

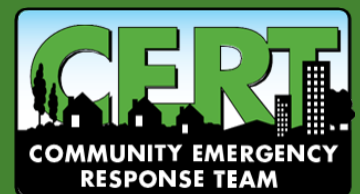


# CERT Program Manager Participant Manual

Participant Manual



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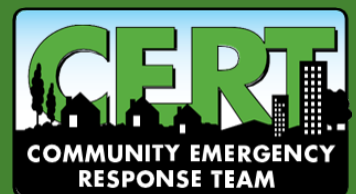


# CERT Program Manager: Course Overview

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## Course Overview

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

## Overall Course Objectives

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

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

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

## Target Audience

The target audience for this course includes the following:

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

## Prerequisites

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

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

## Course Agenda

This is a three-day course. The first and second days run about 8.5 hours each. The third day runs about four hours. Refer to Table 1, Table 2, and Table 3 for each day's course agenda.

Table 1: Day One Course Agenda

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

Table 2: Day 2 Course Agenda

Time	Activity
8:00 – 9:00 a.m.	Unit 4: Working with Volunteers
9:00 – 9:15 a.m.	Break
9:15 – 10:15 a.m.	Unit 5: Working with Instructors
10:15 – 10:30 a.m.	Break
10:30 a.m. – 12:00 p.m.	Unit 6: Procuring and Managing Resources
12:00 p.m. – 1:00 p.m.	Lunch
1:00 – 2:00 p.m.	Unit 7: Training and Exercises
2:00 – 2:15 p.m.	Break
2:15 – 3:15 p.m.	Unit 7: Training and Exercises (cont'd)
3:15 – 3:30 p.m.	Break
3:30 – 4:30 p.m.	Unit 8: Policies and Procedures

Table 3: Day 3 Course Agenda

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

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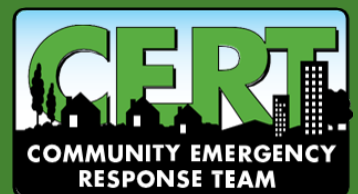


# CERT Program Manager Unit 1: Introduction and Overview

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# CERT Program Manager 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.** What is the course purpose and course learning objectives?
- ❑ **The CERT Program.** How and why were CERT programs developed? What are the most important parts of a CERT program? How do CERT programs interact with the emergency response system and the community?
- ❑ **The Draft Program Plan.** What template is available to use before, during, and after the course?

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## ***Unit 1: Table of Contents***

<b><i>SECTION 1: COURSE PREVIEW</i></b> .....	<b><i>1</i></b>
Course Purpose .....	1
Course Learning Objectives .....	1
Course Learning Sub-Objectives .....	1
CERT Program Management and Course Learning Objectives .....	3
<b><i>SECTION 2: WHAT IS A CERT PROGRAM?</i></b> .....	<b><i>4</i></b>
CERT History .....	4
CERT Program .....	4
CERT Volunteer Priorities .....	5
CERT and the Community .....	5
CERT and the Emergency Response System .....	5
<b><i>SECTION 3: THE DRAFT PROGRAM PLAN</i></b> .....	<b><i>7</i></b>
<b><i>CERT DRAFT PROGRAM PLAN</i></b> .....	<b><i>8</i></b>
Unit 1: Program Goal and Objectives .....	8
Unit 2: Program Partners .....	10
Unit 3: Promoting to Target Audiences .....	11
Unit 4: Working with Volunteers .....	12
Recruitment .....	12
Retention .....	14
Unit 5: Working with Instructors .....	15
Unit 6: Procuring and Managing Resources .....	17
Unit 7: Training and Exercises .....	18
Unit 8: Policies and Procedures .....	22
Unit 9: Program Evaluation .....	24
Unit 9: Keeping the Program Going .....	26
<b><i>SECTION 4: UNIT SUMMARY</i></b> .....	<b><i>28</i></b>

## **SECTION 1: COURSE PREVIEW**

Welcome to the Community Emergency Response Team Program Manager course.

### **Course Purpose**

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

This course is relevant for:

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

Each person should leave with new ideas to help start a new program or to refresh an 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 end of the CERT Program Manager course.

After completing this training, participants will be able to:

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

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

### **Course Learning Sub-Objectives**

After completing this training, participants will be able to:

1. Define the purpose and most important components of a local CERT program. (Unit 1)
2. Use strategic planning to define the mission and goals for a local CERT program. (Unit 2)



- Explain why a CERT program must have clearly defined goals and objectives.
  - Create draft goals and objectives for a CERT program.
- 3. Describe why and how to promote a local CERT program. (Unit 3)
  - Explain expected results of program promotion.
  - Find community groups to consider for partnership.
  - Find strategies for creating and maintaining partnerships.
  - Explain how the process of goal setting links to program promotion.
  - Describe CERT key messages to include in-program promotion.
  - Find ways to promote a program to different audiences.
- 4. Create a process for working with volunteers. (Unit 4)
  - Describe how to recruit and orient volunteers and instructors.
  - Explain why it is important to track volunteers and instructors.
  - Describe ways to manage volunteers and instructors.
  - Find techniques for retaining volunteers and instructors.
  - Find strategies for terminating a volunteer or instructor.
- 5. Set a process for acquiring and managing program resources. (Unit 5)
  - Identify resources needed to run a CERT program.
  - Identify data to collect and keep to manage the program.
  - Create strategies for finding and handling resources.
  - Find program funding options and sources and successful funding strategies.
  - Create a draft program budget.
- 6. Build a plan for delivering and handling safe training and exercises. (Unit 6)
  - Identify training and exercises required or available for CERT volunteers.
  - Explain how to tailor CERT Basic Training content.
  - Identify tasks needed for handling CERT trainings.
  - Describe the parts of a CERT Training and Exercise Plan.
  - Explain how to ensure safety during training and exercises.
- 7. Describe the role of policies and procedures in running a local CERT program. (Unit 7)
  - Explain why policies and procedures are needed to run a successful program.
  - Find policies and procedures needed to start and run a program.
  - Find resources for creating program policies and procedures.
- 8. Create a process for evaluating a local CERT program. (Unit 8)
  - Explain the program evaluation process
  - Describe the reasons for evaluating a program.
  - List the steps for evaluating different program parts.
  - Knowing the features of a Program Report.
- 9. Describe how to sustain local CERT program. (Unit 9)

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

## **CERT Program Management and Course Learning Objectives**

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

## **SECTION 2: WHAT IS A CERT PROGRAM?**

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

- CERT History
- CERT Program
- CERT and the Community

### **CERT History**

#### **What was the impetus for CERT?**

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

#### **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 how CERT could apply to other hazards.
- In the early 1990s, the Federal Emergency Management Agency (FEMA) felt that the idea and the program should be made available to communities nationwide as all-hazards training.
- In 1994, the Emergency Management Institute (EMI) at FEMA began to conduct the CERT Train-the-Trainer course.

### **CERT Program**

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

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

#### **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; and
- 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; and
- Rural areas.

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

## **CERT Volunteer Priorities**

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

CERT volunteers always work within the limitations of their training.

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

## **CERT and the Community**

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

See CERT in Action! on the national CERT website to read stories about local CERT response in actual emergencies (<https://www.ready.gov/community-emergency-response-team>).

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

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

## **CERT and the Emergency Response System**

The CERT program supports the emergency response system because:

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

- At such critical times, the CERT program boosts a community's ability to respond.

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

### ***SECTION 3: 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 only be useful for new CERT Program Managers—it will also give experienced CERT Program Managers an opportunity to revisit previous decisions and revise or update them as necessary.

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

There is an electronic version of the blank Draft Program Plan template with the CERT Program Manager course materials at the national CERT website, <https://www.ready.gov/community-emergency-response-team>.



## ***CERT DRAFT PROGRAM PLAN***

### **Unit 1: Program Goal and Objectives**

#### **Instructions:**

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

#### **Overall Program Goal:**

#### **Objectives:**

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

- 1.
- 2.

**People who should review the goal/objectives:**

Complete Table 4 below by naming people and organizations to review your goal/objectives.

**Table 4: List of Goal/Objectives Reviewers**

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

## Unit 2: Program Partners

### **Instructions:**

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

Complete Table 5 below by naming current or potential partners

**Table 5: List of Current or Potential Partners**

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

### Unit 3: Promoting to Target Audiences

**Instructions:**

Complete Table 6 below with ideas for your CERT program.

Table 6: Promoting to Target Audiences

Stakeholder/Partner	Promotional Message	Promotional Strategies

## Unit 4: Working with Volunteers

### Recruitment

#### **Instructions:**

Complete Table 7 below with ideas for your CERT program. Do not include “word of mouth.”

Table 7: Working with Volunteers

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

***Retention*****Instructions:**

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



## Unit 5: Working with Instructors

### Instructions:

Complete Table 8, Table 9, Table 10 with ideas for your CERT program.

Table 8: Known Instructors

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

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

Table 9: Potential Instructors

- 1.
- 2.
- 3.
- 4.

Table 10: Instructor Retention

**Ideas I want to remember for retaining instructors:**

## Unit 6: Procuring and Managing Resources

### Instructions:

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

Table 11: Program Resource Procurement

Resources	Factors to Consider

Table 12: Data Collection and Record Keeping

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

## Unit 7: Training and Exercises

### Instruction:

1. Draft the scenario for training below.
2. Complete Table 13 with ideas to tailor training to your community.
3. Complete Table 14 with the sample training schedule.

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

Table 13: Training Ideas for Your Community

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

Table 14: Sample Training Schedule

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



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

Table 15: Draft Training and Exercise Plan

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

## Unit 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 sense of general confusion;
- Requests from CERT volunteers for more training on a procedure;
- Inconsistent performance of CERT volunteers;
- Increase in the stress levels of CERT volunteers; and
- Complaints about poor performance from the sponsoring agency, partners, or the community.

**Instructions:**

Complete Table 16 by considering ways to inform new policies and procedures.

**Table 16: Potential Policies and Procedures**

Topic of Policy/Procedure	Research Needed	Individuals to Consult

Complete Table 17 by filling out the spaces with thoughts you had about the policies and procedures.

**Table 17: Policies and Procedures (cont.)**

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

## Unit 9: Program Evaluation

### Instructions:

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

Table 18: Goals and Objectives

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

**Ideas for evaluating Goal # \_\_\_\_:**

## Unit 9: Keeping the Program Going

Complete Table 19, Table 20, and Table 21 with your program's strengths, future training, and involvement opportunities.

