructor.** The roles of Program Manager and instructor.
- **Recruitment.** How to find and recruit instructors.
- **Orientation.** What you need to learn and what orientation is needed.
- **Tracking.** What information to track and why to track instructors.
- **Management.** The tasks involved in managing instructors.
- **Retention.** The importance of recognizing both paid and volunteer instructors.
- **Termination.** What to do if it is necessary to terminate an instructor.

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UNIT OVERVIEW

This unit looks at how the Program Manager works with instructors:

- Recruitment
- Orientation
- Tracking
- Management
- Retention
- Termination

At the conclusion of this unit, the participants will be able to establish a process for working with instructors:

- Describe how to recruit instructors.
- Describe how to orient instructors.
- Explain why to track instructors.
- Describe methods for managing instructors.
- Identify techniques for retaining instructors.
- Explain what to do when terminating an instructor.

UNIT OVERVIEW (CONTINUED)

The Program Manager does the same tasks with instructors that he or she does with volunteers. Therefore this unit will look at the following topics:

- The Program Manager and the CERT Instructor
- Recruit Instructors
- Orient Instructors
- Track Instructors
- Manage Instructors
- Retain Instructors
- Terminate an Instructor

Since some instructors will be paid and some will be volunteers, how a Program Manager completes these activities may differ somewhat depending on the circumstance.

THE PROGRAM MANAGER AND THE CERT INSTRUCTOR

Before talking about how to work with CERT instructors, it's important to think about the requirements for a CERT instructor:

- The job of the instructor
- What makes a competent instructor

A Program Manager needs to consider these requirements when determining how instructors will be used to support the program, called an instructor deployment plan.

THE PROGRAM MANAGER AND THE CERT INSTRUCTOR (CONTINUED)

TYPES OF PERSONNEL NEEDED

In order to put on a *CERT Basic Training* course, the CERT program generally needs these positions filled:

- Course Manager – Deals with the logistics of putting on the course (may be the Program Manager)
- Lead Instructor - Can instruct and oversee all course modules
- Unit Instructor – Has proficiency in the instruction of one or more specific modules
- Subject Matter Expert – Provides expertise in a specific area of a module

CERT programs may vary in how they assign the positions:

- The Course Manager may also be the Lead Instructor.
- The Unit Instructor may also be a Subject Matter Expert.

Other training courses, e.g., CERT supplemental modules, may be configured differently:

- Only one instructor
- Course Manager, who stays in the room during the training to help

THE IMPORTANCE OF THE INSTRUCTORS

Whatever the configuration, the instructors are your program's representatives to the participants.

- Participants will form an opinion about the CERT program from the instructor.
- Participants will copy the behaviors that the instructor models.

THE PROGRAM MANAGER AND THE CERT INSTRUCTOR (CONTINUED)

The quality of the instructors selected will have more to do with the initial success or failure of the program than anything else.

- Participants regularly rate the quality of instruction as more important to meeting their overall learning goals than any other factor.
- Participants pay attention to the instructors more than to print materials or media.

A COMPETENT INSTRUCTOR

You will need to select an instructor cadre carefully and train them so that they are able to present a training course in a way that relates to the participants.

A competent instructor accomplishes the following:

- Delivers the CERT course accurately, conveying the messages and intent of the CERT program (e.g., safety, teamwork, place in overall community emergency operations plan)
- Ensures that participants achieve the objectives of the CERT course
- Delivers training effectively and at an appropriate level, thus enabling participants to learn and correctly apply skill sets
- Creates a comfortable yet managed learning environment

What does a CERT instructor need to know?

- About the CERT Program
- How their session fits into the other sessions and the CERT course
- The hazards that cause the most risk for the community
- The community's emergency operations plan

What does a CERT instructor need to bring to the classroom?

- Knowledge of the principles of adult learning
- Ability to keep the training relevant
- Enthusiasm about the CERT concept
- The ability to make the training fun
- The ability to coach participants through hands-on activities
- Good training and presentation skills
- An encouraging, respectful, and positive attitude

THE PROGRAM MANAGER AND THE CERT INSTRUCTOR (CONTINUED)

THE INSTRUCTOR DEPLOYMENT PLAN

Given the requirements that the CERT Program has for its instructors, it is essential that a Program Manager plan how to work with his or her instructors. The instructor deployment plan should address:

- Where to find instructors (to be covered in Recruit Instructors)
- What information to keep on the instructors (to be covered in Orient Instructors)
- What training the instructors should have (to be covered in Orient Instructors)
- How to “deploy” the instructors (to be covered in Manage Instructors)

#1 RECRUIT INSTRUCTORS

The unit is now going to look more in depth at each of the activities a Program Manager undertakes when working with instructors. The first thing a Program Manager needs to do is to find instructors.

Instructors should be recruited and selected to conduct the *CERT Basic Training* course and other courses based on their working knowledge and the skills required for the session they will be teaching.

#1 RECRUIT INSTRUCTORS (CONTINUED)

The following people can make good CERT instructors:

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

It is recommended that at least two instructors jointly conduct each session:

- 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 the entire course being taught.

Factors to Consider When Recruiting Instructors

Review the following lists of advantages and challenges to help you make decisions about the types of instructors to select.

Subject Matter Experts as CERT Instructors

Advantages

- Often have first response experience
- May have training experience
- Are reliable
- Have a set work schedule
- Have credibility
- If they are first responders, foster a relationship between the participants and the department

Challenges

- May be uncertain about the CERT model
- May not have training experience
- Cost more than CERT volunteers
- May tell "war" stories
- May go into too much detail for training objective

CERT Basic Training Graduates as Instructors

Advantages

- Are familiar with CERT operations
- May have training experience
- Cost less than professional responders

Challenges

- May not have the level of expertise that Subject Matter Experts do
- May not have training experience
- May cause issues with professional responders who feel that CERT graduates are taking their jobs
- May not have experience to answer "what if" questions
- Must fit CERT around work responsibilities

#1 RECRUIT INSTRUCTORS (CONTINUED)

ACTIVITY: DRAFT PROGRAM PLAN: IDENTIFY RECRUITMENT OPTIONS

Purpose: This activity allows Program Managers to identify avenues they would like to pursue for instructor recruitment.

Instructions:

1. Go to the Draft Program Plan in Unit 1.
2. Individually complete the first table of the fifth section, *Working with Instructors*.

As you go through the rest of the module, record your ideas for working with instructors in the Draft Program Plan about:

- Orienting instructors
- Tracking instructors
- Managing instructors
- Retaining instructors

#2 ORIENT INSTRUCTORS

The second activity that Program Managers need to do with instructors is orientation. Even if the instructor selected is experienced, the Program Manager will want to meet with him or her. There are two reasons for the meeting:

- To learn about the instructor
- To orient the instructor to CERT

Here are the things a CERT Program Manager needs to find out about a potential instructor:

- Their professional background
 - What their areas of expertise are
 - Gaps in their background that must be filled prior to training
- Their training background
 - What instructor development training they have received
 - How much training they have done
 - How engaging they are as an instructor (ask for a sampling of evaluations)

Some of this can be learned by asking the potential instructor to complete a background questionnaire before you sit down to talk. Then you can use your conversation to expand the information provided and to get a sense of this person as an effective instructor.

See the *Sample Instructor Background Questionnaire* on the next page.

COMMUNITY EMERGENCY RESPONSE TEAM PROGRAM MANAGER COURSE

UNIT 5: WORKING WITH INSTRUCTORS

Sample Instructor Background Questionnaire

Name:	
Address:	Work Phone:
	Home Phone:
	Mobile Phone:
Employer:	E-mail Address:
Place a check mark next to all areas in which you have experience:	
<input type="checkbox"/> CERT Program	<input type="checkbox"/> Incident Command System (ICS) operations
<input type="checkbox"/> Fire safety and fire suppression	<input type="checkbox"/> Disaster psychology
<input type="checkbox"/> Hazardous materials safety	<input type="checkbox"/> Exercise controller
<input type="checkbox"/> Emergency medical triage and treatment	<input type="checkbox"/> Other:
<input type="checkbox"/> Search and rescue techniques and markings	
Describe your instructor development training:	

COMMUNITY EMERGENCY RESPONSE TEAM PROGRAM MANAGER COURSE

UNIT 5: WORKING WITH INSTRUCTORS

List your past training presentation experience:

Place a check mark next to all areas for which you wish to be considered:

Lead Instructor for (name of course) _____

Co-Instructor for: (these are all sessions in *CERT Basic Training*)

Disaster Preparedness

Fire Safety

Emergency Medical Operations

Light Search and Rescue

CERT Operations

Disaster Psychology

CERT and Terrorism

Exercise Safety Officer

Co-Instructor for (name of course) _____

Your Signature:

Date:

#2 ORIENT INSTRUCTORS (CONTINUED)

WHAT ORIENTATION YOU WANT TO PROVIDE

Remember that instructors are the program's representatives to the participants. The way that CERT participants react to and judge the instructors directly impacts how participants feel about your CERT program. So one concern of Program Managers is that an instructor must provide a positive image of CERT.

Another concern of Program Managers is that an instructor presents accurate and reliable information, thus reducing a program's liability.

Program Managers can take these steps to ensure that instructors are an asset to the program and that they present reliable information:

- Establish training standards and safety requirements for the training.
- Brief all instructors on their responsibilities to conduct safe and effective training.
- Ensure that all instructors are prepared to meet the objectives for their sessions.
- Provide co-instructors to assist the instructors for all activities.
- Ensure that all instructors model appropriate safety behavior, e.g., safety gear for all demonstrations.
- Additionally, be sure that instructors understand that they can give participants permission to opt out of an activity if they have a condition that they may aggravate by participating.

#2 ORIENT INSTRUCTORS (CONTINUED)

The orientation process starts at the briefing when the Program Manager provides the following information:

- What the CERT model is
 - CERT values
 - Individual and family preparedness first
 - How teams work (organization, local activation protocol, team communication method)
 - The standards that volunteers are held to
- The activities of the local CERT program
 - Disaster response
 - Volunteer services
 - Public education
- The Program Manager's expectations
 - Training standards, e.g., that the lesson plan will be followed
 - The importance of safety, modeling safe behavior, and the use of safety gear for all demonstrations and exercises
 - Behavior standards
 - The importance of respecting an individual participant's decision to opt out of an activity

#3 TRACK INSTRUCTORS

Tracking instructors is not much different from tracking volunteers. You need to collect and maintain the following information:

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

Here are the reasons for tracking this information:

- Need to know who is available to schedule for training courses, especially if an emergency fill-in is needed
- Need to be able to justify the program to funders
- To show what service the program is providing to the community

#4 MANAGE INSTRUCTORS

The fourth activity you will do with instructors is managing them.

The management tasks for instructors are similar to those used with volunteers. The tasks are:

- Training: making sure that they are qualified to teach
- Assigning: telling them what the task is and providing them the information they need to do the task
- Monitoring: observing the training and gathering comments
- Evaluating: providing feedback after the event; debriefing with instructors

#4 MANAGE INSTRUCTORS (CONTINUED)

How can you make sure that an instructor is qualified and prepared to teach?

- Ask for and check references.
- Provide a thorough orientation to the materials.
- Give the instructor enough time to prepare.
- For *CERT Basic Training*, ask the instructor to attend the *CERT Train-the-Trainer* course. This course provides instructor development skills as well as a unit-by-unit review, including tips and techniques.

