
UNIT 1: INTRODUCTION AND OVERVIEW

In this unit you will learn about:

- **The Instructors and the Participants.** Who is teaching the course and who is taking the course.
- **The *Community Emergency Response Team (CERT) Program Manager Course Preview*.** Course purpose, course learning objectives, and course agenda.
- **What a CERT Program Is.** How and why CERT programs were developed, core components of a CERT program, and how CERT programs interact with the emergency response system and the community.
- **The Draft Program Plan.** A template for participants to use throughout the course and continue to update after completing the course.

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COMMUNITY EMERGENCY RESPONSE TEAM PROGRAM MANAGER COURSE

UNIT 1: INTRODUCTION AND OVERVIEW

LEARNING OBJECTIVES/ PERFORMANCE OUTCOMES	<p>At the conclusion of this unit, the participants will be able to:</p> <ul style="list-style-type: none">▪ Define the purpose and core components of a local CERT program.
SCOPE	<p>The topics that will be discussed in this unit are:</p> <ul style="list-style-type: none">▪ Welcome▪ Participant Introductions▪ Participant Expectations▪ Course Preview▪ What Is a CERT Program?▪ The Draft Program Plan▪ Unit Summary
ESTIMATED COMPLETION TIME	1.5 hours
TRAINING METHODS	<p>The lead instructor will distribute the Pre-Test and ask participants to complete it. The lead instructor will collect the Pre-Test prior to beginning the unit instruction.</p> <p>The lead instructor will begin by welcoming the participants to the course. All the instructors will introduce themselves. The lead instructor will make any necessary administrative announcements.</p> <p>Next, the instructor will ask participants to briefly introduce themselves. During this activity, each participant will:</p> <ul style="list-style-type: none">▪ Introduce himself or herself▪ Say what CERT program he/she is with▪ Volunteer his or her expectations for the course, which the instructor will record on an easel pad and post on the walls for later review. <p>The instructor will then briefly explain the course purpose, course objectives, and course materials.</p>

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TRAINING METHODS (CONTINUED)	<p>Next the instructor will review the course agenda.</p> <p>The instructor will lead a guided discussion of how and why CERT programs developed, the core components of a CERT program, and how CERT programs work with and interact with the emergency response system and with the community.</p> <p>Next, the instructor will introduce the blank Draft Program Plan that participants will work on throughout the course and that will be the basis for the ongoing plan for their program.</p> <p>The instructor will conclude with a brief summary of what was discussed in the unit.</p> <p>Please be advised that, as a general rule, the instructor is encouraged to add pertinent information to this guide, but should never delete topics.</p>
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RESOURCES REQUIRED	<ul style="list-style-type: none">▪ <i>Community Emergency Response Team Program Manager Instructor Guide (for Program Manager instructors)</i>▪ <i>Community Emergency Response Team Program Manager Participant Manual (for all participants)</i>▪ PowerPoint slides 1-1 to 1-21▪ Copies of the Pre-Test, one for each participant
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EQUIPMENT	<p>The following additional equipment is required for this unit:</p> <ul style="list-style-type: none">▪ A computer with PowerPoint software▪ A computer projector and screen▪ Masking tape (for posting the participant expectations)▪ Easel pad and easel or whiteboard▪ Markers
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PREPARATION	<ul style="list-style-type: none">▪ Prior to class, make copies of the Pre-Test, one for each participant. The Pre-Test follows these notes, just prior to the lesson plan for the unit.
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NOTES

A suggested time plan for this unit is as follows:

Pre-Test.....	10 minutes
Welcome	10 minutes
Participant Introductions	40 minutes
Course Preview	5 minutes
Course Agenda.....	2 minutes
What Is a CERT Program?	20 minutes
The Draft Program Plan.....	2 minutes
Unit Summary	1 minute
Total Time: 1.5 hours	

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REMARKS

Pre-Test

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

Answers for the Pre-Test:

1. b
2. d
3. a
4. a, b, c, d
5. There should be checkmarks in every box.
6. e
7. b
8. c
9. a
10. b
11. d
12. a
13. a, b, d
14. b
15. d
16. a, c, d, e, f
17. a, b, c, d, e

Expectations

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

CERT Program Manager Pre-Test

Name: _____

You have 10 minutes to complete this Pre-Test.