**Table 19: Strengths**

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

**Table 20: Training Opportunities**

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

**Table 21: Involvement Opportunities**

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

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



***SECTION 4: UNIT SUMMARY***

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

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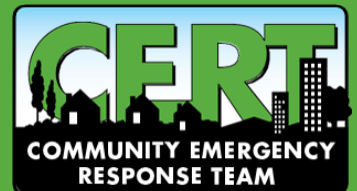


# CERT Program Manager Unit 2: Setting a Program Vision

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## CERT Program Manager Unit 2: Setting a Program Vision

In this unit, you will learn about:

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

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## ***Unit 2: Table of Contents***

<b><i>SECTION 1: UNIT OVERVIEW .....</i></b>	<b><i>1</i></b>
<b><i>SECTION 2: THE IMPORTANCE OF GOAL SETTING.....</i></b>	<b><i>2</i></b>
Activity: Brainstorm Program Goals .....	2
<b><i>SECTION 3: WHAT ARE PROGRAM GOALS AND OBJECTIVES?.....</i></b>	<b><i>3</i></b>
Activity: Identify Goals and Objectives .....	3
Activity: Evaluate Objectives .....	3
Examples of Program Objectives .....	4
<b><i>SECTION 4: THE GOAL SETTING PROCESS.....</i></b>	<b><i>3</i></b>
The Five Steps in the Goal Setting Process .....	3
Step #1: Identify Community and Sponsor Needs .....	3
Step #2: Create Draft Goal/Objectives .....	4
Step #3: Test the Goal and Objectives with Sponsors and Stakeholders .....	4
Activity: Draft Program Plan – Create Program Goal and Objectives .....	4
Step #4: Periodically Check Program Progress.....	5
Questions to Get You Started .....	6
SWOT Analysis Template.....	7
Step #5: Develop New Goal and Objectives as Needed .....	8
<b><i>UNIT SUMMARY.....</i></b>	<b><i>9</i></b>

## ***SECTION 1: UNIT OVERVIEW***

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

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

This unit will look at:

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



## ***SECTION 2: THE IMPORTANCE OF GOAL SETTING***

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

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

### **Activity: Brainstorm Program Goals**

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

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

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

Every program needs a goal and objectives.

- The program goal is a clear and brief statement about the program's purpose. Sometimes it is called a mission statement.
- The goal will describe **what** the program will do, **for whom**, and **in what geographic area**.
  - Example: "The Anywhere CERT Program will manage disaster relief operations in the neighborhoods of CERT volunteers until professional responders arrive."
  - Example: "To do the greatest good for the most people in the least amount of time."
- Specific goals, called objectives, describe planned future results and certain actions.
  - Example: "To provide two CERT Basic Training courses each calendar year."
- Specific program objectives must meet several criteria. They must be SMART:
  - **Specific**: The objective is clear and well-defined.
  - **Measurable**: A method is in place to track progress towards reaching the goal.
  - **Achievable**: The resources are available to complete the objective.
  - **Relevant**: The goal lines up with the CERT program vision.
  - **Time-bound**: The objective includes a due date or a time for completion.

### Activity: Identify Goals and Objectives

**Purpose**: This activity allows you to practice telling the difference between program goals and program objectives.

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

### Activity: Evaluate Objectives

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

**Instructions**:

1. Work on your own to complete the *Examples of Program Objectives* worksheet on the next page.
2. *For each objective, answer Yes or No to the questions by checking the box.*
  - Is the objective specific?
  - Is the objective measurable?
  - Is the objective achievable?
  - Is the objective relevant?
  - Is the objective time-bound?
3. Prepare to talk about your responses.

**Examples of Program Objectives****Instructions:**

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

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

**Table 22: SMART Checklist**

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

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

**Table 23: SMART Checklist**

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

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

Table 24: SMART Checklist

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

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

Table 25: SMART Checklist

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

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

Table 26: SMART Checklist

Objectives	Yes	No
Is the objective specific?		

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

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

Table 27: SMART Checklist

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

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

Table 28: SMART Checklist

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

## **SECTION 4: THE GOAL SETTING PROCESS**

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

### **The Five Steps in the Goal Setting Process**

Here are the five steps in the program goal setting process:

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

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

### **Step #1: Identify Community and Sponsor Needs**

All program goals and objectives are local to the community.

- They must be developed by the local program that will use them.
- They must fit the needs of the community.

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

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

Here is a partial list of local entities to contact:

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

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

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

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

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

### ***Step #2: Create Draft Goal/Objectives***

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

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

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

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

1. If a goal does not meet a community need, the representatives can give other guidance.
2. Asking for guidance gives the community representatives a feeling of ownership for the program.

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

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

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

### **Instructions:**

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

**Step #4: Periodically Check Program Progress**

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

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

Reviewing program objectives is part of the process known as strategic planning. Strategic planning determines:

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

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

- Online;
- Through this course; and
- By finding a strategic planner to help with the CERT program. Some sources might be:
  - A community college;
  - A local volunteer clearinghouse; and/or
  - Someone employed by a program sponsor.

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

1. Questions to Get You Started (next page)
  - This series of questions developed by the National CERT Program will help a CERT program find its community's strengths and challenges, and its strategy for getting the program going.
2. Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis
  - SWOT Analysis is a strategic planning method used to evaluate whether the program is practical and to reduce financial risk.
  - SWOT Analysis finds the internal and external factors that are helpful or harmful to making a program opportunity a reality.



## Questions to Get You Started

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

**Table 29: Questions to Identify Strengths and Challenges**

Category	Questions
<b>Baseline of Community Awareness</b>	<ul style="list-style-type: none"> <li>• How would you assess the community's awareness of risk?</li> <li>• Have there been previous community-based public safety efforts?</li> <li>• Have some homeowners and businesses taken preparedness actions?</li> </ul>
<b>Industry and Business</b>	<ul style="list-style-type: none"> <li>• What businesses have a history of actively preparing for emergencies?</li> <li>• What businesses are required by law to have response plans?</li> <li>• What businesses are the top employers in your community?</li> <li>• Which businesses have a corporate culture that encourages volunteering?</li> <li>• What are the best-known business associations in your community?</li> </ul>
<b>Media</b>	<ul style="list-style-type: none"> <li>• Which of the television, radio, or print media outlets in your community are more focused on community service?</li> <li>• Are there journalists or reporters who have covered stories on natural hazards, emergency preparedness, or emergency response exercises?</li> <li>• Which local media outlets have the greatest potential to be effective partners?</li> <li>• Can you encourage the favorite local weather forecaster to be an active participant?</li> </ul>
<b>Health Care Providers</b>	<ul style="list-style-type: none"> <li>• Which health care providers are most active in promoting public safety?</li> <li>• Can you encourage medical professionals to participate actively in promoting preparedness?</li> </ul>
<b>Community Leaders</b>	<ul style="list-style-type: none"> <li>• Which community leaders might take on this initiative?</li> <li>• Which community organizations are typically active in community initiatives or events?</li> <li>• Can you get clear support from local public officials?</li> </ul>

Category	Questions
<b>Educational Institutions</b>	<ul style="list-style-type: none"> <li>• Have any educational institutions participated in any type of natural hazard preparedness or response activities?</li> <li>• Are there any existing initiatives at area colleges and universities that would make sense as a partner with CERT (e.g., programs in emergency planning or public education)?</li> <li>• Does the local school district require its students to do community service?</li> </ul>

## SWOT Analysis Template

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

Activity that you are evaluating: \_\_\_\_\_

Table 30: SWOT Analysis Matrix

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

***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 goal and objectives to reflect those changes.

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

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

## ***UNIT SUMMARY***

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

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

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# CERT Program Manager Unit 3: Promoting Your Program

Participant Manual



FEMA



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## CERT Program Manager Unit 3: Promoting Your Program

In this unit, you will learn about:

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



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## ***Unit 3: Table of Contents***

<b><i>SECTION 1: UNIT OVERVIEW .....</i></b>	<b><i>1</i></b>
<b><i>SECTION 2: WHY WE PROMOTE AND WHO WE PROMOTE .....</i></b>	<b><i>2</i></b>
<b><i>SECTION 3: THE IMPORTANCE OF PARTNERSHIPS .....</i></b>	<b><i>3</i></b>
Developing Partners Checklist.....	4
Activity: Draft Program Plan – Identify Possible Partners.....	6
<b><i>SECTION 4: PROGRAM PROMOTION AND GOAL SETTING .....</i></b>	<b><i>7</i></b>
Activity: Draft Program Plan – Program Partners and Goal Setting.....	7
<b><i>SECTION 5: HOW TO CREATE AND FOSTER PARTNERSHIPS .....</i></b>	<b><i>8</i></b>
#1 Create a Program Description .....	8
What to Include in Your Program Description.....	9
#2 Develop a Plan for Approaching Each Partner.....	10
Develop a Plan Checklist .....	10
#3 Hold a One-on-One Meeting.....	11
#4 Keep in Contact.....	11
#5 Watch for New Partners.....	11
Gaining Support from Local Leaders.....	12
<b><i>SECTION 6: THE PROMOTIONAL MESSAGE.....</i></b>	<b><i>13</i></b>
Activity: Promoting the CERT Program.....	13
Promoting the CERT Program.....	14
Activity: Draft Program Plan – Promoting to Target Audiences .....	15
<b><i>UNIT SUMMARY .....</i></b>	<b><i>16</i></b>

## **SECTION 1: UNIT OVERVIEW**

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

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

This unit will look at:

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

## ***SECTION 2: WHY WE PROMOTE AND WHO WE PROMOTE***

Program promotion tops the list of priorities for CERT Program Managers. Reasons why CERT programs must promote themselves:

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

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

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

A CERT program benefits key stakeholders and the community:

- It supports emergency management and its partner agencies.
- It boosts the community's ability to respond to emergencies.
- It is a reliable resource for emergency responders in non-emergency situations.
- It improves home and workplace preparedness.
- It gets neighborhoods and workplaces involved with public safety.

### SECTION 3: THE IMPORTANCE OF PARTNERSHIPS

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

Table 31: The Importance of Partnerships

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 for other partners.

## Developing Partners Checklist

Refer to Table 32 below to consider some possible CERT partners. This list can help you identify whom you could talk with to sell your program.