You should also consider how you plan to utilize instructors. For example, do you envision each instructor being able to teach all CERT topics or do you envision them specializing in certain topics?

- Requiring all instructors to be able to teach the entire program will be more difficult, but it may benefit the program if an instructor suddenly becomes ill.
- In addition, having instructors cross-trained in different modules gives a Program Manager more flexibility in scheduling.

See *Working with Instructors* on the next page.

Working with Instructors

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

- **Step 1:** Provide an orientation to the CERT program and to the training.
- **Step 2:** Allow 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 observe the training before they teach their first session.
- **Step 5:** Schedule a practice session for new instructors to present the session that they will teach to the Program Manager and other instructors.
- **Step 6:** Require new instructors to co-train with an experienced instructor.
- **Step 7:** Observe the actual training session.
- **Step 8:** Schedule a meeting after the training to debrief and to identify changes to make in future sessions.
- **Step 9:** Provide corrective feedback to instructors individually.

#4 MANAGE INSTRUCTORS (CONTINUED)

FEEDBACK

Feedback at every point is critical to developing good instructors.

- Before: Be sure that all instructors are aware of the Program Manager's expectations for them and for the training.
- After: Provide a constructive critique of training skills, and monitor to make sure that they incorporate the lessons learned into future classes.

#5 RETAIN INSTRUCTORS

Whether they are paid or they are donating their time, instructors need to be recognized and appreciated just as volunteers do. Instructors need to feel that they are making a difference or they will go somewhere else. So keeping instructors involved is important. After all, there would be no program if the volunteers couldn't be trained.

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 measure of recognition. Many programs make a special point to have volunteer instructors receive an annual certificate presented by the Fire Chief or a key elected official.

TERMINATE AN INSTRUCTOR

Sometimes the Program Manager may decide that an instructor needs to be terminated. As with program volunteers, termination should be reserved for those times when:

- All other measures have failed.
- There has been gross misconduct such as theft, abuse, being under the influence of drugs or alcohol, or demonstrated disregard for CERT participants' safety.

From the beginning, instructors 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.

See the guidelines in Unit 4, Working with Volunteers, should you have a situation that causes concern.

UNIT SUMMARY

This unit has looked at working with instructors:

- The Program Manager and the CERT Instructor
- Recruit Instructors
- Orient Instructors
- Track Instructors
- Manage Instructors
- Retain Instructors
- Terminate an Instructor

UNIT 6: PROCURING AND MANAGING RESOURCES

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.

IDENTIFYING PHYSICAL RESOURCE NEEDS (CONTINUED)

ACTIVITY: IDENTIFY PHYSICAL RESOURCES

Purpose: This activity 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 activity, 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 activity.)

1. We will have adequate funding to complete the task.
2.
3.
4.
5.

COMMUNITY EMERGENCY RESPONSE TEAM PROGRAM MANAGER COURSE

UNIT 6: PROCURING AND MANAGING RESOURCES

6.
7.
8.
9.
10.

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

COMMUNITY EMERGENCY RESPONSE TEAM PROGRAM MANAGER COURSE

UNIT 6: PROCURING AND MANAGING RESOURCES

We need to collect and track this information:

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

IDENTIFYING PHYSICAL RESOURCE NEEDS (CONTINUED)

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

ACTIVITY: LOCATE RESOURCES

Purpose: This activity 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)

ACTIVITY: IDENTIFY COSTS

Purpose: This activity 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.

UNIT 6: PROCURING AND MANAGING RESOURCES

IDENTIFYING PHYSICAL RESOURCE NEEDS (CONTINUED)

ACTIVITY: DRAFT PROGRAM PLAN: IDENTIFY PHYSICAL RESOURCE PROCUREMENT FACTORS TO CONSIDER

Purpose: This activity 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.

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. <http://www.fema.gov/community-emergency-response-team-liability-guide>

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.fema.gov/cert.
 - 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?

MANAGING DATA (CONTINUED)

ACTIVITY: DRAFT PROGRAM PLAN: RECORD DATA COLLECTION AND RECORDKEEPING IDEAS

Purpose: This activity 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.

UNIT 6: PROCURING AND MANAGING RESOURCES

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**

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

On the CERT Web site you can find the following companion document:

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

This document is primarily for putting on a *CERT Basic Training* course and not for a broader program. However, it 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/grants.
- If you are starting a CERT program in partnership with a school district, grant money may be available under the Federal Department of Education's Safe and Drug Free Schools Program. "Readiness and Emergency Management for Schools" (REMS) grants are awarded on a competitive basis to local school districts and encourage partnerships with other programs to promote school safety. For more information, visit <http://www2.ed.gov/programs/dvpemergencyresponse/index.html>.

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.)

UNIT 6: PROCURING AND MANAGING RESOURCES

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

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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UNIT 7: TRAINING AND EXERCISES

In this unit you will learn about:

- **CERT Training and Exercises.** The types of training and exercises offered by a CERT program.
- **Tailoring *CERT Basic Training*.** How to tailor *CERT Basic Training* to the local area.
- **Managing Training and Exercises.** The tasks and schedule needed to put on a CERT training or exercise.
- **The CERT Training and Exercise Plan.** How to develop a training and exercise (T&E) plan and assure that it is part of the jurisdiction's T&E plan.

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UNIT OVERVIEW

Delivering training and providing refresher exercises are essential to creating and maintaining a credible CERT program. This unit looks at:

- The types of training and exercises a program provides
- How to manage and schedule training
- How to develop and maintain a training and exercise (T&E) plan

At the conclusion of this unit, you will be able to build a plan for delivering and managing safe training and exercises:

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

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

CERT TRAINING AND EXERCISES

Here are the reasons for providing training and practice opportunities:

- To keep skills sharp (“use it or lose it”)
- To improve the capabilities of the program (to become more valuable to the community)
- To maintain volunteer interest and involvement (see volunteer retention in Unit 4)
- To give you and instructors an opportunity to interact with the volunteers

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 current.

TRAINING

This training is required:

- All volunteers must complete *CERT Basic Training*.
- The Course Manager and instructors for *CERT Basic Training* must complete *CERT Train-the-Trainer*.
 - Note: Individuals who conduct 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.

CERT TRAINING AND EXERCISES (CONTINUED)

This training is recommended:

- FEMA IS-100.b: *Introduction to Incident Command System (ICS)*
- FEMA IS-200.b: *ICS for Single Resources*
- FEMA IS-700: *National Incident Management System (NIMS) Introduction*
- FEMA IS-800.b: *National Response Framework Introduction*
- CPR/AED: Cardiopulmonary resuscitation/automated external defibrillator training

Note: some local programs may require some of these.

In addition to the required and recommended training courses, there are a number of other training opportunities that a local CERT program may offer.

See *Training Opportunities* on the next page.

Training Opportunities

Required Training

- *CERT Basic Training*
- The Course Manager and instructors for *CERT Basic Training* must complete *CERT Train-the-Trainer*.
 - Note: Individuals who conduct only one or two of the units may do so without taking the *CERT Train-the-Trainer* course. However, they should be briefed on CERT, the *CERT Basic Training* course, and how the unit they are teaching fits into the course.

Recommended Training

- FEMA IS-100.b: *Introduction to Incident Command System (ICS)*
- FEMA IS-200.b: *ICS for Single Resources*
- FEMA IS-700: *National Incident Management System (NIMS) Introduction*
- FEMA IS-800.b: *National Response Framework Introduction*
- CPR/AED: Cardiopulmonary resuscitation/automated external defibrillator training
 - Note: The FEMA Independent Study courses can be completed online at <http://training.fema.gov/is>.

CERT Supplemental Training Modules

- *Animal Response I*: General animal behavior, disaster planning for your animals, animal issues in emergency management
- *Animal Response II*: Knowledge and skills a CERT member would need when handling and caring for animals in an emergency
- *CERT Emergency Communications*: Emergency modes and technologies, proper radio use, how a CERT member participates in Net Operations
- *CERT Traffic and Crowd Management*: Hand signals and communication skills when working with traffic and crowd situations, maintaining safety when managing traffic and crowds

COMMUNITY EMERGENCY RESPONSE TEAM PROGRAM MANAGER COURSE

UNIT 7: TRAINING AND EXERCISES

- *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

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 Web site

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 agencies 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).

CERT TRAINING AND EXERCISES (CONTINUED)

EXERCISES

Just providing the initial training is not the end of the story. For skills to stay current they must be practiced. Skills can be practiced at:

- Periodic meetings of CERT members
- An annual refresher training with multiple CERTs
- Exercises of all types conducted specifically for CERT members and teams
- Large-scale municipal or regional exercises

All types of exercises will help maintain and expand CERT members' skills and team capabilities. Exercises include:

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

CERT TRAINING AND EXERCISES (CONTINUED)

Homeland Security Exercise and Evaluation Program

The Department of Homeland Security has developed the Homeland Security Exercise and Evaluation Program (HSEEP).

“The Homeland Security Exercise and Evaluation Program (HSEEP) is a capabilities- and performance-based exercise program that provides a standardized methodology and terminology for exercise design, development, conduct, evaluation, and improvement planning.” (from HSEEP Web site, www.fema.gov/exercise)

In other words, HSEEP is a national standard for all exercises. All programs receiving Homeland Security Grant Program funding must use HSEEP standards.

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.
- Keep informed about events in the Exercise Plan of your jurisdiction or State and possible opportunities your program to participate.
- Be sure that exercises conducted 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 accordance with HSEEP, to include the development of documentation and following of planning timelines
3. Development and submission of an After-Action Report (AAR)
4. Implementation of action items identified in the Improvement Plan

These four steps are cyclical and lead to the successful implementation of a self-sustaining exercise program. Below is an overview of tasks that must be accomplished for an entity to be HSEEP compliant.

Training and Exercise Plan Workshop (T&EPW)

Every State and Urban Area must conduct an Exercise Plan Workshop each calendar year. As a result 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), associated training and exercise capabilities, and a multi-year training and exercise schedule. The schedule should reflect all exercises that are being conducted throughout the State, not just those that are 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 reflect schedule changes. States are responsible for ensuring all exercises are placed on the schedule; this includes exercises conducted using Preparedness Directorate-approved direct support.

Exercises

The scenarios used in Homeland Security Grant Program (HSGP)-funded exercises must focus on validating existing capabilities (e.g., training, equipment, plans) and must be large enough in scope and size to exercise several tasks and involve multiple jurisdictions and disciplines. Exercise scenarios should be based on the State or Urban Area Homeland Security Strategy, including threat and vulnerability assessments. The type of exercise selected should be based on the Multi-Year Training and Exercise Plan. Exercises must be capability and performance based. Every State and Urban Area is required to follow HSEEP for the development of exercise documentation. Exercises should adhere to HSEEP planning timelines. Exercises must be National Incident Management System (NIMS)-compliant, as outlined in the "State and Territorial

COMMUNITY EMERGENCY RESPONSE TEAM PROGRAM MANAGER COURSE

UNIT 7: TRAINING AND EXERCISES

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 are required to comply with the guidance set forth in HSEEP and to use the report template provided. AARs/Improvement Plans must be based on information gathered through Exercise Evaluation Guides (EEGs) found in the HSEEP Volume IV Library. States and Urban Areas must conduct an After-Action Conference, in which key personnel and the Exercise Planning Team are presented with findings and recommendations from the draft AAR/Improvement Plan. AARs/Improvement Plans must be provided to Preparedness Directorate within 60 days of each exercise. The AARs/Improvement Plans should be submitted via the HSEEP Web page.