1. When did CERT programs first come into existence?
 - a. 1980-1984
 - b. 1985-1989
 - c. 1990-1994
 - d. 1995-1999

2. A CERT program is NEVER involved with this activity.
 - a. Missing person search
 - b. Crowd and traffic control
 - c. Debris removal after a flood
 - d. Conducting search and rescue operations in a collapsed building
 - e. Supplementing fire tower staff during fire season

3. A Program Manager needs to prepare before meeting with a potential partner. Which of these does not need to be done during that preparation?
 - a. Develop a newsletter.
 - b. Prepare talking points.
 - c. Research the organization.
 - d. Prepare a program description.
 - e. Identify ways you can help each other.

4. One way to evaluate your program's goals is with a SWOT Analysis. What does a SWOT Analysis help you identify? Circle all that apply.
 - a. Strengths
 - b. Threats
 - c. Weaknesses
 - d. Opportunities

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5. Check which activities the Program Manager does with which group.

	Volunteers	Instructors
Recruit		
Orient		
Track		
Manage		
Retain		
Terminate		

6. What issue is a Program Manager NOT likely to address when managing resources?

- a. What resources do I need?
- b. Where will I get the resources?
- c. How much will the resources cost?
- d. Where will I store the resources?
- e. How do I get rid of excess resources?

7. Every CERT program has the same goal.

- a. True
- b. False

8. _____ is an important part of program evaluation, risk management, goal setting, and funding.

- a. A training facility
- b. Program promotion
- c. Good recordkeeping
- d. A Program Report

9. What is the first thing to do when approaching funders and partners?

- a. Create a program description.
- b. Develop a plan for approaching the funder or partner.
- c. Schedule a one on one meeting.

10. The *CERT Basic Training* should never be tailored by the local CERT program.

- a. True
- b. False

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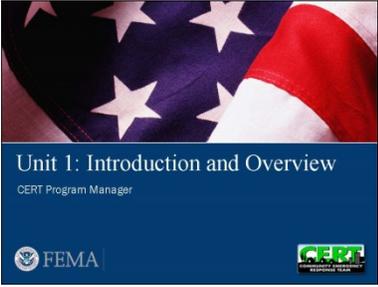
11. A CERT program should create a Training and Exercise Plan that complies with the requirements of: (Select one.)
- NIMS
 - ISO 700
 - Homeland Security Act
 - Homeland Security Exercise and Evaluation Program (HSEEP)
12. Which comes first? (Choose the best answer.)
- Setting goals for the program
 - Promoting the program
 - Finding funding for the program
 - Educating people about the program
13. These are some signs that policies and procedures need to be reviewed and updated. Choose all that apply.
- An increase in the number of injuries or ineffective team operations
 - More questions on what are “normal operations” or a feeling of general confusion
 - Too many volunteers
 - Complaints about poor performance from the sponsoring agency, partners, or the community
 - An increase in donations
14. A particularly important policy area is _____.
- The correct CERT uniform
 - Safety concerns during CERT activities and CERT training
 - That every CERT member recruit one new member
 - What funding the program will accept
15. A Program Report should be developed at least:
- Weekly
 - Monthly
 - Bi-monthly
 - Annually

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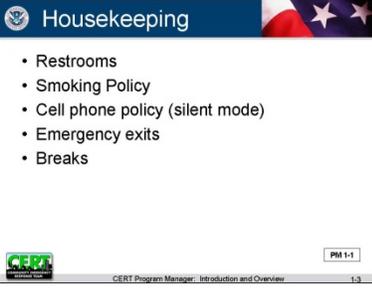
16. Program objectives have five characteristics. Circle the five that apply.
- a. Achievable
 - b. Funded
 - c. Relevant
 - d. Time Bound
 - e. Measurable
 - f. Specific
17. Keeping a program going involves these critical elements. Circle all that apply.
- a. Volunteers are retained.
 - b. Skills are sharpened.
 - c. Teams respond effectively.
 - d. The program is administered capably.
 - e. There is external program support.