**Table 32: Developing Partners Checklist**

Type of Organization	Possible Contacts
<b>Business and Industry</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Housing Complexes</li> <li><input type="checkbox"/> Large Employers</li> <li><input type="checkbox"/> Utility Companies</li> <li><input type="checkbox"/> Locally owned businesses</li> <li><input type="checkbox"/> Other</li> </ul>
<b>Communications/Media Organizations</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Cable providers</li> <li><input type="checkbox"/> Daily and weekly newspapers</li> <li><input type="checkbox"/> Radio stations</li> <li><input type="checkbox"/> Telephone companies</li> <li><input type="checkbox"/> Television stations</li> <li><input type="checkbox"/> Other:</li> </ul>
<b>Not-for-Profit Organizations</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Benevolent groups (e.g., Rotary, Kiwanis, Lions, Jaycees)</li> <li><input type="checkbox"/> Civic and service organizations</li> <li><input type="checkbox"/> Other:</li> </ul>
<b>Public Interest Groups</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> American Association of Retired Persons chapter</li> <li><input type="checkbox"/> Chamber of commerce</li> <li><input type="checkbox"/> Environmental groups</li> <li><input type="checkbox"/> Neighborhood associations / Homeowners' associations</li> <li><input type="checkbox"/> Neighborhood Watch groups</li> <li><input type="checkbox"/> Parent-teacher organizations</li> <li><input type="checkbox"/> The American Red Cross chapter</li> <li><input type="checkbox"/> Other:</li> </ul>
<b>Health Care Providers</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Emergency medical services</li> <li><input type="checkbox"/> Hospitals</li> <li><input type="checkbox"/> Managed care facilities</li> <li><input type="checkbox"/> Medical clinics</li> <li><input type="checkbox"/> Other:</li> </ul>

Type of Organization	Possible Contacts
<b>Local Government Agencies</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> Elected and appointed officials</li><li><input type="checkbox"/> Local emergency management agency</li><li><input type="checkbox"/> Fire department</li><li><input type="checkbox"/> Law enforcement agencies</li><li><input type="checkbox"/> Planning department and zoning board</li><li><input type="checkbox"/> Public health agency</li><li><input type="checkbox"/> Public works departments</li><li><input type="checkbox"/> Other:</li></ul>
<b>Workforce Groups</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> Professional groups</li><li><input type="checkbox"/> Union locals</li><li><input type="checkbox"/> Other:</li></ul>
<b>Education Groups</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> Daycare and childcare providers</li><li><input type="checkbox"/> School superintendent</li><li><input type="checkbox"/> School board members</li><li><input type="checkbox"/> University and community colleges</li><li><input type="checkbox"/> Vocational and technical schools</li><li><input type="checkbox"/> Other:</li></ul>

**Activity: Draft Program Plan - Identify Possible Partners**

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

**Instructions:**

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



## SECTION 4: PROGRAM PROMOTION AND GOAL SETTING

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

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

Think about that overlap in terms of stakeholders and partners.

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

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

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

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

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

### Activity: Draft Program Plan – Program Partners and Goal Setting

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

**Instructions:**

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

## **SECTION 5: HOW TO CREATE AND FOSTER PARTNERSHIPS**

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

Up to this point the course has covered some of the basics of promoting a CERT program:

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

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

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

### **#1 Create a Program Description**

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

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

***What to Include in Your Program Description***

Refer to Table 33 to consider items to include in your program description. As you consider your community's needs, you may decide to cover other topics as well.

**Table 33: What to Include in Your Program Description**

<b>Category</b>	<b>Questions</b>
<b>Current Situation in the Community</b>	<ul style="list-style-type: none"> <li>• Threats the community faces</li> <li>• Population needs</li> <li>• Number of professional responders</li> <li>• How CERTs can aid in response</li> </ul>
<b>Program Goals and Expectations</b>	<ul style="list-style-type: none"> <li>• Overview of what CERTs will do in an emergency or disaster</li> <li>• How CERTs will work with professional responders</li> <li>• Number of people trained in the first year</li> <li>• Estimated number of people trained over the first five years</li> <li>• How to maintain skill levels</li> </ul>
<b>Training Strategy</b>	<ul style="list-style-type: none"> <li>• Training curriculum (Note: The community can add to the FEMA curriculum if the community faces other threats or unusual conditions.)</li> <li>• Training methods</li> </ul>
<b>Team Organization</b>	<ul style="list-style-type: none"> <li>• Types of teams: Neighborhood teams, rural area teams, workplace teams, non-profit organization teams, and others</li> <li>• Use of the Incident Command System (ICS) to manage the CERT response</li> </ul>
<b>Links with the Existing Response System</b>	<ul style="list-style-type: none"> <li>• Protocols for self-activation and call out</li> <li>• Steps for communicating with professional responders</li> <li>• Level of control by emergency responders</li> </ul>

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

## #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 partner approach plan. To prepare for a meeting with a potential partner:

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

See *Develop a Plan Checklist* below.

### *Develop a Plan Checklist*

#### **Research the Group**

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

#### **Identify How You Can Help Each Other**

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

#### **Create Talking Points from Your Research**

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

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

The next step is to meet with one or more people from the group. The reason for the meeting 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).
- Be clear and brief.
- Make sure to listen as well as talk.
- End the meeting on time.

Follow up the meeting with a letter/email that:

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

### #4 Keep in Contact

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

Make it a win-win relationship:

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

### #5 Watch for New Partners

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

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

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

### ***Gaining Support from Local Leaders***

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

To gain the support of local leaders, try these tips:

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

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

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

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

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

## SECTION 6: THE PROMOTIONAL MESSAGE

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

Remember the key CERT messages:

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

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

### Activity: Promoting the CERT Program

**Purpose:** This activity breaks participants into small groups to brainstorm 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. Brainstorm the messages and techniques you will use to promote your CERT program to this target audience.
2. Remember to consider the needs of each group (CERT and the partner) and what one has to offer the other.
3. You have 10 minutes.
4. You will present your plan to the whole group.



**Activity: Draft Program Plan - Promoting to Target Audiences**

**Purpose:** This activity lets you list your ideas about 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 Create and Foster Partnerships; and
- The Promotional Message.

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# CERT Program Manager

## Unit 4: Working with Instructors and Volunteers

Participant Manual

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

In this unit, you will learn about:

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

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<b>SECTION 1: UNIT OVERVIEW .....</b>	<b>1</b>
<b>SECTION 2: THE CERT PROGRAM MANAGER, THE INSTRUCTOR, AND THE VOLUNTEER.....</b>	<b>2</b>
Identify Ways to Use Instructors and Volunteers .....	2
Roles of Program Manager, Instructors, and Volunteers .....	3
Creating a Job Description .....	4
<b>SECTION 3: #1 RECRUITING .....</b>	<b>6</b>
Recruiting Volunteers .....	6
The Recruitment Message.....	6
The Role of CERT Basic Training.....	7
Factors to Consider When Recruiting Instructors .....	7
Activity: Draft Program Plan - Find Recruitment Options .....	8
<b>SECTION 4: #2 ORIENTING .....</b>	<b>9</b>
Set Standards.....	9
Form a Relationship .....	10
Determine the Volunteer's Work .....	11
Questions You CANNOT Ask .....	11
A Final Thought .....	12
<b>SECTION 5: #3 TRACKING .....</b>	<b>13</b>
Justify Your Program .....	13
<b>SECTION 6: #4 MANAGING .....</b>	<b>15</b>
Activity: Managing a CERT Event.....	16
Managing a CERT Event.....	16
Scenarios.....	16
Instructions: .....	17
<b>SECTION 7: #5 RETAINING .....</b>	<b>18</b>
Volunteer Needs.....	18
Keeping Volunteers .....	18
Activity: Volunteer Recognition .....	19
Meetings with Volunteers.....	20
Making Meetings Valuable .....	20
Activity: Draft Program Plan - Capture Retention Ideas .....	20
<b>SECTION 8: #6 TERMINATING .....</b>	<b>22</b>
<b>UNIT SUMMARY .....</b>	<b>23</b>



## ***SECTION 1: UNIT OVERVIEW***

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

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

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

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

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

The CERT Program could not exist without instructors and volunteers. The quality of the instructors chosen affects the early success or failure of the program more than anything else. Since the Program Manager may be the only paid staff member in a CERT program—though some Program Managers are volunteers—the unpaid volunteers are the backbone of the program.

Instructors and volunteers will:

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

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

### **Identify Ways to Use Instructors and Volunteers**

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

- Find the types of instructors needed.

**REMEMBER:** Participants will judge the program based on their experience with the instructor. They will model their own participation on what they learned in class.

- Decide on ways that volunteers will be used in the program; these may be explained in the program description.
- Document all program administration and CERT activities.

Suggested CERT program instructor and volunteer functions:

- Train CERT volunteers.
- Perform CERT member activities:
  - Disaster response;
  - Special events; and
  - Community preparedness.
- Help run the program, e.g.:
  - Data management;
  - Communicating with volunteers;
  - Working with funders and sponsors; and
  - Tracking equipment.

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

## ***Roles of Program Manager, Instructors, and Volunteers***

### **CERT Program Manager**

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

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

### **General Management**

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

### **Marketing**

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

### **Training**

Train administrative staff to answer public questions about the program by phone and email.

- Have initial and follow-up training, program exercises, and special events.
- Give an orientation at the beginning of each course; this will become less important as the program becomes better known.
- Find, recruit, teach, and schedule instructors to train volunteers.
- Create and update course content, supplemental classes, skill development exercises, and projects for members.
- Arrange program logistics and classroom setup, recruit new students, monitor classroom activities, and arrange for community speakers at training graduation.
- To put on the CERT Basic Training Course, these roles are generally needed:

- Course Manager – Handles logistics of presenting the course; may also be the Program Manager or Lead Instructor. May help the Lead Instructor in other ways.
- Lead Instructor – Teaches and directs all course modules.
- Unit Instructor – Has special skills in teaching one or more specific module; may also be a Subject Matter Expert (SME).
- Subject Matter Expert – Gives expertise in a specific part of a module.

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

### **Administrative Paid or Volunteer Help**

A Program Manager needs reliable and capable people to help:

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

### **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.
- You will want to write down the descriptions for other CERT volunteer positions.

Written job descriptions do two things:

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

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

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

See *Developing a Job Description* below.

### **Creating a Job Description**

When creating a job description, think about:

- Purpose: How will the position help your program achieve its mission?
- Responsibilities: What tasks will you expect the volunteer to do?
- Qualifications: What knowledge, skills, and abilities (KSAs) are needed for the job?
- Accountability: Will the volunteer report directly to you or to another volunteer?
- Time Commitment: How many hours each week or month are needed to do the work in a reasonable amount of time and without unnecessary stress?

- Length of the Appointment: How long will the position be needed? Is the job open-ended, or is it one that is only needed during an emergency?
- Support: Will the volunteer work alone, or will he or she rely on others in the program (e.g., volunteer communications, program promotion, training coordination)?