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 include the following characteristics:

- 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 to completion.

CERT TRAINING AND EXERCISES (CONTINUED)

CERT programs also should follow the general concepts of HSEEP:

- They should develop a training and exercise plan.
- Exercises should be performance-based and should focus on validating existing capabilities:
 - The scenarios should require CERT members to do tasks that they have been taught and will be expected to do.
 - The exercise should be evaluated by seeing how well CERT members correctly and safely do the tasks required by the exercise scenario.
- At the conclusion of an exercise, an After-Action Report/Improvement Plan should be developed.
 - The report should include findings and recommendations.
- The Improvement Plan should include action items that:
 - Are measurable
 - Have a deadline
 - Have a designated lead
 - Are tracked to completion

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

TAILORING CERT BASIC TRAINING

The *CERT Basic Training* materials use an all-hazards approach and are intended for a national audience. To make the materials relevant for situations that local CERTs will encounter, you can tailor them to situations that your CERTs will encounter.

Caution: Tailoring the training does not mean eliminating topics. New content may be added and existing content should be tailored, but all existing topics must be covered.

TAILORING CERT BASIC TRAINING (CONTINUED)

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 are not a concern, but flooding is and earthquakes might be.
- For local resources
 - Learn about the first responder resources that the community has and refer to them correctly.
- For local protocols, procedures, and terminology
 - Because teams are local resources, they need to interact effectively with local agencies using local standards, protocols, and terminology.
- For the audience
 - Learn the audience's concerns and abilities and modify the training to fit them. How one teaches leveraging and cribbing will be different for a group in a retirement community than for a group of young professionals at a corporate headquarters. Other concerns could relate to 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 optimal for the hands-on exercises. You may need to be creative in how the space is used.

Review the *CERT Basic Training* materials carefully both to familiarize yourself with the course content and to identify areas that require tailoring. Make sure to review the Instructor Guide, the Participant Manual, and the PowerPoint visuals. Changes may need to be made in all three.

TAILORING CERT BASIC TRAINING (CONTINUED)

Materials can be customized with local:

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

Go to the CERT Web site for numerous 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
- www.fema.gov/cert

ACTIVITY: DEVELOP A LOCAL SCENARIO

Purpose: This activity allows you to develop a local scenario for an activity in Unit 5 of *CERT Basic Training*.

Instructions:

1. Work individually to complete the *Develop a Local Scenario* worksheet on the next page.
2. You have 10 minutes.

Develop a Local Scenario

Background:

In *CERT Basic Training* Unit 5, Light Search and Rescue Operations, there is an activity on search and rescue sizeup. The activity is done in small groups and each small group is provided with a local scenario (if possible 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 pertinent facts to be gathered?
- What kind of prediction can you make regarding damage, based on the incident and the building construction?
- What probable search and rescue problems can you identify?
- What specific safety considerations can you identify?

In preparation for this activity, the instructor must develop the scenarios to be used. The following elements are to 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. Develop one scenario that would be appropriate 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. Identify 2-3 photos that might be presented as part of the scenario.

TAILORING CERT BASIC TRAINING (CONTINUED)

ACTIVITY: DRAFT PROGRAM PLAN: IDENTIFY IDEAS FOR TAILORING TRAINING

Purpose: This activity allows you to record ideas you might have for tailoring training to your own community.

Instructions:

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

MANAGING TRAINING AND EXERCISES

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

See the *Sample Training Schedule* in the *Draft Program Plan* in Unit 1. It is the same as the worksheet that starts on the next page. Use the worksheet as the class works through Week 8 to Week 1.

COMMUNITY EMERGENCY RESPONSE TEAM PROGRAM MANAGER COURSE

UNIT 7: TRAINING AND EXERCISES

Sample Training Schedule

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

COMMUNITY EMERGENCY RESPONSE TEAM PROGRAM MANAGER COURSE

UNIT 7: TRAINING AND EXERCISES

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

MANAGING TRAINING AND EXERCISES (CONTINUED)

There are resources on the CERT Web site that are very useful for the new Program Manager who is coordinating training for the first time.

- Starting and Maintaining a CERT Program document is available at:
www.fema.gov/start-and-maintain-community-emergency-response-team-program

THE CERT TRAINING AND EXERCISE PLAN

As discussed earlier, training is not done once the *CERT Basic Training* course is complete. Ongoing training and exercises are a core part of the CERT program. More than half of continuing education deals with embellishing what was taught in the *CERT Basic Training* course; the other half deals with other emergency- or disaster-related subjects that weren't addressed in the *CERT Basic Training* course but are of interest to members and the program.

Whatever the overall objectives may be, all CERT training and exercises should be incorporated into your local CERT program plan.

See the *Sample Training and Exercise Plan* on the next page. Use the plan as a guide as the unit continues.

COMMUNITY EMERGENCY RESPONSE TEAM PROGRAM MANAGER COURSE

UNIT 7: TRAINING AND EXERCISES

Sample Training and Exercise Plan

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

THE CERT TRAINING AND EXERCISE PLAN (CONTINUED)

OBJECTIVE

The first step in developing a training and exercise plan is to develop objectives. An objective is a statement of a particular milestone that you would like a CERT program to accomplish that year.

Remind participants that good objectives are SMART:

- Specific
- Measurable
- Achievable
- Relevant
- Time Bound

How to Choose Objectives

Identifying objectives should not be a haphazard process. Your program's annual training and exercise objectives are tied to and compatible with your program's goals and strategic plan. They also are tied to the community's most recent risk assessment.

Do your homework before identifying annual objectives:

- Review 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 your community and about resource gaps your CERT members might help fill.
- Consult with your municipal sponsor. Make sure your program's training and exercise objectives are in sync with what that agency is doing and what the agency needs from your CERT program.
- Ask CERT members what additional training will make them more effective in a disaster. They will know what they need. Remember that one size does not fit all. A team of senior citizens needs different types of continuing training than does a student team at the local high school.

After the research is complete, you should review the possibilities and set priorities for what your program can realistically accomplish.

THE CERT TRAINING AND EXERCISE PLAN (CONTINUED)

PLAN FOR MEETING AN OBJECTIVE

The next step is to describe how the objective will be met.

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

LOGISTICAL NEEDS TO MEET OBJECTIVE

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

See Unit 6, Procuring and Managing Resources, for the discussion of resource requirements.

RISK TO MEMBERS

The Risk to Members column is where you should evaluate risk versus benefit. In particular, you should assess any safety concerns.

Managing liability is a serious concern for CERT Program Managers. Addressing safety concerns during training and exercises is a positive way to reduce liability through risk management. There are several resources you on the CERT Web site at <http://www.fema.gov/cert>.

See *Reducing Risk and Liability During Training and Exercises* on the next pages. Use this job aid 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:

- Establishing training standards and safety requirements for training.
- Briefing all instructors on their responsibilities to conduct safe and effective training.
- Ensuring that all instructors are prepared to meet the objectives for their sessions.
- Providing co-instructors to assist the instructors for all activities.
- Ensuring that all instructors model appropriate safety behavior, such as safety gear for all demonstrations.

Additionally, be sure that your instructors understand that they can give participants permission to opt out of an activity if they have a condition that they may aggravate 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 ensure that the CERT classroom and exercise area are safe include:

- Walk through the classroom and exercise area(s) before each class to identify and correct unsafe conditions.
- Check all equipment to ensure 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 ensure that you have written releases for all copyrighted materials (including photographs and cartoons). (Note that if you are using FEMA's materials without alteration, all necessary copyright releases have been secured.) Remember that photographs and other materials found on the Internet are copyrighted.

Reducing Liability: During Exercises

Always take the measures below to reduce liability during exercises:

- Conduct a pre-exercise briefing in which you provide the objectives (including safety objectives) for the exercise.
- Treat all drills, functional exercises, and full-scale exercises as the real thing. Enforce all safety rules strictly.
- Stress teamwork, safety equipment, and the use of the buddy system.
- If you see an unsafe act, intervene immediately!
- Conduct a post-exercise debriefing, and cover safety issues as part of the debriefing.
- Stress the need to document everything using the forms approved by the jurisdiction.
- If someone is injured, document the injury, and ensure that the volunteer receives appropriate medical care.

COMMUNITY EMERGENCY RESPONSE TEAM PROGRAM MANAGER COURSE

UNIT 7: TRAINING AND EXERCISES

EVALUATION OF OBJECTIVE

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

REPEAT PLANNING PROCESS ANNUALLY

Planning for training and exercises is a cyclical process. Once a year the training and exercise plan should be revised.

- Measure the degree of achievement of previous year's objectives.
 - Review successes and "less than successes."
- Develop new objectives.
- Write a plan for meeting the objective.
- Identify the logistical needs for meeting the objective.
- Evaluate risk to members.

ACTIVITY: DRAFT PROGRAM PLAN: IDENTIFY POSSIBLE OBJECTIVES FOR TRAINING AND EXERCISES

Purpose: This activity allows you to record ideas you have for possible objectives for your training and exercise plan.

Instructions:

1. Go to the Draft Program Plan in Unit 1.
2. Turn to the seventh section, *Training and Exercises*. In the Training and Exercise Plan Individually enter your 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).

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

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UNIT 8: POLICIES AND PROCEDURES

In this unit you will learn about:

- **Importance of Policies and Procedures.** Definitions of policy and procedure and why a CERT program needs to write down what it will do and how it plans to do it.
- **Policies and Procedures for CERT.** A review of the key policies and procedures that a CERT program needs to operate smoothly and effectively.
- **Resources for Developing Policies and Procedures.** Who needs to provide input when a policy or procedure is developed with special emphasis on addressing liability concerns.

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UNIT OVERVIEW

A CERT program must have rules for how it operates. Policies and procedures provide details about those rules. This unit looks at:

- The importance of policies and procedures
- The most important policies and procedures for a CERT program
- Some resources for developing policies and procedures

At the conclusion of this unit, you will be able to describe the role of policies and procedures in operating your local CERT program:

- Explain why policies and procedures are necessary for running a successful program.
- Identify policies and procedures necessary for starting and maintaining a program.
- Identify resources for developing program policies and procedures.

This unit will look at the following topics:

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

IMPORTANCE OF POLICIES AND PROCEDURES

There are two terms you will hear often. They are:

- Policy
- Procedure

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

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

Sometimes people also use the term "protocol." Functionally it is the same as "procedure." It describes the correct way to do something.

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 are required when there is a need for consistency in day-to-day operational activities.

Those plans and steps need to be written down.

- They will be the guideposts that the program:
 - Uses to operate
 - Falls back on whenever there is a question
- They give guidance to staff and volunteers so they know how to perform the job correctly.
- They help eliminate common misunderstandings by defining roles and responsibilities and by establishing 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 applicable
- Show emergency procedures when the action can't be taken
- Include warning and cautions
- Give examples
- Show how to complete forms
- Are normally written using an outline format

IMPORTANCE OF POLICIES AND PROCEDURES (CONTINUED)

As Program Managers, you need to periodically ask: Are the policies and procedures still meeting the program's needs?