Unit 1: Introduction and Overview

INSTRUCTOR GUIDANCE	CONTENT
 <p>Display Slide 1-1</p>	<p>Roster</p> <p>As the participants are arriving, develop a class roster by passing around a sheet of paper. Ask the participants to write down their name, address, phone number, and e-mail address, or to check themselves on a previously developed roster to confirm that their contact information is correct.</p>
	<p>Pre-Test</p> <p>Distribute the Pre-Test. Explain that you will collect the Pre-Test but that the Pre-Test will not be graded in any way. The Pre-Test helps the instructors know where to focus attention during the training. The Pre-Test will be returned to participants at the conclusion of the training so they can see progress made.</p> <p>Tell participants that they have 10 minutes to complete the Pre-Test.</p> <p>Collect the Pre-Test after 10 minutes, or sooner if all participants appear to have completed it.</p>
 <p>Display Slide 1-2</p>	<p>Welcome</p> <p>Welcome the participants to the <i>Community Emergency Response Team Program Manager</i> course.</p> <p>Introduce yourself and provide some background information about your past experiences with CERT, with training, and/or as a CERT Program Manager.</p> <p>Ask other instructors to introduce themselves in the same way.</p>

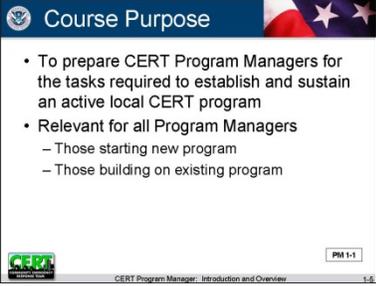
COMMUNITY EMERGENCY RESPONSE TEAM PROGRAM MANAGER COURSE

UNIT 1: INTRODUCTION AND OVERVIEW

INSTRUCTOR GUIDANCE	CONTENT
 <p>Housekeeping</p> <ul style="list-style-type: none">• Restrooms• Smoking Policy• Cell phone policy (silent mode)• Emergency exits• Breaks <p>PM 1-1</p> <p>CERT Program Manager: Introduction and Overview 1-3</p> <p>Display Slide 1-3</p> <p>Make any administrative announcements at this time.</p>	<h3>Housekeeping</h3> <ul style="list-style-type: none">▪ Restrooms▪ Smoking and cell phone policies▪ Emergency exits▪ Breaks (when the first break will be)▪ Other
 <p>Introduce Yourself</p> <ul style="list-style-type: none">• Name• Your CERT program• Your expectations for this course <p>PM 1-1</p> <p>CERT Program Manager: Introduction and Overview 1-4</p> <p>Display Slide 1-4</p> <p>Tell participants that each introduction must not be longer than 1 minute.</p> <p>Record the responses on easel pad pages. Post the pages on the wall.</p> <p>Don't linger over this activity.</p>	<h3>Participant Introductions</h3> <p>Ask participants to introduce themselves by providing:</p> <ul style="list-style-type: none">▪ Their name▪ The name of the CERT program they manage or will be managing▪ Their expectations for the CERT Program Manager course <p>Ask participants:</p> <p>What expectations do you have for this course?</p> <p>What do you hope to have learned by the time you leave this training?</p> <p>When all the responses are recorded, explain that you will review the list at the end of the training to see how well the expectations were met.</p>

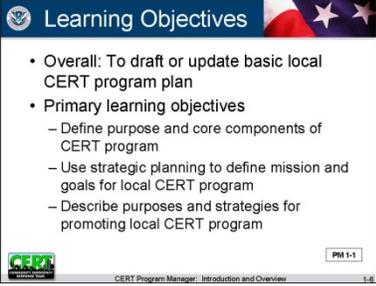
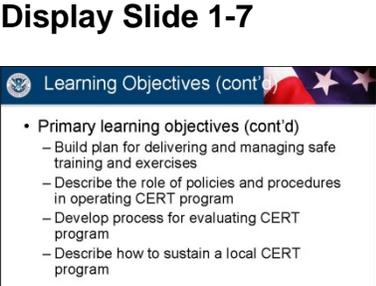
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INSTRUCTOR GUIDANCE	CONTENT
 <p>Display Slide 1-5</p> <p>Briefly walk participants through the Participant Manual.</p> <p>Point out the box on the slide.</p> <p>Ask if there are any questions about the materials.</p>	<h3>Course Preview</h3> <h4>Course Purpose</h4> <p>Review the course purpose.</p> <ul style="list-style-type: none">▪ The purpose of the <i>CERT Program Manager</i> course is to prepare CERT Program Managers for the tasks required to establish and sustain an active local CERT program. <p>Explain that this course is relevant for everyone:</p> <ul style="list-style-type: none">▪ Those starting a new local program▪ Those building on an existing local program <p>Say that each person should leave with new ideas to help start a new program or to revitalize an ongoing program.</p> <h4>Course Materials</h4> <p>Refer participants to their Participant Manual.</p> <p>Explain that all the materials they will be using in the course are included in the Participant Manual.</p> <p>Say that the Participant Manual does not include copies of the slides.</p> <ul style="list-style-type: none">▪ All of the information on the slides is included in the text in the Participant Manual.▪ Each slide includes a reference in the bottom right corner showing the corresponding page number in the Participant Manual.