## **SECTION 3: #1 RECRUITING**

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

### **Recruiting Volunteers**

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

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

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

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

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

### **The Recruitment Message**

Once you have found groups to target, a recruitment message must be created. This message is different from general program promotion (covered in Unit 3). This message is specifically meant for getting new volunteers. The recruitment message should have these parts:

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

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

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

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

## The Role of CERT Basic Training

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

The following people can be good CERT instructors:

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

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

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

### ***Factors to Consider When Recruiting Instructors***

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

Table 34: Instructor Recruitment Considerations

Subject Matter Experts as CERT Instructors	
Advantages	Challenges
<ul style="list-style-type: none"> <li>• Often have first response experience</li> <li>• May have training experience</li> <li>• Are reliable</li> <li>• Have a set work schedule</li> <li>• Have credibility</li> <li>• If they are first responders, can foster a relationship between the participants and the department</li> <li>• Are familiar with CERT operations</li> <li>• May have training experience</li> <li>• Cost less than professional responders</li> </ul>	<ul style="list-style-type: none"> <li>• May be unfamiliar with the CERT model</li> <li>• May not have training experience</li> <li>• Cost more than CERT volunteers</li> <li>• May tell "war" stories</li> <li>• May go into too much detail for training objective</li> <li>• May not have as much knowledge as Subject Matter Experts</li> <li>• May not have training experience</li> <li>• May cause issues with professional responders who feel that CERT graduates are taking their jobs</li> <li>• May not have experience to answer "what if" questions</li> <li>• Must fit CERT around other work responsibilities</li> </ul>

### Activity: Draft Program Plan - Find Recruitment Options

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

**Instructions:**

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

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

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



## SECTION 4: #2 ORIENTING

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

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

### Set Standards

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

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

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

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

- What the CERT model is
  - CERT values.
  - Individual and family preparedness comes first.
  - How teams work (organization, steps for activating, ways teams communicate).
- The standards that volunteers are held to.
- The activities of the local CERT program.
  - Disaster response.
  - Volunteer services.
  - Public education.

- The Program Manager's expectations.
  - Training standards, e.g., that the lesson plan will be followed.
  - The importance of safety, modeling safe behavior, and the use of safety gear for all demonstrations and exercises.
  - Behavior standards.
  - The importance of respecting any participant's decision to not do an activity.

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

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

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

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

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

## Form a Relationship

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

During the discussion, take the time to learn:

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

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

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

### **Determine the Volunteer's Work**

Most volunteers will want to be part of a CERT. But there are many ways a volunteer may help. A CERT volunteer who knows accounting may be able to help the Program Manager with bookkeeping. A CERT volunteer with graphic design skills may be able to design flyers. Get to know your volunteers so you do not miss out on these opportunities! Make the best use of your instructors and volunteers:

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

### **Questions You CANNOT Ask**

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

- Race, national origin, or birthplace
- Marital status
- Religious affiliation
- Credit card or home ownership
- Age, height, or weight
- Pregnancy or childcare arrangements
- Arrest record (but criminal background checks are allowed)
- Discharge from military service
- How long they have lived in the community
- Health status. The exception is a specific question about whether the applicant can do a specific physical task needed for the job (e.g., lift 50 lbs.).
- As a general rule, do not ask anything that is not directly related to the ability of the applicant to do the specific volunteer job.

## **A Final Thought**

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

## **SECTION 5: #3 TRACKING**

Here is some of the information you must maintain on volunteers:

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

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

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

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

The information you track is used in many ways:

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

### **Justify Your Program**

CERT volunteers give their time and energy to learning how to serve their community and, once they are trained, they become a valuable community asset. Trained CERT members do the tasks that would otherwise need to be done by a paid police officer, fire fighter, or other employee. In this way CERT members can save a community 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 added to the response capability of this community by giving “xx” number of people hours for disaster response and “xx” number of people hours for traffic and crowd management at community events. This service would have cost this community \$\$\$ if paid responders had been used.”

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

## SECTION 6: #4 MANAGING

A Program Manager needs to carefully manage instructors and volunteers to:

- Be accepted as a part of the community's emergency response system. The CERT program must be accountable. It only takes a few incidents to discredit the program.
- Make sure program expectations are being met.
- The program cannot survive without a reliable group of instructors and volunteers. It needs to work to keep them.

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

**Table 35: Differences Between Management Tasks**

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

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

Volunteer management is different from managing staff. Volunteers are not employees and can leave without warning. One or more unhappy volunteers can be quite damaging. A Program Manager needs to:

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

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

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

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

Feedback at every point is important for developing good instructors.

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

### Activity: Managing a CERT Event

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

**Instructions:**

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

### Managing a CERT Event

#### Scenarios

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



5. Severe storms have swept through the area and the command center is overwhelmed with calls and with data that need to be entered. They have asked for help from the CERT program.

**Instructions:**

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

## SECTION 7: #5 RETAINING

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

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

### Volunteer Needs

Understanding a volunteer's motivations will make it easier to support them and helps make sure that they feel good about contributing to the program.

Why do people volunteer?

- To serve: to be part of something bigger than themselves that also affects them
- To help: the spirit of altruism—the desire to give or help
- To learn: especially to learn something that they see as valuable
- To belong: to be part of a group that shares beliefs or interests

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

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

Here are some volunteer needs:

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

### Keeping Volunteers

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

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

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

Asking for volunteer help as often as possible helps them feel respected, capable, and needed. Don't wait for an emergency; CERT members can help in non-emergency situations, too.

Examples of non-emergency activities include:

- Helping with crowd/traffic management at large community events;
- Giving presentations about community preparedness;
- Helping with smoke detector installation campaigns; and
- Building political support and creating political capital for the program through non-emergency uses of CERT volunteers.

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

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

Here are some other ways to retain volunteers:

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

## Activity: Volunteer Recognition

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

### **Instructions:**

1. Split into four small groups. Make sure that there is at least one experienced Program Manager in each group.
2. Assignments:
  - Group #1: Design a formal CERT volunteer recognition event.
  - Group #2: List 8 to 10 small, informal things a program can do to retain volunteers.
  - Group #3: Create a plan to communicate with volunteers. List what kinds of things to communicate to them and three to five ways to do it.
  - Group #4: Design an informal social CERT volunteer recognition event.
3. Complete the worksheet, *Volunteer Recognition*, on the next page.
4. Go over the instructions:
  - Remember that funding may be tight. Be creative!
  - You have 10 minutes.

- You will present to the whole group.

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

#### **Set an Agenda.**

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

#### **Have Fun.**

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

#### **Keep It Short.**

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

#### **Offer Food and Drinks.**

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

#### **Expand on Training.**

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

## Activity: Draft Program Plan - Capture Retention Ideas

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

#### **Instructions:**

1. Go to the Draft Program Plan in Unit 1.

2. Complete the second part of the fourth section, *Working with Volunteers, Retention*, on your own.

## **SECTION 8: #6 TERMINATING**

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

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

During orientation, instructors and volunteers should be made aware of the disciplinary policy and the possibility of termination if they do not meet the expectations and standards set by the program. Terminations are rare, but they do happen. The hope is that through regular evaluations and feedback, such situations can be avoided.

Here are some guidelines for Program Managers in case they have a concerning situation:

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

Follow program protocols for disciplinary actions. Levels of corrective action should be included in the protocol, e.g.:

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

## ***UNIT SUMMARY***

This unit has looked at:

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

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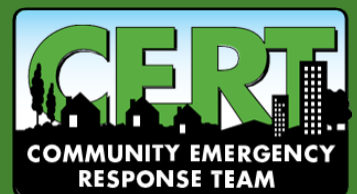


# CERT Unit 4: Additional Materials

Sample Membership Application



**FEMA**



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## Sample Membership Application



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



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

Name: \_\_\_\_\_

Last

First

M.I

Address: \_\_\_\_\_

City/State/Zip: \_\_\_\_\_

Work Address: \_\_\_\_\_

Are you currently employed? If so, how? \_\_\_\_\_

Your Home Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_

Cellular Phone: \_\_\_\_\_ Email: \_\_\_\_\_

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

\_\_\_\_\_

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:

\_\_\_\_\_

\_\_\_\_\_

Name	Complete Address	Phone	Relationship

CERT Basic Training

Completion Date: \_\_\_\_\_ Location: \_\_\_\_\_

Sponsoring Organization: \_\_\_\_\_

## **INTENT/AUTHORIZATION TO OBTAIN BACKGROUND REPORT FOR CERT VOLUNTEERING**

### NOTICE

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

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

### AUTHORIZATION

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

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

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

Applicant's Printed Name: \_\_\_\_\_

DOB: \_\_\_\_\_

Applicant's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

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

Policy Agency

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

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

Date of conviction(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.

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.

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

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

CONSENT



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

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

Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Witness: \_\_\_\_\_ Witness Signature: \_\_\_\_\_

## Sample Instructor Background Questionnaire

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

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

- ☐ Lead Instructor for (name of course) \_\_\_\_\_
- ☐ Co-Instructor for: (these are all sessions in CERT Basic Training)
  - ☐ Disaster Preparedness
  - ☐ CERT Operations
  - ☐ Emergency Medical Operations
  - ☐ Disaster Psychology
  - ☐ Fire Safety
  - ☐ Light Search and Rescue
  - ☐ Terrorism
  - ☐ Exercise Safety Officer
- ☐ Co-Instructor for (name of course) \_\_\_\_\_

**Your Signature:**

**Date:**

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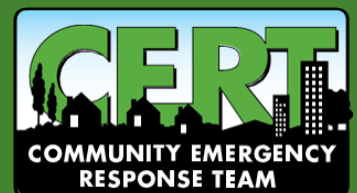


# CERT Program Manager Unit 5: Procuring and Managing Resources

Participant Manual



**FEMA**



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

In this unit, you will learn about:

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

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## ***Unit 5: Table of Contents***

<b><i>SECTION 1: UNIT OVERVIEW .....</i></b>	<b><i>1</i></b>
<b><i>SECTION 2: IDENTIFYING PHYSICAL RESOURCE NEEDS .....</i></b>	<b><i>2</i></b>
Activity: Identify Physical Resources .....	2
Procuring and Managing Program Resources .....	3
Activity: Find Resources .....	6
Activity: Identify Costs .....	7
Activity: Draft Program Plan – Identify Physical Resource Procurement Factors to Consider .	7
<b><i>SECTION 3: MANAGING DATA .....</i></b>	<b><i>8</i></b>
Importance of Recordkeeping .....	8
Reducing Liability .....	9
Recordkeeping Tips.....	9
Maintaining CERT Records .....	10
Activity: Draft Program Plan – Record Data Collection and Recordkeeping Ideas .....	10
<b><i>SECTION 4: BUDGETING AND FUNDING .....</i></b>	<b><i>11</i></b>
Budgeting .....	11
Funding .....	12
Sources for Program Support .....	14
How to Approach a Funding Source .....	16
Approach a Funding Source Checklist.....	16
<b><i>UNIT SUMMARY .....</i></b>	<b><i>17</i></b>

## **SECTION 1: UNIT OVERVIEW**

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

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

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

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

This unit will look at the following topics:

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

## SECTION 2: IDENTIFYING PHYSICAL RESOURCE NEEDS

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

### Activity: Identify Physical Resources

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

**Instructions:**

1. Split 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.
  - For **our assignment**, fill in the underlined text of the scenario assigned to you.
  - Refer to Table 36: As you go through the full exercise, you may find that you make assumptions about how you would handle the scenario. Write down those assumptions in this area.
    - Example for Scenario #2: "We assume that the course will last 21 hours."
    - One assumption has already been given: That you will have enough funding to complete the task.
3. Complete the first column ONLY of Table 37 on the second page, **What Resources Do We Need?** Think about the scenario and ask what resources are needed to do the activity. Be very thorough in identifying your resources. Use extra pages if needed.