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 feeling of general confusion
- Inconsistent performance of CERT members
- Increase in the stress levels of CERT members
- Complaints about poor performance from the sponsoring agency, partners, or the community

The format of policies and procedures is determined by the program. Whether they are included in one document or each one is its own document, 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.

POLICIES AND PROCEDURES FOR CERT

Over years of experience, Program Managers have identified the key policies and procedures that a CERT program needs to operate smoothly and effectively.

See *CERT Policies and Procedures* on the following pages.

COMMUNITY EMERGENCY RESPONSE TEAM PROGRAM MANAGER COURSE

UNIT 8: POLICIES AND PROCEDURES

CERT Policies and Procedures

Policy/Procedure	Elements to Include	Development Resources
General Policies		
Program Membership	Qualifications for entering the program Documentation: application, background check, releases Minimum activity requirements Leaving the program	Local CERT program Sponsoring agency
Program Operation	Organizational structure (paid and volunteer) Program activities (disaster response, public service, community awareness) Relationship with sponsor	Local CERT program Sponsoring agency

COMMUNITY EMERGENCY RESPONSE TEAM PROGRAM MANAGER COURSE

UNIT 8: POLICIES AND PROCEDURES

Policy/Procedure	Elements to Include	Development Resources
Training and Education	Documentation: registration, training and exercise plan, evaluation Data collected Training requirements (volunteers, instructors, Program Manager) Training offered Training activities (before, during, and after) Activities to ensure safety Credit for Basic Training completed in CERT program in another jurisdiction	National CERT Program Local CERT program Sponsoring agency
Uniforms	What is issued What should be worn when How it should be returned	Local CERT program Sponsoring agency
Communications	How communication is handled in emergency and non-emergency situations	Local CERT program Sponsoring agency
Equipment	Requirements Who provides equipment Replacement requirements	Local CERT program Sponsoring agency

COMMUNITY EMERGENCY RESPONSE TEAM PROGRAM MANAGER COURSE

UNIT 8: POLICIES AND PROCEDURES

Policy/Procedure	Elements to Include	Development Resources
Insurance and Liability	Requirement to carry health insurance Liability protections provided and in what situations	CERT Web site Local and State government
Privacy Protection	Information collected What the program does and does not do with the information HIPAA requirements	Local CERT program Sponsoring agency State government HIPAA
Code of Conduct	Expected behavior Behaviors that are subject to termination Grievance process	Local CERT program Sponsoring agency
Local and State policies that will apply to the CERT program	Workers' compensation Liability Local health regulations Good Samaritan law	Local and State government
Credentialing and Identification	Requirements (how to obtain, how to display) Process for acquiring	Local CERT program Local and State government Emergency Operations Plans

COMMUNITY EMERGENCY RESPONSE TEAM PROGRAM MANAGER COURSE

UNIT 8: POLICIES AND PROCEDURES

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

RESOURCES FOR DEVELOPING POLICIES AND PROCEDURES

CERT policies and procedures cannot be developed in a vacuum. They must be developed with input from your program's sponsoring agency and operational partners so that all partners work well together. They need to be consistent 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 indicates resources that should be consulted for input when developing that policy and/or procedure.

LIABILITY

One policy area that is particularly important to a CERT program is liability. There are risks associated with taking *CERT Basic Training* and other training, and with being a CERT member.

- The CERT training and the CERT program require physical activity with the possibility of personal injury.
- Participation in a CERT may lead to exposure to potentially hazardous conditions.
- A CERT member should only respond within the scope of his or her training, or there may be serious consequences.

Reducing liability during training, exercises, and activation should be a prime concern for every Program Manager, therefore:

- Keep safety at the forefront, whatever the CERT activity.
- Become familiar with the regulatory requirements for volunteers in your State.
 - Virtually all States have laws dealing with liability. You need to conduct some research to ensure your program is compliant.

(continued)

RESOURCES FOR DEVELOPING POLICIES AND PROCEDURES (CONTINUED)

- Visit the CERT Liability Guide at www.fema.gov/community-emergency-response-team-liability-guide
 - Review the suggestions for reducing liability during training (instructors, participants, classroom/exercise area, materials).
 - Review the suggestions for reducing liability during exercises.
 - Review the suggestions for reducing liability during team exercises.
- Visit the Web site of the Legal Information Institute, U.S. Code Collection, Limitation on Liability for Volunteers at <https://www.law.cornell.edu/uscode/text/42/14503>.
- Visit the Web site of Missouri CERT on its page, <http://sema.dps.mo.gov/>.

See the paper *Citizen Corps/Community Emergency Response Team (CERT) Liability* at the end of this unit in the “Additional Materials” section. This paper was compiled by Teresa L. Anderson, then Deputy Director of Brookings County (SD) Emergency Management. It is based extensively on the CERT Web site information.

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

In all cases, the local jurisdiction’s attorney or legal counsel should be consulted about documents such as a liability waiver or hold harmless agreement that the CERT program will use.

RESOURCES FOR DEVELOPING POLICIES AND PROCEDURES (CONTINUED)

WHERE TO FIND POLICIES AND PROCEDURES

While policies and procedures are essential, they don't need to be developed from scratch. Many already exist in other CERT programs or in one of the entities with authority over your CERT program.

ACTIVITY: DRAFT PROGRAM PLAN: DEVELOP POLICIES AND PROCEDURES

Purpose: This activity allows you to record ideas for developing policies and procedures for your own program.

Instructions:

1. Go to the Draft Program Plan in Unit 1.
2. Individually enter ideas in the eighth section, *Policies and Procedures*. There are two lists for everyone to complete and a third section for experienced Program Managers.
 - a. (Experienced Program Managers): Do your policies and procedures need to be revised?
 - b. (Everyone) Things I need to research and people I need to talk to before we develop (revise) policies and procedures
 - c. (Everyone) Thoughts I had about the policies and procedures we need to develop (e.g., policies/procedures or elements that are specific to our program)

UNIT SUMMARY

This unit has looked at policies and procedures:

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

Additional Materials

Two samples of policies/procedures:

- City of Grand Island (NE), CERT Policies and Procedures [all in one document (6 pages)]
- Rowlett (TX) CERT Uniform Policy [single document (4 pages)]

Liability paper:

Citizen Corps/Community Emergency Response Team (CERT) Liability

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CERT Policies and Procedures

GENERAL POLICIES

Direction & Control

The CERT Steering Board will set all policies and operational procedures. Policy direction of this CERT is influenced by the following documents:

1. All applicable State, County, and City laws with respect to emergency or disaster response and related liability protection,
2. This organization's CERT Bylaws,
3. Policies and procedures of Hall County, City of Grand Island and partnering departments.

These policies and procedures are intended to govern activities before, during and after emergencies and include training, exercises, activities, response, recovery, and meetings.

Duty to Act

As a volunteer, no CERT member has a legal duty to act and is not required to respond to incidents in their immediate area nor to calls for team activation. However, once responded, volunteers must follow safe and effective practices at all times. Volunteers who abandon their posts, act outside their training or responsibility, or otherwise violate policies or codes of conduct are subject to termination.

Insurance & Liability

CERT volunteers are required to maintain their own insurance for health to maintain membership in the organization. Volunteers are not authorized to operate any motor vehicle in carrying out their duties as CERT volunteers (see Restricted Activities).

CERT volunteers are subject to liability legislation adopted by the State of Nebraska. No liability protection exists for negligence or wanton disregard. CERT volunteers are instructed to always remain within their scope of training, assigned responsibilities, and act as any other reasonable person would act in similar circumstances.

CERT Functions (not an all-inclusive list)

- Major Disaster Operations - (within the limits of CERT training)
 - Light Search and Rescue
 - Damage Assessment
 - Light Fire Suppression
 - Logistical support
 - Disaster Medical Operations
 - Communications and Coordination
 - Documentation
 - EOC staffing
- Non Disaster Operations
 - Training
 - Exercises
 - Public education & outreach
 - Assist partner organizations
 - Service and community projects

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Training

The CERT Basic Training Course, as defined by FEMA curriculum, is the foundation of CERT training and the minimum requirement for membership. Additional training made available to CERT members by partner organizations is intended to increase their awareness, knowledge and abilities, but does not authorize members to work outside their role as CERT volunteers. Membership, training or experience in other organizations does not allow the volunteer to work outside the CERT mission as a CERT volunteer.

Public Education & Outreach

CERT volunteers are an effective and informative resource in promoting emergency preparedness and public education information. CERT volunteers are encouraged to participate in events, activities and presentations sponsored by the CERT, Citizen Corps Council or partner organizations.

Equipment

All equipment, identification, and materials issued to the CERT volunteer are the property of the City of Grand Island and must be returned upon request. CERT volunteers are encouraged to supplement their equipment ensemble with items they feel are useful and appropriate. Equipment that is determined to be outside the scope-of-practice of CERT (firearms, chain saws) are not authorized for inclusion in the volunteer's equipment bag.

CERT volunteers are expected to maintain their equipment in proper working order and to bring the equipment to all necessary training sessions, exercises and incidents. Equipment that is lost, stolen or broken is to be reported immediately to the CERT leadership. Remnants of broken equipment should also be returned.

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UNIT 8: POLICIES AND PROCEDURES

EMERGENCY RESPONSE POLICIES

Spontaneous Response

The Hall County CERT recognizes that a volunteer may find themselves suddenly involved in an emergency that happens in their home, neighborhood, workplace or immediate area, or they may come upon an emergency in the course of normal activities. In such spontaneous incidents, CERT volunteers:

- should ensure that emergency response authorities have been contacted with accurate information,
- identify themselves as a CERT volunteer to 911 operators and emergency responders when appropriate,
- may render assistance within their current training and abilities,
- shall relinquish command of the scene to proper authorities upon their arrival and may render assistance as requested by incident command.

Inappropriate Self-Deployment

CERT volunteers are prohibited from self-deploying to routine emergencies in which they are not immediately involved nor requested. Such inappropriate self-deployment is a barrier to proper emergency response and may result in immediate suspension and termination.

Activation

CERT volunteers may often be notified before specific response needs are determined. This is to enable local authorities the opportunity to assess the resources available, stage and deploy these resources. The Hall County CERT recognizes three levels of activation to be made by the Emergency Operations Center (EOC):

Level 1 – Advance Notice

This level requires no immediate response action by CERT volunteers. This is an advisory that CERT team leaders have been notified of an emergency management activity which may require CERT assistance. Team leaders will give their members a "heads-up" notice via phone or email and determine the status of all volunteers as "available" or "unavailable". This information will be forwarded to the EOC contact or notifying official as soon as possible.

Level 2 – Alert / Prepare / Standby

CERT team leaders and volunteers are to prepare for full deployment within 2 to 4 hours and will remain on standby until notified as an assignment. Upon Level 2 or Standby notification, CERT leaders will contact their volunteers via phone or email to advise them of the pending situation and determine their availability and status. Team leaders will report the status of their team members (who are ready to respond) to the appropriate contact or notifying official as soon as possible. Personal equipment and supplies, vehicles and kits of food, water and clothing should be checked, assembled and packed for deployment.