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INSTRUCTOR GUIDANCE	CONTENT
 <p>Learning Objectives</p> <ul style="list-style-type: none">• Overall: To draft or update basic local CERT program plan• Primary learning objectives<ul style="list-style-type: none">– Define purpose and core components of CERT program– Use strategic planning to define mission and goals for local CERT program– Describe purposes and strategies for promoting local CERT program <p>PM 1-1</p>	<h3>Course Learning Objectives</h3> <p>Tell participants that an overall activity throughout this course will be to draft or update a basic local CERT program plan.</p> <p>Say that in addition there are 10 primary learning objectives for the <i>CERT Program Manager</i> course. These objectives describe what behaviors are expected from the participants by the conclusion of the <i>CERT Program Manager</i> course.</p> <p>At the conclusion of this training, participants will be able to:</p> <ol style="list-style-type: none">1. Define the purpose and core components of a local CERT program.2. Use strategic planning to define the mission and goals for a local CERT program.3. Describe the purposes and strategies for promoting a local CERT program.
 <p>Learning Objectives (cont'd)</p> <ul style="list-style-type: none">• Primary learning objectives (cont'd)<ul style="list-style-type: none">– Establish process for working with volunteers– Establish process for working with instructors– Establish process for acquiring and managing program resources <p>PM 1-1</p>	<ol style="list-style-type: none">4. Establish a process for working with volunteers.5. Establish a process for working with instructors.6. Establish a process for acquiring and managing program resources.
<p>Learning Objectives (cont'd)</p> <ul style="list-style-type: none">• Primary learning objectives (cont'd)<ul style="list-style-type: none">– Build plan for delivering and managing safe training and exercises– Describe the role of policies and procedures in operating CERT program– Develop process for evaluating CERT program– Describe how to sustain a local CERT program <p>PM 1-2</p>	<ol style="list-style-type: none">7. Build a plan for delivering and managing safe training and exercises.8. Describe the role of policies and procedures in operating a local CERT program.9. Develop a process for evaluating a local CERT program.10. Describe how to sustain a local CERT program.

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INSTRUCTOR GUIDANCE	CONTENT
<p>Display Slide 1-8</p> <p>PM, P. 1-3 to 1-5</p> <p>The full list is also included on the following pages in the Instructor Guide and in the Participant Guide.</p>	<p>Explain that the slide only shows the primary learning objectives.</p> <p>Say that each course objective has sub-objectives. They are included in the Participant Manual and can be reviewed in detail individually.</p>

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PM, P. 1-3 to 1-5	Program Manager Course Learning Objectives
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At the conclusion of this training, participants will be able to:

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

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

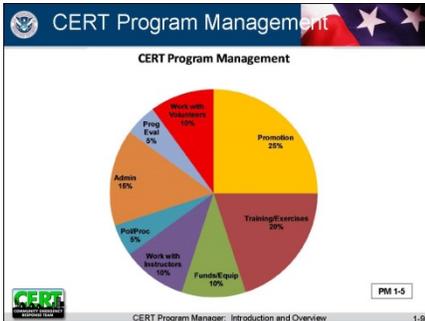
7. Build a plan for delivering and managing safe training and exercises.
 - a. Identify training and exercises that are required or available for CERT volunteers.
 - b. Explain how to tailor content from *CERT Basic Training*.
 - c. Identify tasks required for managing CERT trainings.
 - d. Describe the elements of a CERT Training and Exercise Plan.
 - e. Explain how to ensure safety during training and exercises.