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

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

## Procuring and Managing Program Resources

### Scenarios

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

**Our assignment:** \_\_\_\_\_ (enter the underlined text for the scenario)

Table 36: Assumptions List

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

Table 37: Resource Breakdown

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

Table 38: Information Collection and Tracking

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

Resources include anything needed to complete the task:

- People
- Equipment
- Materials
- Supplies
- Facilities

Be as thorough as possible when identifying resources.

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

Here are the essentials for a good training facility:

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

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

## Activity: Find Resources

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

### **Instructions:**

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

You may need to store resources.

- What to store
  - Training equipment
  - Materials for CERT volunteers' kits
- Storage considerations
  - Needs to be at or close to the training facility
- Storage options
  - Get it free: public building, church, school, partner program

- Use a trailer: Make sure to license it; have a safe place to park it; have a vehicle to pull it.
- Keep a list of the inventory in storage.

### Activity: Identify Costs

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

**Instructions:**

1. Work in the same small groups.
2. Add storage to your resources if you need it for your scenario. Also add something to 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 Table 37 on the second page, **What Will They Cost?**
4. Enter a per-unit cost, e.g., per hour, per pencil. Do not worry about knowing actual costs. For now, just estimate.
5. If there is no cost, enter “0.”
6. You have 10 minutes.

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

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

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

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

**Instructions:**

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



## SECTION 3: MANAGING DATA

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

These types of data need to be collected:

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

### Importance of Recordkeeping

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

- **Operational**
  - During emergency operations, the teams may self-activate.
  - However, if the sponsoring agency needs to activate the teams, the CERT program will need reliable and quick information—location, size, and contact persons for each team.
  - When you need certain skills, you need to find people with those skills quickly and easily.
- **Administrative**
  - The CERT program needs to keep track of volunteers and instructors, e.g., how many people have completed the CERT Basic Training, up-to-date contact info, which instructors can teach which units, and supplemental training CERT volunteers may have taken.
  - The CERT program needs to stay in touch with current and former volunteers and instructors, program partners, and supporters.
  - Keeping records makes CERT volunteers eligible for benefits and insurance if these are available to the state's volunteer emergency workers.
  - The CERT program needs to keep good financial records for legal and budgetary reasons.
- **Political**
  - Recordkeeping creates needed statistical information for anyone interested, such as elected officials, about the number of participants in different parts of the city and the growth of the program.

## Reducing Liability

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

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

There is information on the CERT website about reducing liability. Be sure to read it.

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

## Recordkeeping Tips

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

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

## Maintaining CERT Records

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

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

**Collect only the data you need.** Some personal information, such as home phone numbers and Social Security numbers, are protected from release by the Privacy Act. Some states protect driver's license numbers and other information. Release of protected information requires the permission of each person. The safer way to protect information is to not collect it unless you really need it.

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

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

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

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

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

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

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

**Purpose:** This activity lets you 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. Complete Table 12 on your own.

## SECTION 4: BUDGETING AND FUNDING

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

### Budgeting

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

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

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

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

#### What resources are needed?

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

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

Creating a budget is a straightforward activity.

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

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

Table 39: Sample Budget

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

You can find the CERT Program Costs Worksheet companion document on the CERT website here: <https://www.fema.gov/media-library/assets/documents/28046>.

This document is mainly for putting on a *CERT Basic Training* course and not for a full program. However, it can be expanded for any CERT program model.

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

## Funding

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

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

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

- Many local governments that sponsor or operate a CERT program give some local funding, but most also use some Federal grant funding to support it.
- Only governmental agencies may receive the Department of Homeland Security funding that supports CERT. Most of this funding comes through the states or, in some urban areas, through the Urban Area Security Initiative (UASI) region. For

more information, contact your State Office of Emergency Management/Homeland Security, or visit [www.fema.gov/grants](http://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>.

Other sources of support and funding include:

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

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

## Sources for Program Support

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

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

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

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

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

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

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

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

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

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

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



## How to Approach a Funding Source

Remember the steps discussed in Unit 3 in the section *How to Initiate and Foster Partnerships*.

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

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

## Approach a Funding Source Checklist

1. Give the program description along with financial information.
  - Estimate the income and expenses for one to five years.
  - Remember that funding sources want to know about real results, e.g., what you will do, how many people you will train.
  - 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.
  - In addition to the items in Unit 3, find other people and groups that can give you recommendations.
3. Hold a one-on-one meeting.
  - Practice your presentation several times before the meeting.
4. Keep in contact after the meeting.
  - Keep yourself visible without being overbearing.

## ***UNIT SUMMARY***

This unit has looked at acquiring and managing resources:

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

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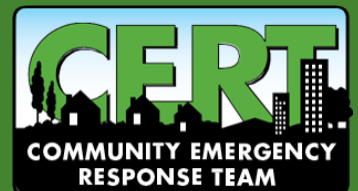
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# CERT Program Manager

## Unit 6: Training and Exercises

Participant Manual



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## CERT Program Manager Unit 6: Training and Exercises

In this unit, you will learn about:

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

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## ***Unit 6: Table of Contents***

<b><i>SECTION 1: UNIT OVERVIEW .....</i></b>	<b><i>1</i></b>
<b><i>SECTION 2: CERT TRAINING AND EXERCISES .....</i></b>	<b><i>2</i></b>
Training .....	2
Training Opportunities .....	2
Required Training .....	2
CERT Supplemental Training Modules .....	3
Other CERT Training .....	3
Training That May Be Arranged by Local Program .....	3
Exercises .....	4
Homeland Security Exercise and Evaluation Program .....	4
What Does It Means to Be “HSEEP Compliant”? .....	5
Training and Exercise Plan Workshop (T&EPW) .....	5
Exercises .....	5
After-Action Reporting .....	6
Improvement Planning .....	6
<b><i>SECTION 3: TAILORING CERT BASIC TRAINING .....</i></b>	<b><i>8</i></b>
Activity: Create a Local Scenario .....	9
Create a Local Scenario .....	10
Background: .....	10
Instructions: .....	10
Activity: Draft Program Plan – Find Ideas for Tailoring Training .....	10
<b><i>SECTION 4: MAINTAINING TRAINING AND EXERCISES .....</i></b>	<b><i>12</i></b>
<b><i>SECTION 5: THE CERT TRAINING AND EXERCISE PLAN .....</i></b>	<b><i>14</i></b>
Objective .....	16
How to Choose Objectives .....	16
Plan for Meeting an Objective .....	16
Logistical Needs to Meet Objective .....	16
Risk to Members .....	16
Reducing Risk and Liability During Training and Exercises .....	17
Reducing Risk and Liability During Training: Instructors .....	17
Reducing Risk and Liability During Training: Participants .....	17
Reducing Risk and Liability During Training: Classroom/Exercise Areas .....	17
Reducing Risk and Liability During Training: Materials .....	18

---

Reducing Liability: During Exercises .....	18
Evaluation of Objective .....	18
Repeat Planning Process Annually.....	18
Activity: Draft Program Plan – Identify Possible Objectives for Training and Exercises.....	19
<b>UNIT SUMMARY .....</b>	<b>20</b>

## **SECTION 1: UNIT OVERVIEW**

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

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

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

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

This unit will look at the following topics:

- CERT Training and Exercises
- Tailoring CERT Basic Training
- Managing Training and Exercises
- The CERT T&E Plan

## SECTION 2: CERT TRAINING AND EXERCISES

Reasons for giving training and practice opportunities:

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

CERT volunteers use training and exercises to develop and sharpen their skills:

- Training is required to participate in the CERT program.
- Other training is recommended and may be required by a local program.
- Other training is optional and may be offered by a local program.
- Exercises are used to refresh skills and keep them up to date.

### Training

Required training:

- All volunteers must complete CERT Basic Training.
- The Course Manager and instructors for CERT Basic Training must complete CERT Train-the-Trainer.

Note: Those who teach only one or two of the units may do so without taking the CERT Train-the-Trainer course. However, they should be briefed on CERT, the CERT Basic Training course, and how the unit they are teaching fits into the course.

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: Some local programs may require some of these.

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

### Training Opportunities

#### Required Training

- CERT Basic Training.
- The Course Manager and instructors for CERT Basic Training must complete CERT Train-the-Trainer.

Note: Those who teach only one or two of the units may do so without taking the CERT Train-the-Trainer course. However, they should be briefed on CERT, the CERT Basic Training course, and how the unit they are teaching fits into the course.

### ***CERT Supplemental Training Modules***

- Animal Response I: General animal behavior, disaster planning for your animals, animal issues in emergency management.
- Animal Response II: Knowledge and skills a CERT member would need when handling and caring for animals in an emergency.
- CERT Emergency Communications: Emergency modes and technologies, proper radio use, how a CERT member participates in Net Operations.
- CERT Traffic and Crowd Management: Hand signals, communication skills, and maintaining safety when working with traffic and crowds.
- Flood Response for CERTs: How emergency management responds to floods, working safely around floodwaters, how to fill and move sandbags and build a sandbag barrier correctly and safely.
- *CERT Tools for Leadership Success*: The characteristics and responsibilities of team leaders and team members, team interactions, leadership styles, and how to lead successfully.
- Note: The CERT Supplemental Training Modules can be found at <https://www.ready.gov/community-emergency-response-team>.

### ***Other CERT Training***

- FEMA IS-317: Introduction to Community Emergency Response Teams (An introduction to CERT for anyone interested in CERT or as a refresher for current team members)
- Search and rescue tutorial on CERT website

### ***Training That May Be Arranged by Local Program***

- Advanced first aid techniques
- Advanced search and rescue
- Community relations
- Damage assessment
- Debris removal
- Donations management
- Shelter management
- Concerns of individuals with disabilities and others with access and functional needs
- Utilities control
- Wildland firefighting assistance

Local public and private groups may have training that, if modified, would be useful for CERT volunteers (utility companies, Humane Society, ARES/RACES [amateur radio], police departments, National Weather Service, mental health departments, and more).

## Exercises

Just giving the first training is not the end of the story. For skills to stay up to date, they must be practiced. Skills can be practiced at:

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

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

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

## Homeland Security Exercise and Evaluation Program

The Department of Homeland Security has created 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 website, <https://www.fema.gov/hseep>)

In other words, HSEEP provides a national standard for all exercises. All programs getting Homeland Security Grant Program funding must follow 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.
- Stay up to date on events in the Exercise Plan of your community or state and possible opportunities for your program to participate.
- Be sure that exercises run by your CERT program are included in the jurisdiction's Exercise Plan.