Level 3 – Immediate Deployment

Immediate deployment is authorized for CERT volunteers to proceed without delay to their normal assembly point or other area as designated by the EOC. Team leaders will notify all volunteers on their team to deploy and provide a

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status report of member's availability back to the appropriate contact or notifying official as soon as possible. Once the team is operational and on-scene, the team leader will notify the appropriate contact or notifying official with an updated status and await further instructions.

Team Activation Process and Deployment Protocols

1. Team leaders will be notified by an EOC official to activate their team to Level 1, 2 or 3. If it is not possible for EOC to contact the team leader, the team leader can activate their team in a self deployment mode.
2. Team leader notifies each team member via phone call out tree to meet at their designated meeting location or the incident scene depending on the situation.
3. City and County map coordinates will be used to determine location of emergency scene or incident.
4. Following NIMS training, the first CERT members on scene will select the "on-scene" team leader.
5. Teams do not leave the staging area until adequate resources (personnel and equipment) are assembled.
6. Establish communications with all team members and ICS command post.
7. Always utilize established protocols and checklists during activation.

NIMS and CERT

All CERT activities will follow the principles of the National Incident Management System (NIMS) and the Incident Command System (ICS). CERT volunteers will report to the Incident Commander upon arrival and await assignment. All operations will fall within the established command structure and CERT volunteers will report for demobilization following their assignments.

When working with authorized responders, CERT volunteers will fall into the ICS system as requested by the Incident Commander.

On-Scene CERT Management

If a team is deployed and their "primary" team leader and co-leader are not available on scene, the on scene CERT Responders will elect an "on-scene" leader and co-leader with the following responsibilities:

On-Scene Leader Duties (unless otherwise delegated)

- Conduct response planning activities.
- Act as the single point of contact for all communications and coordination between their team members and the Incident Commander or first responders.
- Size-up situation with assistance from team members and report status to Incident Commander.
- Determine capabilities and limitations of CERT volunteers on scene.
- Organize team and assign tasks to individual team members as they arrive at staging area.
- Align resources and response activities with Incident Commander.
- Establish **Personnel Accountability Reporting (PAR)** system.
- Establish demobilization procedures.
- Conduct post-incident debriefing for their team.
- Establish on-scene radio communications capabilities.
- Check availability of individual member's equipment.

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- Determine location of team equipment and deploy to scene.
- Conduct needs assessment for logistics support.
- Act as team Safety Officer.
- Collect "Accountability Tags" from each team member as they arrive on scene and ensure tags are returned when member leaves the scene.
- Maintain personnel logs (member's time in, assignment and time out of scene) and other resource documentation as required.
- Ensure all members have a "buddy" assigned.
- Resource management of team members – rotate and replace personnel.

Safety

The safety of responders and the general public are of primary importance and all CERT activities must first ensure that additional injuries are avoided. Volunteers shall report all unsafe situations, activities, or practices immediately and take appropriate protective action for themselves and bystanders.

Reporting Injuries and Accidents

Any activated CERT member who suffers or witnesses an injury while performing an assigned task shall immediately report it to the Incident Commander through ICS.

Restricted Activities

Many CERT members have skills beyond what is taught through the CERT program (e.g. medical and health professionals, heavy equipment operators, etc.). While these skills may be helpful during an emergency or disaster, and can be utilized in other programs, they are outside of the CERT scope-of-practice and are not authorized activities as a CERT volunteer.

Other unauthorized activities include:

- Possession or use of a firearm or other weapon
- Operation of any motor vehicle (private or government)
- Inappropriate self-deployment to routine emergencies

Volunteers found working outside of their CERT mission or engaging in restricted activities or otherwise acting contrary to the code of conduct are subject to immediate removal from the incident and termination.

Communications

CERT volunteers are encouraged to utilize effective communications procedures, including the use of FRS handheld radios, for ensuring proper communications between team members and with local responders.

Documentation

CERT team leaders should maintain the following documentation:

- Current team member contact numbers
- Preliminary Damage Assessment Form
- Communication Log & Message Forms
- Personnel Accountability – PAR Logs
- Medical / Triage Log
- ICS Logs and Forms

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UNIT 8: POLICIES AND PROCEDURES

Credentialing & Identification

Vests, ID cards and accountability tags are means of readily identifying CERT volunteers. As with all other issued equipment, these credentialing and accountability tags are property of the City of Grand Island. The following policies apply to all current and future credentialing systems used by the CERT.

During Spontaneous Response

Members are encouraged to wear their vest and other identification as a means of ready identification whenever they act as a CERT volunteer, and when such identification is readily available. Wearing the vest and presenting the ID to responders will help ensure responders are aware of your presence on scene.

During Official Activation


- CERT Responders are required to present current ID badges and Accountability Tags to their team leader or incident commander when responding to an incident.
- Official CERT vests shall be worn during all CERT activations/events for ready identification during deployments. Helmets are considered protective equipment and are mandatory, along with other protective apparel, in any disaster scene.

Members may not wear CERT uniform items (vest/helmet) or display CERT identification unless performing in an official capacity (training, events, deployments, etc.).

T-shirts issued to CERT members are not considered official uniform items and may be worn in day to day use. CERT members are encouraged to remember their surroundings and not wear the CERT t-shirt in places that might bring discredit to the CERT organization (see Bylaws-Code of Conduct).

COMMUNITY EMERGENCY RESPONSE TEAM PROGRAM MANAGER COURSE

UNIT 8: POLICIES AND PROCEDURES

ROWLETT CITIZEN CORPS COUNCIL ORGANIZATIONAL POLICY	
TITLE: CERT Uniform Policy	
APPROVAL SIGNATURE: 	DATE: 10/1/2008 POLICY NO.: 08-117 PROGRAM : CERT SECTION: Operations PAGES: 4
NAME: Michael D. Lucas TITLE: CERT Director	

Introduction

The appearance of volunteers reflects upon the organization they represent. The wearing of appropriate uniforms enhances the appearance of volunteers and promotes a positive, professional perception of the organization and its personnel. Rowlett CERT volunteers are encouraged to wear uniforms at all public events involving Rowlett CERT, particularly activations and CERT sponsored events and activities. This policy promulgates expectations and standards concerning uniforms and appearance.

CERT personnel are expected to present a neat, clean and well-groomed appearance when conducting operations or when wearing CERT uniform or branded gear in any public setting. Rowlett CERT volunteers shall observe community standards of decorum appropriate to a public service agency at all times. While volunteers may exercise wide latitude concerning clothing and appearance options, there remains a need for guidelines to maintain a reasonable level of uniformity and conformity to standards of appearance. When deployed, uniformity of appearance helps identify CERT volunteers from other agency volunteers, spontaneous volunteers and onlookers, aiding responding agencies and the general public in determining the status of CERT responders. The appropriate wearing of grade or level insignia aids in identifying leaders and those with advanced training. Appropriate uniforms reinforce the appearance of professionalism, dedication and competence associated with Rowlett CERT.

Uniform Parts

Specific uniforms are not strictly specified by Rowlett CERT; however certain items of clothing, particularly CERT or Rowlett CERT branded clothing are encouraged. CERT branded clothing is available in a variety of colors and styles. When selecting CERT branded clothing, volunteers are encouraged to seek color and style combinations that enhance the image of Rowlett CERT and that present a pleasing appearance. Volunteers are required to observe safety considerations in hazardous operational settings. Non-hazardous operational settings are defined as those settings where an individual is not at risk, or expected to encounter risk of bodily harm during the course of anticipated duties. Anticipated duties include any duty for which CERT volunteers may be assigned during a particular incident. Staffing a booth at a fair or festival is an example of a usually non-hazardous operational setting. A callout for a flood or a search for a missing person is a hazardous operational setting, even if the volunteer is assigned to a relatively safe setting such as the EOC. All volunteers are subject to reassignment to any part of an operational area and are expected to deploy dressed and equipped accordingly.

- **VESTS.** Bright yellow reflective ANSI safety vests are authorized. Volunteers are encouraged to wear vests with the word CERT across the back in reflective lettering. Vests are required attire for hazardous operational settings. Vests should be sized to fit over all outerwear, such as winter coats or foul-weather gear.
- **Helmet.** An approved hard-hat is required for all hazardous operational settings.
- **Grade or Level Insignia.** The display of grade or level insignia is optional. Rowlett CERT volunteers are encouraged to wear the appropriate grade or level insignia anytime the display of the identification card is

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UNIT 8: POLICIES AND PROCEDURES

08-117 CERT Uniform Policy

required, or when in uniform. Grade or level insignia shall be worn on the outermost garment. Grade or level insignia may be displayed

- over the heart on the left breast of shirts, outwear and vests.
- on either or both collars of a polo or an oxford-styled shirt or collared outwear.
- on the crew-neck of a T-shirt.
- affixed in some way to one's identification badge hanger or neck loop.

NOTE: Affixing the level or grade insignia to the ID badge hanger or neck loop is recommended as a minimum level or grade insignia display, as this will display the insignia anytime the badge is displayed.

- **Ball Caps.** CERT branded ball caps are recommended for deployed operations where helmets are not required, particularly for hot, sunny weather.
- **T-Shirts.** CERT branded green T-shirts are recommended for deployed operations wherever safety permits, particularly for hot weather wear.
- **Polo Shirts.** CERT branded white polo shirts are recommended for non-operational settings, such as meetings.
- **Oxford-Styled Shirts.** CERT branded, CERT green, collared style button shirts are recommended for non-operational settings, such as meetings.
- **Trousers and Shorts.** Black, kaki or Navy blue trousers, jeans or shorts are recommended. The choice of long trousers or short trousers (shorts) shall be governed by the context and situation. Most operational settings will require long trousers. Shorts may be appropriate for meetings or non-hazardous operational settings, such as staffing a booth at a festival.
- **Shoes.** Boots or shoes shall be appropriate to the context and situation. Boots or closed-toe shoes are required for hazardous operational settings. Open-toed shoes or sandals may be appropriate for meetings or non-hazardous operational settings, such as staffing a booth at a festival.
- **Outerwear.** Examples of outwear include gloves, sweat shirts, wind breakers, coats and foul-weather gear. Outerwear shall be appropriate to the prevailing situation, event or context.

Recommended Uniform

Uniform recommendations are intended to reflect prevailing community standards, and to be consistent with requirements to promote the safety and professional appearance of volunteers representing Rowlett CERT. When considering appropriate apparel, CERT volunteers are expected to be guided by the following paradigm. If, in a given situation, event or context, City of Rowlett fire fighters or police officers might reasonably be expected to appear in a shorts or a t-shirt styled uniform, then CERT volunteers would likely be considered appropriately dressed in the uniform described in the Non-Hazardous Operational Setting: Informal Context section of this policy. CERT volunteers are expected to dress in a manner comparable with City of Rowlett fire fighters and police officers, as appropriate to the specific CERT mission at hand.

If the situation, event or context suggested that City of Rowlett fire fighters or police officers might reasonably be required to appear in more formal uniform attire, then CERT volunteers should follow the Non-Hazardous Operational Setting: Formal Context uniform guidelines listed herein. In situations, events or contexts where City of Rowlett fire fighters or police officers are expected to appear in a tactical uniform, the Hazardous Operational Setting uniform is appropriate for CERT Volunteers.