8. Describe the role of policies and procedures in operating a local CERT program.
 - a. Explain why policies and procedures are necessary for running a successful program.
 - b. Identify policies and procedures necessary for starting and maintaining a program.
 - c. Identify resources for developing program policies and procedures.

9. Develop a process for evaluating a local CERT program.
 - a. Explain what program evaluation is.
 - b. Describe the purpose of evaluating a program.
 - c. List the steps for evaluating various program components.
 - d. Identify the characteristics of a Program Report.

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

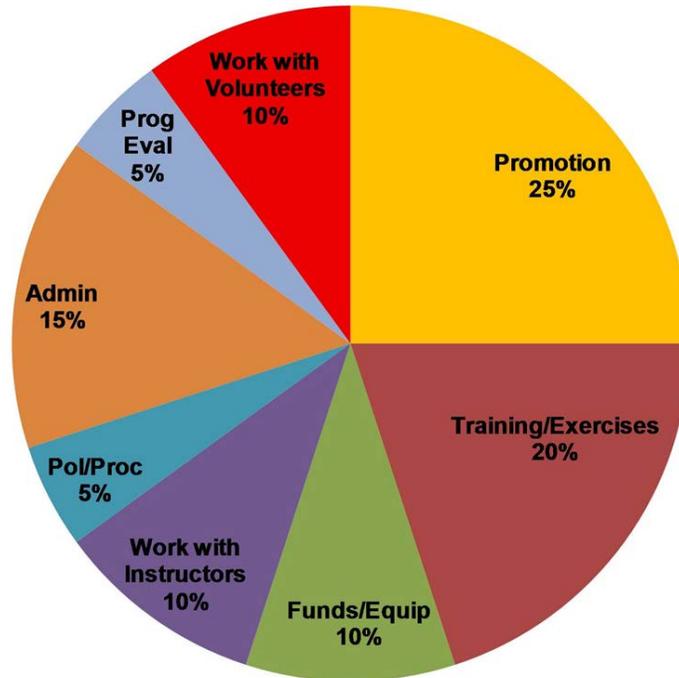
INSTRUCTOR GUIDANCE	CONTENT
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Display Slide 1-9

Emphasize the point about the *CERT Basic Training* percentage of time in the pie chart.

CERT Program Management



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

Ask participants who are already Program Managers if the pie percentages are roughly consistent with their time spent in these activities.

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PM, Course Overview, P. 3	CERT Program Manager Course Agenda
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Day 1

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

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Day 2

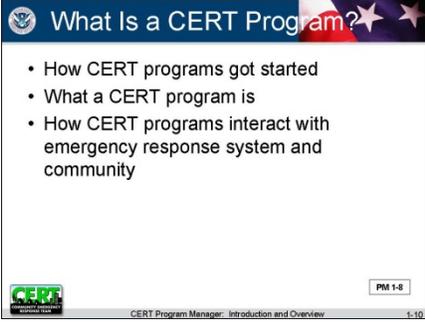
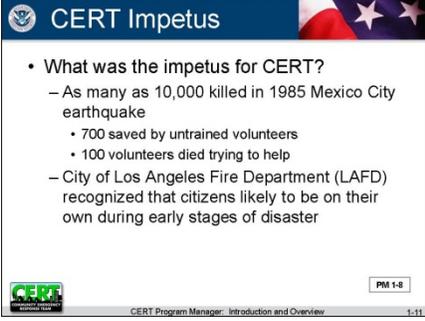
8:00 – 9:00 a.m.	Unit 4: Working with Volunteers (cont'd)
9:00 – 9:15 a.m.	<i>Break</i>
9:15 – 10:15 a.m.	Unit 5: Working with Instructors
10:15 – 10:30 a.m.	<i>Break</i>
10:30 – noon	Unit 6: Procuring and Managing Resources
	Lunch
1:00 – 2:00 p.m.	Unit 7: Training and Exercises
2:00 – 2:15 p.m.	<i>Break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