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

## What Does It Means to Be “HSEEP Compliant”?

HSEEP compliance involves four steps:

1. Development and maintenance of an annual Training and Exercise Plan Workshop (TEPW) and Multi-Year Training and Exercise Plan, to include use of the National Exercise Schedule (NEXS).
2. Planning and designing exercises in line with HSEEP, to include developing documentation and following planning timelines.
3. Development and submission of an After-Action Report (AAR) and Improvement Plan.
4. Taking the actions outlined in the Improvement Plan.

These four steps are recurring and lead to the successful creation of a self- sustaining exercise program. The following gives an overview of tasks that must be done for a program to be HSEEP compliant.

### *Training and Exercise Plan Workshop (TEPW)*

Every state and urban area must have a TEPW each calendar year. Because of the TEPW, each state or urban area will develop/update its Multi-Year Training and Exercise Plan. The Training and Exercise Plan will include the state or urban area's training and exercise priorities (based on the homeland security strategy and previous year improvement plans), related training and exercise abilities, and a multi-year training and exercise schedule. The schedule should cover all exercises held throughout the state, not just those sponsored by Preparedness Directorate. The new Multi-Year Training and Exercise Plan must be submitted to Preparedness Directorate within 60 days of the workshop.

All exercises included in the Training and Exercise Plan must be entered through the NEXS system. This list must be updated at least quarterly to show schedule changes. States are responsible for making sure all exercises are added to the schedule; this includes exercises done using Preparedness Directorate-approved direct support.

### *Exercises*

The scenarios used in Homeland Security Grant Program (HSGP)-funded exercises must focus on proving current abilities (e.g., training, equipment, plans) and must be large enough in scope and size to practice several tasks and involve multiple jurisdictions and disciplines. Exercise scenarios should be based on the state or urban area Homeland Security Strategy, including threat and vulnerability assessments. The type of exercise chosen should be based on the Multi-Year Training and Exercise Plan. Exercises must be capability- and performance-based. Every state and urban area must follow HSEEP for the development of exercise documentation. Exercises should keep to HSEEP planning timelines. Exercises must be National Incident Management System (NIMS)-compliant, as outlined in the "State and Territorial Compliance Activities: Federal Fiscal Year 2006" and "Tribal Government and Local Jurisdiction Compliance Activities: Federal Fiscal Year 2006" documents.

### ***After-Action Reporting***

After-Action Reports (AARs)/Improvement Plans created for exercises must comply with the guidance given in HSEEP and use the provided report template.

AARs/Improvement Plans must be based on information gathered through Exercise Evaluation Guides (EEGs) found in the HSEEP Volume IV Library. States and urban areas must have an After-Action Conference, in which key staff and the Exercise Planning Team are given results and recommendations from the draft AAR/Improvement Plan. AARs/Improvement Plans must be sent to Preparedness Directorate within 60 days of each exercise. The AARs/Improvement Plans should be submitted through the HSEEP website.

### ***Improvement Planning***

Improvement Plans must include input from the affected jurisdictions, usually captured at the After-Action Conference. Action items for inclusion in the Improvement Plan must meet the following criteria:

- They must be measurable.
- They must have a deadline.
- They must have a designated lead (either by name or by agency).
- They must be tracked through completion.



CERT programs also should follow the general concepts of HSEEP:

- They should create a training and exercise plan.
- Exercises should be performance-based and should focus on proving current abilities:
  - The scenarios should have CERT members do tasks that they have been taught and will be expected to do.
  - The exercise should be evaluated by seeing how well CERT members correctly and safely do the tasks needed for the scenario.
- After an exercise, an After-Action Report/Improvement Plan should be created and include results and recommendations.
- The Improvement Plan should include action items that:
  - Are measurable.
  - Have a deadline.
  - Have a designated lead.
  - Are tracked through completion.

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

## SECTION 3: TAILORING CERT BASIC TRAINING

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

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

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

- For local hazards (Unit 1)
  - Use the threats facing your community. If the program is in Missouri, hurricanes are not a concern, but flooding is, and earthquakes might be.
- For local resources
  - Learn about the first responder resources that the community has and refer to them correctly.
- For local protocols, procedures, and terminology
  - Because teams are local resources, they need to interact effectively with local agencies using local standards, protocols, and terminology.
- For the audience
  - Learn the audience's concerns and abilities and modify the training to fit them. How one teaches leveraging and borrowing will be different for a group in a retirement community than for a group of young professionals at a corporate headquarters. Other concerns could be around culture, age, language, or venue (e.g., neighborhood, workplace, school).
- For the training facility
  - Some facilities do not have all the space that would be best for the hands-on exercises. You may need to be creative in how the space is used.

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

Materials can be customized with local:

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

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

- How to tailor Unit 1
- How to hide PowerPoint visuals that are not relevant
- How to insert photos into PowerPoint

- How to keep Word files accessible for people with disabilities

### **Activity: Create a Local Scenario**

**Purpose:** This activity lets you create a local scenario for an activity in Unit 7 of CERT Basic Training.

**Instructions:**

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

## Create a Local Scenario

### Background:

In CERT Basic Training Unit 7, Light Search and Rescue Operations, there is an activity on search and rescue size-up. The activity is done in small groups and each small group is given a local scenario (ideally with photos) describing a local building in a disaster event that is realistic for the community. The CERT Basic Training participants are asked to answer four questions:

- What are the relevant facts to be gathered?
- What kind of prediction can you make about the damage, based on the incident and the building itself?
- What likely search and rescue problems can you think of?
- What specific safety issues can you think of?

To get ready for this activity, the instructor must create the scenarios to be used. The following elements should be included in the scenarios:

- Type of event
- Intensity/severity/duration
- Occupancy affected
- Current/forecast weather conditions
- Time of day and week
- Other factors that may affect search and rescue operations

### Instructions:

1. Create one scenario that would be realistic for your community.
2. Include the elements in the list.
3. Think about the questions that the *CERT Basic Training* participants need to answer and make sure that you include the information they would need.

**Find two or three photos that might be presented as part of the scenario.**

## Activity: Draft Program Plan – Find Ideas for Tailoring Training

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

### Instructions:

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

## SECTION 4: MAINTAINING TRAINING AND EXERCISES

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

Refer to Table 14 in the *Draft Program Plan* in Unit 1. It is the same as the worksheet as Table 39 below. Use the worksheet as the class works through Week 8 to Week 1.

Table 40: Sample Training Schedule

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

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

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

Documents on how to start and run a program are available at: <https://www.ready.gov/community-emergency-response-team>.

## ***SECTION 5: THE CERT TRAINING AND EXERCISE PLAN***

As said earlier, training does not end after finishing the CERT Basic Training course. Ongoing training and exercises form a core part of the CERT program. More than half of continuing education deals with building on the lessons in the CERT Basic Training course; the other half deals with other emergency- or disaster-related subjects not covered in the CERT Basic Training course, but of interest to members and the program.

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

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

Table 41: Sample Training and Exercise Plan

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



## Objective

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

Remind participants that good objectives are SMART:

- Specific
- Measurable
- Achievable
- Relevant
- Time-bound

## How to Choose Objectives

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

Do your homework before deciding on annual objectives:

- Go over your program's goals and strategic plan (drafted in Unit 2 of the course).
- Talk to the local emergency manager about the hazards that are a priority for your community and about resource gaps your CERT members might help fill.
- Talk with your municipal sponsor. Make sure your program's training and exercise objectives are in line with what that agency is doing and what the agency needs 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 done, you should look at the options and set priorities for what your program can realistically do.

## Plan for Meeting an Objective

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

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

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

## Risk to Members

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

Managing liability is a serious concern for CERT Program Managers. Addressing safety concerns during training and exercises is a good way to reduce liability through risk management. There are several resources you on the CERT website at <https://www.ready.gov/community-emergency-response-team>.

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:

- Setting training standards and safety requirements for training.
- Briefing all instructors on their responsibilities to lead safe and effective training.
- Making sure that all instructors are ready to meet the objectives for their sessions.
- Bringing in co-instructors to help the instructors for all activities.
- Making sure that all instructors model proper safety behavior, such as safety gear for all demonstrations.

Also make sure that your instructors understand that they can give participants permission to not do an activity if they have a condition that they may make worse by participating.

### *Reducing Risk and Liability During Training: Participants*

Steps that you can take with CERT participants to help reduce liability include:

- Make sure that participants understand that they may choose not to do activities if they have a condition that they may make worse by participating.
- Have all participants sign a hold harmless agreement. (See sample agreement in the resources.)

Explain the possible hazards that participants may face in class activities, during exercises, and during activation.

- Give copies of all CERT safety rules and requirements to each participant. Have them sign one copy and return it to you before class begins. Ask the participants to keep the other copy for their records.
- Have all participants wear safety gear for all activities.
- When you see an unsafe act, correct it immediately!
- If someone is injured during class, document it, and make sure that the participant gets proper medical care.
- Emphasize that rescuer safety is the main concern in training and activation.

### *Reducing Risk and Liability During Training: Classroom/Exercise Areas*

Steps that you can take to make sure that the CERT classroom and exercise area are safe include:

- Walk through the classroom and exercise area(s) before each class to find and correct unsafe conditions.
- Check all equipment to make sure that it is in good working order.

Be sure to make these checks **before every class begins**.

### ***Reducing Risk and Liability During Training: Materials***

The main step to take to reduce liability related to the CERT materials is to make sure that you have written releases for all copyrighted materials (including photographs and cartoons). (Note that if you are using FEMA's materials without making any changes, all necessary copyright releases have been secured.) Remember that photographs and other materials found on the internet are copyrighted.

### ***Reducing Liability: During Exercises***

Always take the actions below to reduce liability during exercises:

- Give a pre-exercise briefing in which you go over the objectives (including safety objectives) for the exercise.
- Treat all drills, functional exercises, and full-scale exercises as the real thing. Enforce all safety rules strictly.
- Stress teamwork, safety equipment, and the use of the buddy system.
- If you see an unsafe act, intervene immediately!
- Have a post-exercise debriefing, and cover safety issues as part of it.
- Stress the need to document everything using the forms approved by the jurisdiction.

If someone is injured, document the injury, and make sure that the volunteer gets proper medical care.

## **Evaluation of Objective**

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

## **Repeat Planning Process Annually**

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

- Measure the level of achievement of last year's objectives.
- Review successes and "less than successes."
- Set new objectives.
- Write a plan for meeting the objective.
- Work out the logistical needs for meeting the objective.
- Evaluate risk to members.

## Activity: Draft Program Plan - Identify Possible Objectives for Training and Exercises

**Purpose:** This activity lets you write down 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 sixth section, *Training and Exercises*. In the Training and Exercise Plan, write down your own ideas for objectives. Remember that these objectives will have to be reviewed and checked with others in the program and the community (e.g., volunteers, sponsor, emergency manager).