- **Hazardous Operational Setting.** Full-length jeans or sturdy trousers, such as Battle Dress Uniform (BDU) styled garments are required. T-shirts or oxford-styled shirts are appropriate. Sleeve length (long or short) is dependent upon weather and safety considerations. Boots or closed-toe shoes, vest and helmet are required.
- **Non-Hazardous Operational Setting.**

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- **Formal Context.** Full-length dress jeans or trousers, polo shirts or oxford-styled shirts, dress shoes or dress sandals may be appropriate. A neat, professional, setting-appropriate appearance is expected.
- **Informal Context.** Long trousers or shorts, t-shirts, polo shirts or oxford-styled shirts and casual shoes or sandals may be appropriate. A neat, professional, setting appropriate appearance is expected.

Personalization of Uniforms

Rowlett CERT volunteers are permitted to personalize their uniforms within the boundaries set by this policy. Uniforms must remain in compliance with this policy. Volunteers may adorn their clothing, including uniform items, to reflect individuality and preference as long as the adornments are not offensive to others, do not violate local community standards of decorum, do not reflect inappropriately on the organization or violate applicable federal, state or local laws or rules. Adornments shall be reasonably discrete and not interfere with the intended purpose of the garment.

- **Permitted Expression and Practice**

Examples (but not limited to) of permitted expression or display on uniforms include:

- Nametags, unit numbers or amateur radio call signs displayed as pins, patches or reflective lettering.
- Patches identifying relevant certifications or affiliations such as Red Cross First Aid, SkyWarn, Explorer or Explorer leader, Rowlett Fire Corps, VIPs, or NASAR certifications or designations.
- United States or Texas State flag pins, decals or patches.

- **Prohibited Expression and Practice**

Examples (but not limited to) of prohibited expression include:

- Obscene words, pictures or symbols.
 - Example: If a display would earn a movie a PG, or more restrictive rating, it is probably inappropriate for any display associated with Rowlett CERT.
- Any display or adornment that violates applicable federal, state, local law or rule is prohibited.
 - For example, IRS rules prohibit non-profit 501(c)(3) agencies from promoting a political position, so it is inappropriate for a volunteer to campaign while wearing Rowlett CERT branded gear, or to display political buttons, slogans, candidates' names or other identifying criterion on their gear. Such displays endanger Rowlett CERT's status with the IRS, and with the City of Rowlett.
- Any displays or adornment that may reflect inappropriately on Rowlett CERT, the community or any particular group within the community.
 - Examples include symbols associated with gangs or criminal groups, hate crimes or illegal exclusionary behavior.
- Any adornment or display that interferes with or reduces the effectiveness of the garment for its intended purpose.
 - Examples include a football team flag or logo that obscures the reflective CERT label on the back of an ANSI compliant safety vest. Any flag or other device that interferes with the reflective coating on a CERT vest or helmet.
 - Backpacks and other customary and necessary equipment systems that may interfere with reflective lettering of the ANSI compliant safety vest are excluded from this policy, provided the interference

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08-117 CERT Uniform Policy

with the safety garment is of an expected and routine nature fundamentally inherent in the use of the offending object.

Violations of the Uniform Policy

Violations of the uniform policy shall be evaluated by CERT leadership. Penalties shall be imposed as appropriate. Penalties include sanctions ranging from being asked to secure from an activation or event, to being removed from CERT. The senior on-site CERT official is authorized to impose immediate penalties, up to and including removing a CERT volunteer from the activity or activation event. The CERT Director shall review all penalties imposed and render an appropriate judgment with respect to additional or on-going sanctions. The appeals process through the RCCC Board of Directors remains in effect for volunteers seeking a review of penalties rendered under this policy.



Citizen Corps/Community Emergency Response Team (CERT) Liability

**Citizen Corps/Community Emergency Response Team (CERT)
Liability
January 2005
Compiled by Teresa L. Anderson, Deputy Director BCEM**

"We are really teaching the volunteers life skills with the exception of maybe search patterns and building damage. The rest of the skills they can use day-to-day in their normal lives. As long as they operate within the scope of the training, liability should not be an issue." Frank Lucier – retired from the San Francisco Fire Department. He developed and was the former Director of the City's innovative and internationally recognized Neighborhood Emergency Response Team system.

Proactive steps to take to manage liability concerns for your program.

1. Determine what type of program will work best for your jurisdiction
 - a. Activate Only
 - b. Self-Activated
 - c. Educational & training opportunity
 - d. A Combination
2. Do your research
3. Reducing Liability (This section is also available at http://training.fema.gov/EMIWeb/CERT/new_CERT/t3-4.htm)
 - a. During training-Instructors
 - b. During training-Students
 - c. During training-Classroom/Exercise Area
 - d. During training-Materials
 - e. During Exercises
 - f. During Team Activation
4. Training/Scope of Training
5. First Responders
6. Review South Dakota Legislation
7. Hazard Mitigation and Span of Control

COMMUNITY EMERGENCY RESPONSE TEAM PROGRAM MANAGER COURSE

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1. Determine what type of program will work best for your jurisdiction
 - a. Activate Only-This type of team responds to any type of emergency/disaster when requested from a predetermined governing body. The governing entity of the team would assume liability once they have called and activated their CERT team. If the governing body is a governmental entity, the SDCL 62-1-5.1 (see Attachment A) states all volunteers are automatically covered for governmental entities as long as they are listed in the minutes of their meeting. For example a CERT Roster of Active Team members is approved and read into the County Commissioner's meeting minutes, prior to activation.
 - b. Self-Activated Team-In this type of team, individuals will respond on their own. They are not activated to respond. These responding individuals would assume their own liability and would not qualify under the definition of a covered volunteer. (see a. Activate Only for a covered volunteer) (see Attachment A SDCL 20-9-4.1, Good Samaritan Volunteer)
 - c. Educational & Training Opportunities-Provide education to citizens. Individuals may want to know what to do and what they can do in the event they need to take care of themselves. Citizens may not want to be on an activated team or self activate. Rather they want the information and training. For example, how to put out a kitchen fire, or if their children fall and break their arm, they would then have the basic knowledge and training to know what to do until first responders can arrive.
 - d. Combination-Some jurisdictions have a combination of Activated, Self-Activated, and educational programs. Once again this goes back to what is determined best for each individual jurisdiction. The governing authority would need to determine what authority will be given to the volunteer and realize those who self-activate would be assuming their own liability and work comp coverage.
2. Do your research
 - a. Consult your jurisdiction's legal counsel. They are the 'experts' in this area.
 - i. Consider obtaining a release from liability, a Hold Harmless and/or similar instruments if local legal counsel deems it necessary. Many CERT programs have all students sign this type of agreement before starting training. (See Sample 1 & Sample 2)
 - b. Conduct internet research. Some websites to consider are:
 - i. www.nonprofitrisk.org
 - ii. www.citizencorps.gov/councils
 - iii. http://training.fema.gov/EMIWeb/CERT/new_CERT/index.htm
 - iv. <http://www.eriskcenter.org>
 - v. The Federal Volunteer Protection Act of 1997
<http://www.npaction.org/article/articleprint/420/-1/153/>
 - c. Talk with other program managers to discuss how they addressed the liability issue.
3. Reducing Liability
 - a. During training-Instructors

Steps that you can take with your instructors to help reduce liability include:

 - Establishing training standards and safety requirements for training.
 - Briefing all instructors on their responsibilities to conduct safe and effective training.
 - Ensuring that all instructors are prepared to meet the objectives for their sessions.

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- Providing co-instructors to assist the instructors for all activities.
 - Ensuring that all instructors model appropriate safety behavior, such as safety gear for all demonstrations.
 - NOTE: Be sure that your instructors understand that they can give students permission to opt out of an activity if they have a condition that they may aggravate by participating.
 - Provide a Safety Officer during hands-on training.
- b. During training-Students
Steps that you can take with CERT students to help reduce liability include:
- Ensure that students understand that they may opt out of activities if they have a condition that they may aggravate by participating. (Know their limitations and remember personal safety is always first priority)
 - Require all students to sign a hold harmless agreement.
 - Explain the potential hazards that students may face in class activities, during exercises, and during activation (depending on program type).
 - Provide copies of all CERT safety rules and requirements to each student. Require them to sign one copy and return it to you before class begins. Encourage the students to keep the other copy for their records.
 - Require all students to wear safety gear for all activities.
 - When you see an unsafe act, correct it immediately.
 - If someone is injured during class, document the injury and ensure that the student receives appropriate medical treatment.
 - Emphasize that rescuer safety is the primary concern in training and activation.
- c. During training-Classroom/Exercise Area
Steps that you can take to ensure that the CERT classroom and exercise area are safe include:
- Walk through the classroom and exercise area(s) before each class to identify and correct unsafe conditions.
 - Check all to ensure that it is in good working order.
 - NOTE: This is something that should be done before every class begins.
 - Consider assigning a Safety Officer
- d. During training-Materials
The main step to take to reduce liability related to the CERT materials is to ensure that you have written releases for all copyrighted materials (including photographs and cartoons). (Note that if you are using FEMA's materials without alteration, all necessary copy right releases have been secured.) Remember that photographs and other materials found on the Internet are copyrighted. Also look to the Citizen Corps Council website to obtain permission to use the Citizen Corps Logo, Mark, and/or banners.
- e. During Exercises
Always take the measures below to reduce liability during exercises:
- Conduct a pre-exercise briefing in which you provide the objectives (including safety objectives) for the exercise.

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- Treat all drills, functional exercises, and full-scale exercises as the real thing. Enforce all safety rules strictly.
 - Stress teamwork, safety equipment, and the use of the buddy system.
 - If you see an unsafe act, intervene immediately!
 - Conduct a post-exercise debriefing, and cover safety issues as part of the debriefing.
 - Stress the need to document everything using the forms approved by the jurisdiction.
 - If someone is injured, document the injury, and ensure that the volunteer receives appropriate medical care.
 - Consider assigning a Safety Officer
- f. During Team Activation
Take the measures below to reduce liability during team activation:
- Educate your departments about the CERT program, the level of training provided, and how to access and use CERT members during an emergency or disaster.
 - Require that all team activations are in accordance with established CERT protocols.
 - Require team leaders to verify that all CERT members have the necessary tools and equipment, including safety gear, for the response.
 - Require a good size-up and communication of size-up information to first responders as soon as possible after arrival at the scene.
 - Require complete documentation of team assignments, actions taken, results, and communications with first response agency personnel.
 - Stress that CERT members should respond in accordance with the scope of their training. Being a CERT member does not provide rights or privileges beyond being a CERT volunteer.
 - If a CERT member is injured during activations, ensure that the injury is documented and that the volunteer receives appropriate medical treatment.

For these measures to work as intended, you will need to take action before activation and reinforce the measure during team exercises.

4. Training/Scope of Training-Provide sufficient training for volunteers. This may mean providing additional or supplemental training sessions to ensure all volunteers understand and are able to perform specific tasks involved with CERT training. Depending on how the individual jurisdiction sets up their CERT team, some programs may require additional or supplemental training in order to be considered a CERT member. For example, a jurisdiction may require participants be certified in CPR and keep this current in order to be a member of the CERT team.