Day 3

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

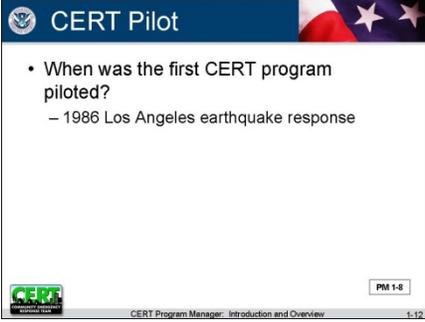
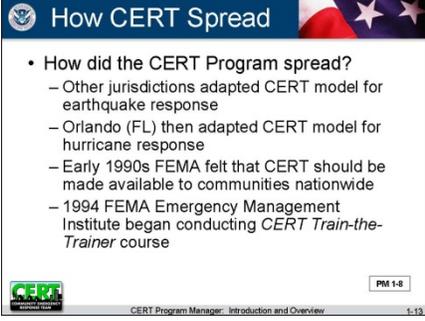
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INSTRUCTOR GUIDANCE	CONTENT
 <p>• How CERT programs got started • What a CERT program is • How CERT programs interact with emergency response system and community</p> <p>Display Slide 1-10</p> <p>Review what a CERT program is.</p> <p><i>Note: If this course is being taught in conjunction with the CERT Train-the-Trainer course and slides 1-11 to 1-20 have already been covered, review quickly and then move to slide 1-21.</i></p>	<h3>What Is a CERT Program?</h3> <p>Tell participants that, before getting into the details about how to manage a CERT program, everyone should have a clear picture of:</p> <ul style="list-style-type: none">▪ How CERT programs got started▪ What a CERT program is▪ How CERT programs interact with the emergency response system and the community
 <p>• What was the impetus for CERT? – As many as 10,000 killed in 1985 Mexico City earthquake<ul style="list-style-type: none">• 700 saved by untrained volunteers• 100 volunteers died trying to help</p> <p>– City of Los Angeles Fire Department (LAFD) recognized that citizens likely to be on their own during early stages of disaster</p> <p>Display Slide 1-11</p> <p>Conduct a class discussion by asking this question.</p> <p><i>This slide is animated. The first click displays the question. The second click displays the responses.</i></p> <p>Ask the participants if they have any questions.</p>	<h3>CERT Impetus</h3> <p>Ask participants:</p> <h4>What was the impetus for CERT?</h4> <p>Summarize the discussion by reviewing the slide.</p> <ul style="list-style-type: none">▪ Maybe as many as 10,000 (estimates vary) were killed in the 1985 Mexico City earthquake; 700 people were saved by untrained volunteers, but 100 volunteers also died trying to help.▪ The City of Los Angeles Fire Department (LAFD) recognized that citizens would very likely be on their own during the early stages of a catastrophic disaster.

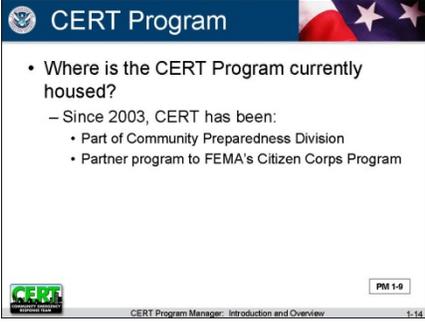
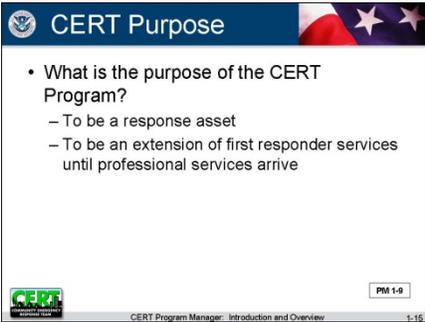
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INSTRUCTOR GUIDANCE	CONTENT
 <p>CERT Pilot</p> <ul style="list-style-type: none">• When was the first CERT program piloted?<ul style="list-style-type: none">– 1986 Los Angeles earthquake response <p><small>CERT Program Manager: Introduction and Overview 5.12</small></p> <p>Display Slide 1-12</p> <p>Conduct a class discussion by asking this question.</p> <p><i>This slide is animated. The first click displays the question. The second click displays the responses.</i></p> <p>Before moving on, ask the participants if they have any questions.</p>	<h3>CERT Pilot</h3> <p>Ask participants:</p> <p>When was the first CERT program piloted?</p> <p>Give the answer to the question.</p> <p>The first CERT program was piloted in 1986 in Los Angeles for earthquake response.</p>
 <p>How CERT Spread</p> <ul style="list-style-type: none">• How did the CERT Program spread?<ul style="list-style-type: none">– Other jurisdictions adapted CERT model for earthquake response– Orlando (FL) then adapted CERT model for hurricane response– Early 1990s FEMA felt that CERT should be made available to communities nationwide– 1994 FEMA Emergency Management Institute began conducting <i>CERT Train-the-Trainer</i> course <p><small>CERT Program Manager: Introduction and Overview 5.13</small></p> <p>Display Slide 1-13</p> <p>Conduct a class discussion by asking this question.</p> <p><i>This slide is animated. The first click displays the question. The second click displays the responses.</i></p>	<h3>How CERT Spread</h3> <p>Ask participants:</p> <p>How did the CERT Program spread?</p> <p>Summarize the discussion by reviewing the slide.</p> <ul style="list-style-type: none">▪ Other jurisdictions, including San Francisco, Portland (OR), and the State of Utah, adapted the CERT model for earthquake response in their communities. Orlando (FL) then adapted the CERT model for hurricane response, demonstrating the applicability of CERT to other hazards.▪ In the early 1990s, the Federal Emergency Management Agency (FEMA) felt that the concept and the program should be made available to communities nationwide as all-hazards training. <p>In 1994, the Emergency Management Institute (EMI) at FEMA began to conduct the <i>CERT Train-the-Trainer</i> course.</p>