## ***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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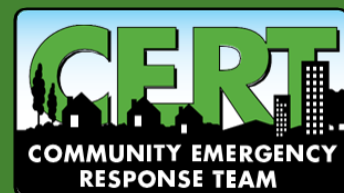


# CERT Program Manager Unit 7: Policies and Procedures

Participant Manual



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# CERT Program Manager Unit 7: Policies and Procedures

In this unit, you will learn about:

- **Importance of Policies and Procedures.** What are the definitions for policy and procedure? Why does a CERT program need to document what it will do and how it plans to do it?
- **Policies and Procedures for CERT.** What key policies and procedures does a CERT program need to run smoothly and effectively?
- **Resources for Creating Policies and Procedures.** Who needs to give input when a policy or procedure is created with special focus on addressing liability issues?

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## ***Unit 7: Table of Contents***

<b><i>SECTION 1: UNIT OVERVIEW .....</i></b>	<b><i>1</i></b>
<b><i>SECTION 2: IMPORTANCE OF POLICIES AND PROCEDURES .....</i></b>	<b><i>2</i></b>
Writing Policies and Procedures .....	3
Policies: .....	3
Procedures: .....	3
<b><i>SECTION 3: POLICIES AND PROCEDURES FOR CERT .....</i></b>	<b><i>5</i></b>
<b><i>SECTION 4: RESOURCES FOR CREATING POLICIES AND PROCEDURES .....</i></b>	<b><i>9</i></b>
Liability .....	9
Where to Find Policies and Procedures .....	10
Activity: Draft Program Plan: Create Policies and Procedures .....	10
<b><i>UNIT SUMMARY .....</i></b>	<b><i>11</i></b>

## **SECTION 1: UNIT OVERVIEW**

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

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

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

- Explain the need for policies and procedures for running a successful program.
- Find the policies and procedures needed for starting and running a program.
- Find resources for creating program policies and procedures.

This unit will look at the following topics:

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

## SECTION 2: IMPORTANCE OF POLICIES AND PROCEDURES

Two terms you will hear often:

- Policy
- Procedure

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

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

Sometimes people also use the term "protocol." It is used the same way as "procedure." It describes the right 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 needed to create consistency in day-to-day operations.

- Those plans and steps need to be written down as the guideposts that the program:
  - Uses to run
  - Falls back on whenever there is a question
- They give guidance to staff and volunteers so they know how to do the job the right way.
- They help reduce common misunderstandings by defining roles and responsibilities and by setting boundaries.

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

## Writing Policies and Procedures

Here are the major differences between policies and procedures.

### *Policies:*

- Are general in nature
- Identify an organization's rule
- Explain why the rule exists
- Tell when the rule applies
- Describe whom it covers
- Show how the rule is enforced
- Describe the consequences of not following the rule
- Are normally described using simple sentences and paragraphs

### *Procedures:*

- Identify specific actions
- Explain when to take actions
- Describe alternatives, if they apply
- Show emergency procedures when the action cannot be taken
- Include warnings and cautions
- Give examples
- Show how to complete forms
- Are normally written in an outline format

As Program Managers, you need to 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 sense of general confusion
- Inconsistent performance of CERT members
- Increase in the stress levels of CERT members
- Complaints about poor performance from the sponsoring agency, partners, or the community

The program determines the format of policies and procedures. Whether placed in one document or kept separately, they need to be well-written and complete.

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



### SECTION 3: POLICIES AND PROCEDURES FOR CERT

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

Refer to Table 41 on the next pages.

Table 42: CERT Policies and Procedures

Policy/Procedure	Elements to Include	Development Resources
<b>General Policies</b>		
<b>Program Membership</b>	<ul style="list-style-type: none"> <li>• Qualifications for entering the program</li> <li>• Documentation: application, background, check, releases</li> <li>• Minimum activity requirements</li> <li>• Leaving the program</li> </ul>	<ul style="list-style-type: none"> <li>• Local CERT program</li> <li>• Sponsoring agency</li> </ul>
<b>Program Operations</b>	<ul style="list-style-type: none"> <li>• Organizational structure (paid and volunteer)</li> <li>• Program activities (disaster response, public service, community awareness)</li> <li>• Relationship with sponsor</li> </ul>	<ul style="list-style-type: none"> <li>• Local CERT program</li> <li>• Sponsoring agency</li> </ul>

Policy/Procedure	Elements to Include	Development Resources
<b>Training and Education</b>	<ul style="list-style-type: none"> <li>• Documentation: registration, training and exercise plan, evaluation</li> <li>• Data collected</li> <li>• Training requirements (volunteer, instructors, Program Manager)</li> <li>• Training offered</li> <li>• Training activities (before, during, and after)</li> <li>• Activities to ensure safety</li> <li>• Credit for Basic Training completed in CERT program in another jurisdiction</li> </ul>	<ul style="list-style-type: none"> <li>• National CERT program</li> <li>• Local CERT program</li> <li>• Sponsoring agency</li> </ul>
<b>Uniforms</b>	<ul style="list-style-type: none"> <li>• What is issued</li> <li>• What should be worn when</li> <li>• How it should be returned</li> </ul>	<ul style="list-style-type: none"> <li>• Local CERT program</li> <li>• Sponsoring agency</li> </ul>
<b>Communications</b>	<ul style="list-style-type: none"> <li>• How communication is handled in emergency and non-emergency situations</li> </ul>	<ul style="list-style-type: none"> <li>• Local CERT program</li> <li>• Sponsoring agency</li> </ul>
<b>Equipment</b>	<ul style="list-style-type: none"> <li>• Requirements</li> <li>• Who provides equipment</li> <li>• Replacement requirements</li> </ul>	<ul style="list-style-type: none"> <li>• Local CERT program</li> <li>• Sponsoring Agency</li> </ul>

Policy/Procedure	Elements to Include	Development Resources
<b>Insurance and Liability</b>	<ul style="list-style-type: none"> <li>Requirement to carry health insurance</li> <li>Liability protections provided and in what situations</li> </ul>	<ul style="list-style-type: none"> <li>CERT website</li> <li>Local and state governments</li> </ul>
<b>Privacy Protection</b>	<ul style="list-style-type: none"> <li>Information collected</li> <li>What the program does and does not do with the information</li> <li>HIPAA requirements</li> </ul>	<ul style="list-style-type: none"> <li>Local CERT program</li> <li>Sponsoring agency</li> <li>State government</li> <li>HIPAA</li> </ul>
<b>Code of Conduct</b>	<ul style="list-style-type: none"> <li>Expected behavior</li> <li>Behaviors that are subject to termination Grievance process</li> </ul>	<ul style="list-style-type: none"> <li>Local CERT program</li> <li>Sponsoring agency</li> </ul>
<b>Local and State Policies that Apply to the CERT Program</b>	<ul style="list-style-type: none"> <li>Workers' compensation</li> <li>Local health regulations</li> <li>Good Samaritan Law</li> </ul>	<ul style="list-style-type: none"> <li>Local and state government</li> </ul>
<b>Emergency Response Policies</b>		
<b>Credentialing and Identification</b>	<ul style="list-style-type: none"> <li>Requirements (how to obtain, how to display)</li> <li>Process for acquiring</li> </ul>	<ul style="list-style-type: none"> <li>Local CERT program</li> <li>Local and state government</li> <li>Emergency Operations Plans</li> </ul>

Policy/Procedure	Elements to Include	Development Resources
<b>Team Activation</b>	<ul style="list-style-type: none"><li>• NIMS and CERT</li><li>• Self-activation process</li><li>• Directed activation process</li></ul>	<ul style="list-style-type: none"><li>• National Incident Management System (NIMS) <a href="http://www.fema.gov/nims">www.fema.gov/nims</a></li><li>• Emergency Operations Plans</li><li>• Local CERT program</li><li>• Sponsoring agency</li></ul>
<b>Team Deployment</b>	<ul style="list-style-type: none"><li>• NIMS and CERT</li><li>• Appropriate behavior once deployed</li><li>• Team structure</li><li>• On-scene CERT management</li><li>• Safety concerns</li><li>• Restricted activities</li><li>• Documentation requirements</li></ul>	<ul style="list-style-type: none"><li>• National Incident Management System (NIMS) <a href="http://www.fema.gov/nims">www.fema.gov/nims</a></li><li>• Emergency Operations Plans</li><li>• Local CERT program</li><li>• Sponsoring agency</li></ul>

## SECTION 4: RESOURCES FOR CREATING POLICIES AND PROCEDURES

You cannot create CERT policies and procedures in a vacuum. They must use input from your program's sponsoring agency and operational partners so that all partners work well together. They need to comply with:

- The sponsoring agency's needs and procedures.
- The Emergency Operations Plan (EOP) or Comprehensive Emergency Management Plan (CEMP), whichever the jurisdiction has.
- State and local statutes and regulations.

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

### Liability

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

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

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

- Keep safety at the forefront, whatever the CERT activity.
- Learn the regulatory requirements for volunteers in your state.
- Nearly all states have laws dealing with liability. You need to conduct some research to make sure your program is compliant.
- Visit the CERT Liability Guide at <https://www.fema.gov/media-library/assets/documents/28051>.
  - Read the suggestions for reducing liability during training (instructors, participants, classroom/exercise area, materials).
  - Read the suggestions for reducing liability during exercises.
  - Read the suggestions for reducing liability during team exercises.
- Visit the website of the Legal Information Institute, U.S. Code Collection, Limitation on Liability for Volunteers at <https://www.law.cornell.edu/uscode/text/42/14503>.

See the paper *Citizen Corps/Community Emergency Response Team (CERT) Liability* at the end of this unit in the "Additional Materials" section. Teresa L. Anderson, then Deputy Director of Brookings County (SD) Emergency Management, put together this paper. It is based significantly on the CERT website information.

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

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

## Where to Find Policies and Procedures

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

## Activity: Draft Program Plan: Create Policies and Procedures

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

### **Instructions:**

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

## ***UNIT SUMMARY***

This unit has looked at policies and procedures:

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

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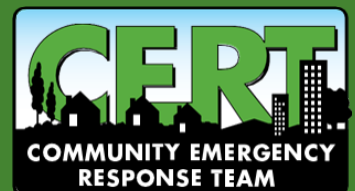


# CERT Unit 7: Additional Materials

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



FEMA



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## CERT Policies and Procedures

### GENERAL POLICIES

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#### 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

**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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## EMERGENCY RESPONSE POLICIES

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### Spontaneous Response

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

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

### Inappropriate Self-Deployment

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

### Activation

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

#### Level 1 – Advance Notice

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

#### Level 2 – Alert / Prepare / Standby

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

#### Level 3 – Immediate Deployment

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

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

#### **Team Activation Process and Deployment Protocols**

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.

- 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



**Credentialing & Identification**

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

**During Spontaneous Response**


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

**During Official Activation**

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

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

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

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

### Introduction

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

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

### Uniform Parts

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

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

## 08-117 CERT Uniform Policy

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

- over the heart on the left breast of shirts, outerwear and vests.
- on either or both collars of a polo or an oxford-styled shirt or collared outerwear.
- 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 outerwear 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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08-117 CERT Uniform Policy

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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

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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](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

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](http://www.nonprofitrisk.org)
  - ii. [www.citizencorps.gov/councils](http://www.citizencorps.gov/councils)
  - iii. [http://training.fema.gov/EMIWeb/CERT/new\\_CERT/index.htm](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.