Be sure citizens understand the **scope** of their training. Those volunteers should respond in accordance with their training as a CERT member. The scope of the training should be stressed throughout the entire program emphasizing what the volunteers are trained to do and able to do. A CERT volunteer, having completed the CERT training in accordance with the CERT training standards, should not respond outside the scope of this training. In the

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event they do, they would not be responding as a CERT member and thus fall outside the set standards for the individual CERT liability. The key to liability is reinforcing to the volunteers to only respond within the scope of their training.

5. First Responders. Solicit and address liability concerns raised by first responders. It is important to obtain the support of the first responders for this program. Discuss the possible areas where CERT members can be of assistance and support to the First Responders. How can the CERT team be an asset in the event of a disaster or emergency? Jointly engage citizen volunteers and first responders in mock scenarios or table top exercises. This not only helps those volunteers get a better understanding of what is expected, but the first responders also know what the CERT team can and cannot do.
6. Review South Dakota Legislation—See Attachment A
SDCL 20-9-4.1, Good Samaritan Volunteer
SDCL 62-1-5.1, Volunteers serving state or political subdivision without pay—Computing or imputing wage—Certain persons not deemed volunteers
7. Hazard Mitigation and Span of Control
For the CERT training, make sure to do hazard mitigation at the training site. Remove or fix any potential hazards that could injure the participants. Also look at the span of control for your training. Just as in ICS, there should be 1 instructor or safety person for every 7 or less participants. This helps insure safety, participants are learning and understanding the training, and can apply it.

Conclusion

Set training standards. CERT participants must clearly know the scope of their training and when they should apply this training. Consider addressing the need for refreshment of training.

Stress that CERT members should respond in accordance with their training. Being a CERT member does not provide rights or privileges beyond being a CERT volunteer. **Scope of training** is the parameter in which the volunteers should be responding.

Inform CERT members of their rights, protection, and limitations as a volunteer.

A Hold Harmless/permission requests/release forms can reduce your CERT program's liability. Have your participants sign this type of agreement **BEFORE** starting training.

MEMO: The information in this document is only suggestions and ideas on ways to manage liability concerns and in no way is a complete list of ways to manage liability. Not all suggestions and ideas pertain to each program, but should be used for informational purposes.

COMMUNITY EMERGENCY RESPONSE TEAM PROGRAM MANAGER COURSE

UNIT 8: POLICIES AND PROCEDURES

Attachment A

S. D. Codified Law 20-9-4.1, Good Samaritan Volunteer

General immunity from liability for emergency care—Exceptions.

No peace officer, conservation officer, member of any fire department, police department and their first aid, rescue or emergency squad, or any citizen acting as such a volunteer, or any other person liable for any civil damages as a result of their acts of commission or omission arising out of and in the course of their rendering in good faith, any emergency care and services during an emergency which is in their judgment indicated and necessary at the time. Such relief from liability for civil damages shall extend to the operation of any motor vehicle in connection with any such care or services.

Nothing in this section grants any such relief to any person causing any damage by his willful, wanton or reckless act of commission or omission.

Source: SL 1968, ch 193; SL 1970, ch 140; SL 1986, ch 4, § 9.

S. D. Codified Law 62-1-5.1. Volunteers serving state or political subdivision without pay--Computing or imputing wage--Certain persons not deemed volunteers.

Volunteers serving state or political subdivision without pay--Computing or imputing wage--Certain persons not deemed volunteers. Any volunteer worker rendering services in or for any agency, department, institution, or instrumentality of the state or of any of its political subdivisions, including counties, townships, school districts, or municipalities, whose services have been duly recommended to the officer or governing body responsible for employment of personnel for the respective entity and duly appointed thereto by such officers or governing body, shall for purposes of this title be deemed an employee of the state or the political subdivision, as the case may be. The appointment shall be entered into the official records or minutes of the entity.

In the event of injury or death, for the purposes of computing compensation for volunteer workers other than volunteer firefighters, a volunteer uncompensated worker's employment earnings from all sources during the last six months of employment shall be used. In the event the volunteer uncompensated worker has never been employed, the worker shall be considered to be earning the state minimum wage over a forty-hour week. The worker's average weekly wage shall be calculated by one of the methods in §§ 62-4-25 to 62-4-27, inclusive. In no event may payments to volunteer uncompensated workers exceed the maximum limitations for benefits as set out in this title. No local prisoner, state inmate, or federal inmate providing services to the state or any of its political subdivisions may be considered a volunteer worker under this section.

Source: SL 1971, ch 278, § 1; SL 2001, ch 292, § 1.

COMMUNITY EMERGENCY RESPONSE TEAM PROGRAM MANAGER COURSE

UNIT 8: POLICIES AND PROCEDURES

Sample 1

[COMMUNITY NAME]
**COMMUNITY EMERGENCY RESPONSE TEAM PROGRAM
HOLD HARMLESS/PERMISSION REQUEST**

I, _____, hereby request permission to participate in the _____ Community Emergency Response Team (CERT) program. I understand that this training will involve active physical participation, which includes a potential risk of personal injury and/or personal property damage. I make this request with full knowledge of the possibility of personal injury and/or personal property damage. Further, I have read and understand the program outline that describes all class sections and the associated activities.

I agree to hold The American Red Cross, the _____, _____ Fire Department, [COMMUNITY NAME] and [COMMUNITY NAME] Emergency Management, and their agents and personnel, harmless from any and all claims, actions, suits, and/or injury that I may suffer and which may arise as a result of my participation in the above mentioned class.

I agree to follow the rules established by the instructors, and to exercise reasonable care while participating in the CERT program. I understand that if I fail to follow the instructor's rules and regulations or if I fail to exercise reasonable care, I can be administratively removed from the program.

By executing this release I certify that I have read this release in its entirety, understand all of its terms and have had any questions regarding the release or its effect satisfactory answered. I sign this release freely and voluntarily.

Signature

Date

Emergency Contact Name

Emergency Contact Number

Comments:

Signature of Instructor

Date

COMMUNITY EMERGENCY RESPONSE TEAM PROGRAM MANAGER COURSE

UNIT 8: POLICIES AND PROCEDURES

Sample 2

Brookings County Community Emergency Response Team/Training Program (CERT)

Release

By signing this Release, I acknowledge that I have read and understand the risks associated with this activity. (**Warning:** Individuals who do not wish to accept the risks described in this document, should not sign it). The undersigned participant in the Community Emergency Response Team/Training Program acknowledges and agrees as follows:

Acknowledgment of Risk

Participation in the Community Emergency Response Team/Training (CERT) Program involves physical labor and carries a risk of personal injury. I recognize that there are natural and manmade hazards, environmental conditions, diseases, and other risks, which in combinations with my actions can cause injury to me. I recognize that activities associated with this program may include transportation to and from volunteer sites, extinguishing small fires, providing disaster medical care (e.g., controlling bleeding, treating shock, treating sprains and fractures, opening airways, transporting patients), performing light search and rescue activities and other similar activities.

Physical Activity

I understand that the physical activity involved in this program may cause physical and emotional discomfort. I am free from any known heart disease or other serious health problems that could prevent me from participating in any of the activities associated with this program. I am sufficiently physically fit to participate in the activities of the program.

Immunity

I recognize that the activities associated with this program fall within the general immunity from liability for emergency care pursuant to SDCL 20-9-4.1. I certify that I have medical insurance to cover the cost of any emergency or other medical care that I may receive for an illness or injury. If I do not have medical insurance, I will be personally responsible for the cost of any emergency or other medical care that I receive.

Release and Indemnification

I hereby assume all risk of injury or liability and waive any right of recovery from, or to bring suit against Brookings County and any other public or private entity involved with the Community Emergency Response Team/Training, together with all of their employees or agents, for any bodily injury, death, or other consequences arising out of my participation in this activity. I agree to indemnify, defend, and hold harmless the above listed entities and their agents or employees from all loss, costs, damage, injury, liability, claims, and causes of action whatsoever, arising out of or related to any act, error, or omission while participating in any aspect of this activity.

I HAVE READ THE ABOVE RELEASE AND CONSENT TO ITS PROVISIONS.

Signature of Participant

Date

Printed Name

Witness

Date

Created on 1/26/2005

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UNIT 9: PROGRAM EVALUATION

In this unit you will learn about:

- **Importance of Evaluating a CERT Program.** What program evaluation is and what it can accomplish.
- **What to Evaluate in a CERT Program and How.** Four steps for conducting a program evaluation.
- **Creating a Program Report.** How to create a brief and focused Program Report and the importance of the Program Report in the evaluation process.

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UNIT OVERVIEW

A CERT program must have a process for how it is evaluated and measured for effectiveness. Evaluation is the process by which the Program Manager is able to identify appropriate changes and continuous improvements that will keep the CERT program fully functional. This unit looks at:

- The importance of evaluating a CERT program
- What to evaluate in a CERT program and how
- The steps for conducting a program evaluation
- Creating a Program Report

At the conclusion of this unit, you will be able to develop a process for evaluating your local CERT program:

- Explain what program evaluation is.
- Describe the purpose of evaluating a program.
- List the steps for evaluating various program components.
- Identify the characteristics of a Program Report.

This unit will look at the following topics:

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

WHAT PROGRAM EVALUATION IS

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

Program evaluation is an ongoing process that asks (and gets answers to) 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 documented in a Program Report.

The implementation of a CERT program is the beginning step for you. Evaluation of the program is a continuous process.

Remember the discussion of setting goals and objectives in Unit 2. Those objectives specified what activities the CERT program would undertake in order to accomplish the goal it had set.

During a program evaluation, you need to find out how well the program is meeting the objectives – how well it is performing – and what corrections, if any, are needed.

WHY DO PROGRAM EVALUATION

One of the reasons that program evaluation is done is to ensure consistency in day-to-day operational activities. By asking “How well are we doing?” you continue to scrutinize the program’s accomplishments and verify that they are meeting the standards you set.

Another equally important reason for program evaluation is to allay any concerns on the part of State or local officials that volunteers who have been trained in the CERT program are acting without direction or outside the guidelines of the program.

It only takes a few problem incidents to damage the credibility of your CERT program and raise concerns about training volunteers.

Periodic program evaluation maintains program control and allows you to reduce and manage the instances of independent or undirected volunteer actions. It also allows you to make adjustments as needed.

HOW TO DO PROGRAM EVALUATION

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

The process for conducting program evaluation is not complicated.

1. First, decide what you want to learn.
2. Next, figure out a strategy for collecting the information.
3. Then collect the information.
4. Finally, analyze the information you collect and decide on the next steps.

STEP 1: WHAT DO YOU WANT TO LEARN

Since the CERT program is strongly dependent upon the ability of the Program Manager to set clear and defined program goals and objectives, your program will most logically be evaluated by determining the achievement of those objectives.

Remember, a good objective is SMART:

- Specific
- Measurable
- Achievable
- Relevant
- 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?

HOW TO DO PROGRAM EVALUATION (CONTINUED)

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 conducted
- Community activities
- CERT partners developed for program support

STEP 2: DEVELOP A STRATEGY FOR COLLECTING THE INFORMATION

The next step is to develop a strategy for collecting 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.

HOW TO DO PROGRAM EVALUATION (CONTINUED)

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 the program is trying to learn.

Qualitative data include commentary, anecdotes, testimonials, observations, etc.

Quantitative data are everything else, for example:

- Numbers
- Ratings
- Rankings
- Yes or no responses to specific questions

Where will the data be found?