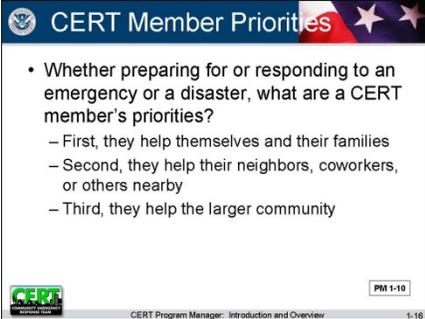
COMMUNITY EMERGENCY RESPONSE TEAM PROGRAM MANAGER COURSE

UNIT 1: INTRODUCTION AND OVERVIEW

INSTRUCTOR GUIDANCE	CONTENT
<p>Before moving on, ask the participants if they have any questions.</p>  <p>Display Slide 1-14</p> <p>Conduct a class discussion by asking this question.</p> <p><i>This slide is animated. The first click displays the question. The second click displays the responses.</i></p> <p>Before moving on, ask the participants if they have any questions.</p>	<h3>CERT Program</h3> <p>Ask participants:</p> <h4>Where is the CERT Program currently housed?</h4> <p>Give the answer to the question.</p> <p>Since 2003, the CERT Program has been part of the Individual and Community Preparedness Division and a partner program to the Citizen Corps Program at FEMA.</p>
 <p>Display Slide 1-15</p> <p>Conduct a class discussion by asking this question. Keep the discussion focused on the high-level purpose.</p>	<h3>CERT Purpose</h3> <p>Ask participants:</p> <h4>What is the purpose of the CERT Program?</h4> <p>Summarize the discussion by saying that, at its basic level, the purpose of the CERT Program is to train and organize community members:</p> <ul style="list-style-type: none">▪ To be a response asset in an emergency or disaster▪ To be an extension of first responder services until professional responders arrive <p>Explain that CERTs are organized to respond in different venues, for example:</p>