- 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.



- 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

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.*

### 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.

**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

**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

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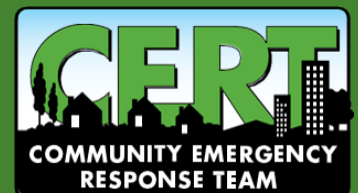


# CERT Program Manager Unit 8: Program Evaluation

Participant Manual



FEMA



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# CERT Program Manager Unit 8: Program Evaluation

In this unit, you will learn about:

- ❑ **Importance of Evaluating a CERT Program.** What is program evaluation? What can it do?
- ❑ **What to Evaluate in a CERT Program and How.** What are the four steps for doing a program evaluation?
- ❑ **Creating a Program Report.** How do you create a brief, focused Program Report? What is the importance of the Program Report in the evaluation process?

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## ***Unit 8: Table of Contents***

<b><i>SECTION 1: UNIT OVERVIEW .....</i></b>	<b><i>1</i></b>
<b><i>SECTION 2: PROGRAM EVALUATION .....</i></b>	<b><i>2</i></b>
<b><i>SECTION 3: WHY CONDUCT PROGRAM EVALUATION? .....</i></b>	<b><i>3</i></b>
<b><i>SECTION 4: HOW TO CONDUCT PROGRAM EVALUATION .....</i></b>	<b><i>4</i></b>
Step 1: What Do You Want to Learn? .....	4
Step 2: Create a Strategy for Getting the Information .....	4
Who needs the information being collected? .....	5
What types of data are needed? .....	5
Where will the data be found? .....	5
Planning for an Evaluation .....	5
Activity: Determining If Your Program's Performance Is Meeting Your Goals .....	6
Step 3: Get the Information .....	6
Step 4: Analyze the Information and Decide on Next Steps .....	6
Analyze data .....	6
Consider options .....	6
Take corrective action if needed .....	7
<b><i>SECTION 5: PROGRAM REPORT .....</i></b>	<b><i>8</i></b>
Reporting Evaluation Results .....	8
Activity: Creating a Program Report .....	8
Creating a Program Report .....	8
<b><i>SECTION 6: UNIT SUMMARY .....</i></b>	<b><i>9</i></b>

## **SECTION 1: UNIT OVERVIEW**

A CERT program must have a process in place for evaluating and tracking its success. Evaluation is the process by which the Program Manager discovers the changes needed and continuous improvements that will keep the CERT program up and running. This unit looks at:

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

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

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

This unit explores the following topics:

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

## ***SECTION 2: PROGRAM EVALUATION***

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

Program evaluation is an ongoing process that asks (and answers) three questions:

1. What are we doing now?
2. How well are we doing it?
3. Do we need to do something differently? If so, what?

The results are recorded in a Program Report.

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

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

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

### ***SECTION 3: WHY CONDUCT PROGRAM EVALUATION?***

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

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

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

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

## **SECTION 4: HOW TO CONDUCT PROGRAM EVALUATION**

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

The process for doing a program evaluation is not difficult.

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

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

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

Remember, a good objective is SMART:

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

During a program evaluation, you are trying to figure out if your program met the “achievable” part. Did we do what we set out to do?

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

Here are some of the elements of a CERT program you should evaluate:

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

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

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

The strategy should include answers to these questions:

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

### *Who needs the information being collected?*

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

### *What types of data are needed?*

Program evaluation data will fall into one of two categories of data: quantitative or qualitative. The kind of data that a program will need for its evaluation strategy is determined by what the program is trying to learn.

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

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

### *Where will the data be found?*

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

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

## **Planning for an Evaluation**

1. What is the reason(s) for doing the evaluation (i.e., what do you want to be able to decide because of the evaluation)? For example:
  - What progress is your CERT program making toward meeting its set goals?
  - Do CERT members have enough resources (equipment, facilities, training) to meet the program goals?
  - Should priorities change to focus more on meeting the goals? (**Note:** *This question could be considered as a program management decision rather than an evaluation question.*)
  - How should goals be changed, or should any goals be added or removed? Why?
2. Who are the stakeholders that should get information from the evaluation (e.g., emergency services personnel, community support partners, CERT volunteers)?
3. What information is needed to really understand the strengths and weaknesses of the program, benefits to the community (outcomes), how the program succeeded or failed, and why?
4. What sources should the information be collected from (e.g., program documentation, CERT volunteers, community partners)?
5. What are the best available ways for getting the information (e.g., questionnaires, looking over documentation, observing CERTs)?



## Activity: Determining If Your Program's Performance Is Meeting Your Goals

**Purpose:** This activity lets you create specific ways to evaluate different CERT program parts 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 one to two specific objectives created earlier (in *Section 1: Program Goals*).
3. If you have not done so already, create a program objective. Objectives must be SMART: specific, measurable, achievable, relevant, and time-bound.
4. You have five minutes.

#### **Part 2:**

1. Break into small groups (e.g., table groups, groups of three to four participants).
2. For each person:
  - Select one program objective.
  - Get ideas from the group on how this objective could be evaluated by the Program Manager (data to collect, questions to ask).
  - Write the ideas from the group in your Draft Program Plan.
3. You have 15 minutes.
4. You will present to the whole group.

## Step 3: Get the Information

This step is self-explanatory.

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

### **Analyze data**

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

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

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

### **Consider options**

The second step in taking action is to consider:

- Conclusions that can be drawn about program operations or meeting goals;
- Specific suggestions that may help improve the program; and
- What choices you have for applying those suggestions.

***Take corrective action if needed***

If the results show that changes are needed, create a plan for making the changes. The plan should include new objectives (see Unit 2) and may involve new policies and procedures (see Unit 7).

## SECTION 5: PROGRAM REPORT

### Reporting Evaluation Results

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

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

- Justify your conclusions or suggestions using your program evaluation data results.
- Translate suggestions into specific action plans, including who, what, when, how, and any other “need-to-know” details.
- The level and scope of content depend on who is getting the report (e.g., funding agency, community supporters, state office).
- Keep in mind the intended audiences for any Program Report. Every Program Report needs to cover the specific interests of the audience while still staying neutral.
- Keep the Program Report as brief as possible.

### Activity: Creating a Program Report

**Purpose:** This activity lets you practice the right ways to share program evaluation results with different 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 present your plan to the whole group.

### Creating a Program Report

**Scenario:** Your program has had a successful year. You want to tell \_\_\_\_\_  
\_\_\_\_\_ (your assigned target audience) about the CERT Basic Training you gave.

1. What do you want or need to accomplish with this report?
2. How much detail do you need to include? Give examples.
3. How could or should the report be formatted? Why?

## ***SECTION 6: UNIT SUMMARY***

This unit has looked at program evaluation, including:

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

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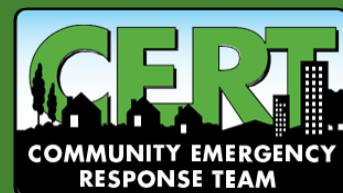


# CERT Program Manager Unit 9: Keeping Your Program Going

Participant Manual



FEMA



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## CERT Program Manager Unit 9: Keeping Your Program Going

In this unit, you will learn about:

- **Essential Skills and Abilities.** What are your CERT program's strengths and challenges? What can you do yourself? What can you delegate to others?
- **Keeping a CERT Program Alive.** What are the five critical elements needed to keep your CERT program healthy and practical?
- **Program Maintenance Matrix.** How do you find activities to maintain your CERT program?

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## ***Unit 9: Table of Contents***

<b><i>SECTION 1: UNIT OVERVIEW .....</i></b>	<b><i>1</i></b>
<b><i>SECTION 2: ESSENTIAL SKILLS AND ABILITIES.....</i></b>	<b><i>2</i></b>
Who Are Program Managers? .....	2
Skills the Program Manager Needs .....	2
Activity: Group and Draft Program Plan - My Development Goals .....	3
<b><i>SECTION 3: KEEPING A PROGRAM ALIVE.....</i></b>	<b><i>4</i></b>
Five Critical Elements.....	4
Activity: Program Maintenance Matrix.....	4
Activity: Program Maintenance Matrix.....	5
<b><i>SECTION 4: UNIT SUMMARY .....</i></b>	<b><i>6</i></b>

## **SECTION 1: UNIT OVERVIEW**

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

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

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

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

This unit will look at the following topics:

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

## **SECTION 2: ESSENTIAL SKILLS AND ABILITIES**

### **Who Are Program Managers?**

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

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

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

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

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

- How to manage volunteers (and how it is different from managing staff), including recruitment, retention, and termination.
- How to use volunteers no matter their skills and abilities.
- How to promote the program to the community, media, elected officials, potential sponsors, and others.
- How to make veteran police and fire chiefs want to use volunteers by building organizational support/sponsorship.
- How to manage the time commitment and amount of resources needed to run a successful program (whether your CERT position is employing you or not).
- How to properly handle legal problems and aspects of the program.
- How to prove the value of the program (ability to measure the program's success).
- How to get program support from elected officials for program activities (such as giving credit for CERT high school training).
- How to define your CERT program's role in your specific community's emergency operations plan.

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

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

- Tact;
- Political savvy;
- Passion;

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

### Activity: Group and Draft Program Plan - My Development Goals

Being a Program Manager is both rewarding and challenging. Effective Program Managers need a good sense of where their strengths are and where they need to gain more skills and abilities, what they need to do themselves, and what they can assign to others.

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

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

1. Complete the group activity as directed by the instructor.
2. Then go to the Draft Program Plan in Unit 1.
3. Individually complete the first part of the tenth section, *Keeping the Program Going*. Identify:
  - Three areas where you do well (three strengths);
  - Three areas where you want or need to learn more; and
  - Three areas that you might want to assign to others or share.

## SECTION 3: KEEPING A PROGRAM ALIVE

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

### Five Critical Elements

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

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

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

For example, an exercise will help sharpen members' skills and team response. However, if things are done to engage fire department officers and elected officials as observers or participants, the exercise will also boost external support.

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

### Activity: Program Maintenance Matrix

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

**Instructions:**

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

**Activity: Program Maintenance Matrix**

**Instructions:** Refer to Table 42 below to complete this activity. Enter a task or activity in the left column. For each task/activity, show with a check mark which critical program maintenance element(s) it best supports.

Table 43: Program Maintenance Matrix

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



## ***SECTION 4: UNIT SUMMARY***

This unit has looked at program maintenance, specifically:

- Essential skills and abilities you, as Program Manager, should have;
- Critical elements involved in keeping your CERT program alive; and

Use of a program maintenance matrix to identify activities that do the most for your program's maintenance.

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