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

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

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:
 - a. What is the status of your CERT program's progress toward achieving its stated goals?
 - b. Do CERT members have adequate resources (equipment, facilities, training, etc.) to achieve the program goals?
 - c. 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.)
 - d. 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.?

HOW TO DO PROGRAM EVALUATION (CONTINUED)

ACTIVITY: DETERMINING WHETHER OR NOT YOUR PROGRAM'S PERFORMANCE IS MEETING YOUR GOALS

Purpose: This activity allows you to develop specific methods for evaluating different CERT program components based 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 1- 2 specific objectives that were developed previously (in Section 1. Program Goals).
3. If you have not done so already, develop a program objective. Objectives must be SMART: specific, measurable, achievable, relevant, and time bound.
4. You have 5 minutes.

Part 2:

5. Break into small groups (e.g., table groups, groups of 3 – 4 participants).
6. For each person:
 - a. Select one program objective.
 - b. Get ideas from the group on how this objective could be evaluated by the Program Manager (data to collect, questions to ask).
 - c. Write the ideas from the group in your Draft Program Plan.
7. You have 15 minutes.
8. You will report to the whole group.

STEP 3: COLLECT THE INFORMATION

This step is self-explanatory.

HOW TO DO PROGRAM EVALUATION (CONTINUED)

STEP 4: ANALYZE THE INFORMATION AND DECIDE ON NEXT STEPS

Analyze data

When you analyze data, always begin with a review of your evaluation goals: 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 identifying its strengths and weaknesses, you can organize data into program strengths, program weaknesses, and suggestions to improve 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 recommendations that may help improve the program
- What choices there are in implementing those recommendations

Take corrective action if needed

If the findings indicate that changes are needed, develop a plan for implementing the changes. The plan should include new objectives (see Unit 2) and may involve new policies and procedures (see Unit 8).

PROGRAM REPORT

REPORTING EVALUATION RESULTS

You are responsible for ensuring that your program evaluation results are properly documented and distributed. This is accomplished via the use of a Program Report.

Here are some things to keep in mind when generating the Program Report:

- Justify your conclusions or recommendations using your program evaluation data findings.
- Translate recommendations into specific action plans, including who, what, when, how, and any other “need-to-know” specifics.
- The level and scope of content depend on the recipient of the report, e.g., funding agency, community supporters, State office.
- Be mindful of the intended audiences for any Program Report. Every Program Report needs to address the specific interests of the audience while still maintaining its objectivity.
- Keep the Program Report as concise as possible.

ACTIVITY: CREATING A PROGRAM REPORT

Purpose: This activity allows you to practice appropriate ways to distribute program evaluation results to your various audiences.

Instructions:

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

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UNIT 10: KEEPING YOUR PROGRAM GOING

In this unit you will learn about:

- **Essential Skills and Abilities.** Your strengths, what more you need to learn, what you need to do yourself, and what you can delegate.
- **Keeping a CERT Program Alive.** The five critical elements required to keep your CERT program healthy and viable.
- **Program Maintenance Matrix.** Technique to identify activities contributing most significantly to your program's maintenance.

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UNIT OVERVIEW

A sustainable CERT program must have a strong Program Manager who is competent and able to consider both the short- and long-term program coordination requirements. This unit looks at:

- Essential skills and abilities the Program Manager should possess
- Critical elements involved in keeping a program alive
- Use of a program maintenance matrix to identify activities that contribute most

At the conclusion of this unit, the participants will be able to describe how to sustain your local CERT program:

- Describe the knowledge, skills, and abilities a Program Manager must possess in order to coordinate a program.
- Identify elements necessary for sustaining a program.
- Explain a technique for identifying program activities that contribute most significantly to program maintenance.

This unit will look at the following topics:

- Essential Skills and Abilities
- Keeping a Program Alive

ESSENTIAL SKILLS AND ABILITIES

WHO ARE PROGRAM MANAGERS?

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

- Forward-thinking champions
- The person who is told to go start a program

Both may end up being champions, although they get into the job differently.

Starting a CERT program is only part of the job. Once the program is underway, the real challenge begins – keeping the program going and making sure that it is effective and stays strong and viable.

There are certain things you must know to start and maintain a CERT program. These include but are not limited to:

- How to manage volunteers (and how it differs from managing staff), including recruitment, retention, and termination
- How to accommodate all the volunteers regardless of skills and abilities
- How to promote the program to the community, media, elected officials, potential sponsors, etc.
- How to convince veteran police and fire chiefs to want to use volunteers by building organizational support/sponsorship
- How to manage the time commitment and amount of resources required to run a successful program (whether your CERT position is employing you or not)
- How to properly address legal hurdles and aspects of the program
- How to prove the value of the program (ability to quantify the program's effectiveness)

(continued)

ESSENTIAL SKILLS AND ABILITIES (CONTINUED)

- How to develop program support from elected officials for program activities (such as giving credit for CERT high school training)
- What your CERT program's role is in your specific community's emergency operations plan

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

SKILLS THE PROGRAM MANAGER NEEDS

Experienced Program Managers know that being a Program Manager is rewarding. They also know that it is not easy. Program Managers need a toolbox of skills in order to accomplish the responsibilities of the job.

A listing of Program Manager skills and abilities was developed as part of the design process of this course. The list includes:

- Tact
- Political savvy
- Passion
- Flexibility
- Leadership skills
- Comfort with public speaking
- Ability to motivate
- Trustworthiness
- Ability to be cool under pressure
- Organizational triage skills
- Commitment/dedication
- Good communication skills
- High energy level
- Team concept
- Ability to plan and to write

ESSENTIAL SKILLS AND ABILITIES (CONTINUED)

ACTIVITY: GROUP AND DRAFT PROGRAM PLAN: MY DEVELOPMENT GOALS

Being a Program Manager is both satisfying and challenging. Effective Program Managers develop a good sense of where their strengths are and where they need to learn more, what they need to do themselves, and what they can delegate.

Purpose: This activity allows you to identify specific areas of strength, areas of weakness, and areas that you can delegate to others.

Instructions: Follow the steps below to conduct 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*.
 - a. Three areas where you do well (three strengths)
 - b. Three areas where you want or need to learn more
 - c. Three areas that you might want to delegate or share

KEEPING A PROGRAM ALIVE

Given all the concepts covered so far, it should be clear that there is a lot more to running a CERT program than simply providing *CERT Basic Training*. A CERT program is usually involved in a number of activities and the CERT Program Manager is responsible for most of them.

FIVE CRITICAL ELEMENTS

Keeping a program going involves five critical elements. All of the activities just mentioned address one or more of these five elements:

- Volunteers are retained.
- Skills are sharpened.
- Teams respond effectively.
- Program is administered capably.
- There is external program support.

Any program tasks and activities 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 provisions are made to engage fire department officers and elected officials as observers or participants, the exercise will also enhance external support.

The degree to which each activity will contribute to overall program vitality varies among local CERT programs. It is important for you to assess how various activities will make the most difference in sustaining your local program.

KEEPING A PROGRAM ALIVE (CONTINUED)

ACTIVITY: PROGRAM MAINTENANCE MATRIX

Purpose: This activity allows you and the instructor to work together to identify actions that contribute most significantly to program maintenance.

Instructions:

1. Work individually 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. Individually complete the second part of the tenth section, *Keeping the Program Going*.

Activity: Program Maintenance Matrix

Directions: Enter a task or activity in the left column. For each task/activity, indicate 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

COMMUNITY EMERGENCY RESPONSE TEAM PROGRAM MANAGER COURSE

UNIT 10: KEEPING YOUR PROGRAM GOING

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

UNIT SUMMARY

This unit has looked at working with instructors:

- Essential skills and abilities you, as Program Manager, should possess
- Critical elements involved in keeping your CERT program alive
- Use of a program maintenance matrix to identify activities that contribute most significantly to your program's maintenance

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UNIT 11: COURSE SUMMARY AND CONCLUSION

In this unit you will:

- **Take the Post-Test**
- **Review the Course Learning Objectives**
- **Review Participant Expectations**
- **Receive a Certificate of Completion**

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REVIEW OF COURSE LEARNING OBJECTIVES

These objectives describe the behaviors expected from participants by the conclusion of the *CERT Program Manager* course.

You should now be able to:

1. Define the purpose and core components of a local CERT program.
2. Use strategic planning to define the mission and goals for a local CERT program.
 - a. Explain why a CERT program must have clearly defined goals and objectives.
 - b. Establish draft goals and objectives for a CERT program.
3. Describe the purposes and strategies for promoting a local CERT program.
 - a. Explain expected outcomes for program promotion.
 - b. Identify community organizations to target for partnership.
 - c. Identify strategies for developing and maintaining partnerships.
 - d. Explain how the process of goal setting is linked to program promotion.
 - e. Articulate CERT core messages to include in program promotion.
 - f. Identify techniques for promoting a program to various audiences.
4. Establish a process for working with volunteers.
 - a. Describe how to recruit volunteers.
 - b. Describe how to orient volunteers.
 - c. Explain why to track volunteers.
 - d. Describe methods for managing volunteers.
 - e. Identify techniques for retaining volunteers.
 - f. Identify strategies for firing volunteers.

REVIEW OF COURSE LEARNING OBJECTIVES

5. Establish a process for working with instructors.
 - a. Describe how to recruit instructors.
 - b. Describe how to orient instructors
 - c. Explain why to track instructors.
 - d. Describe methods for managing instructors.
 - e. Identify techniques for retaining instructors.
 - f. Explain what to do when terminating an instructor.
6. Establish a process for acquiring and managing program resources.
 - a. Identify types of resources needed to coordinate a CERT program.
 - b. Identify types of data that need to be collected and maintained for the program.
 - c. Develop strategies for locating and managing resources.
 - d. Identify program funding options and tips for approaching funders.
 - e. Develop a draft program budget.
7. Build a plan for delivering and managing safe training and exercises.
 - a. Identify training and exercises that are required or available for CERT volunteers.
 - b. Explain how to tailor content from *CERT Basic Training*.
 - c. Identify tasks required for managing CERT trainings.
 - d. Describe the elements of a CERT Training and Exercise Plan.
 - e. Explain how to ensure safety during training and exercises.

REVIEW OF COURSE LEARNING OBJECTIVES

8. Describe the role of policies and procedures in operating a local CERT program.
 - a. Explain why policies and procedures are necessary for running a successful program.
 - b. Identify policies and procedures necessary for starting and maintaining a program.
 - c. Identify resources for developing program policies and procedures.
9. Develop a process for evaluating a local CERT program.
 - a. Explain what program evaluation is.
 - b. Describe the purpose of evaluating a program.
 - c. List the steps for evaluating various program components.
 - d. Identify the characteristics of a Program Report.
10. Describe how to sustain a local CERT program.
 - a. Describe the knowledge, skills, and abilities a Program Manager must possess in order to coordinate a program.
 - b. Identify elements necessary for sustaining a program.
 - c. Explain a technique for identifying program activities that contribute most significantly to program maintenance.

NEXT STEPS

Keep the momentum going!

- Add good ideas right now to your to-do list.
- Put a memo on your calendar to pull this plan out in a month and see what more you want to add.
- As you conduct or participate in activities that were discussed in the training, remember to review what you put in the plan. It may help you focus your thoughts.

Congratulations!