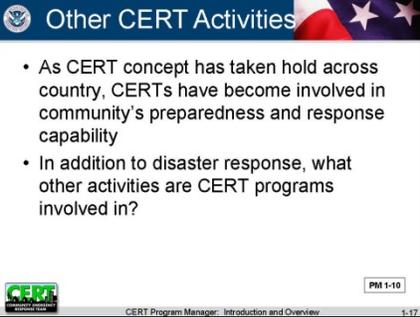
COMMUNITY EMERGENCY RESPONSE TEAM PROGRAM MANAGER COURSE

UNIT 1: INTRODUCTION AND OVERVIEW

INSTRUCTOR GUIDANCE	CONTENT
<p><i>This slide is animated. The first click displays the question. The second click displays the responses.</i></p> <p>Before moving on, ask the participants if they have any questions.</p>  <p>Display Slide 1-16</p> <p>Conduct a class discussion by asking this question.</p> <p><i>This slide is animated. The first click displays the question. The second click displays the responses.</i></p> <p>Before moving on, ask the participants if they have any questions.</p>	<ul style="list-style-type: none">▪ Neighborhoods▪ Work places▪ High schools▪ College/university campuses▪ High-rise buildings▪ Rural areas <p>Note that some local CERT programs refer to multiple individual teams across their service area, while other programs refer to all of their participants as a single team.</p> <p>CERT Member Priorities</p> <p>Ask participants:</p> <p>Whether preparing for or responding to an emergency or a disaster, what are a CERT member's priorities?</p> <p>Summarize the discussion by saying that CERT members always work within the limitations of their training.</p> <ul style="list-style-type: none">▪ First, they help themselves and their families.▪ Second, they help their neighbors, coworkers, or others nearby.▪ Third, they help the larger community. <p>Refer participants to CERT in Action! on the national CERT Web site to see stories about local CERT response in actual emergencies.</p> <p>https://www.fema.gov/community-emergency-response-teams-cert-action</p>

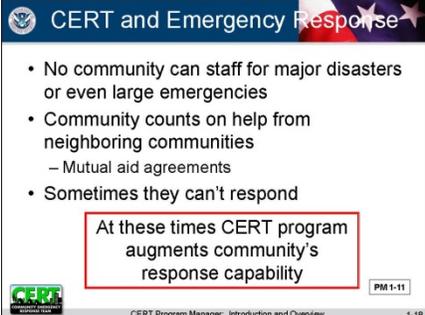
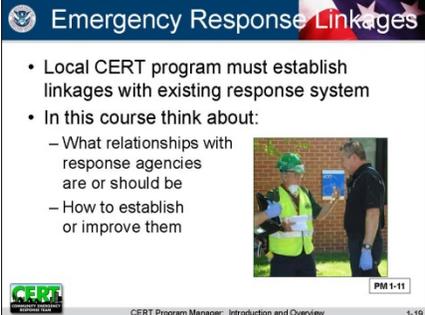
COMMUNITY EMERGENCY RESPONSE TEAM PROGRAM MANAGER COURSE

UNIT 1: INTRODUCTION AND OVERVIEW

INSTRUCTOR GUIDANCE	CONTENT
 <p>Other CERT Activities</p> <ul style="list-style-type: none">• As CERT concept has taken hold across country, CERTs have become involved in community's preparedness and response capability• In addition to disaster response, what other activities are CERT programs involved in? <p>Display Slide 1-17 Conduct a class discussion by asking this question. Record activities on an easel pad or whiteboard. They will probably be quite specific:</p> <ul style="list-style-type: none">▪ Help at the county fair with traffic management▪ Make presentations on emergency preparedness at community meetings▪ Staff the first aid booth at home show▪ Install smoke detectors for low income households▪ Supplement fire tower staff during fire season▪ Assist EMS personnel with firefighter rehab <p>Review the list generated with the previous slide and point out which are:</p> <ul style="list-style-type: none">▪ Disaster response▪ Non-disaster emergency assistance▪ Other public safety activities	<h3>Other CERT Activities</h3> <p>Ask participants:</p> <p>As the CERT concept has taken hold across the country, CERTs have become involved in the community's preparedness and response capability.</p> <p>In addition to disaster response, what other activities are CERT programs involved in?</p> <p>Summarize the discussion by saying that, in addition to disaster response, CERTs are involved in a range of other volunteer services in their communities.</p>

COMMUNITY EMERGENCY RESPONSE TEAM PROGRAM MANAGER COURSE

UNIT 1: INTRODUCTION AND OVERVIEW

INSTRUCTOR GUIDANCE	CONTENT
 <p>CERT and Emergency Response</p> <ul style="list-style-type: none">• No community can staff for major disasters or even large emergencies• Community counts on help from neighboring communities<ul style="list-style-type: none">– Mutual aid agreements• Sometimes they can't respond <p>At these times CERT program augments community's response capability</p> <p>CERT Program Manager: Introduction and Overview 1-18</p>	<h3>CERT and the Emergency Response System</h3> <p>Finally, describe the relationship between the CERT program and the emergency response system.</p> <ul style="list-style-type: none">▪ No community can afford for its response agencies to staff for major disasters or even large emergencies.▪ A community counts on getting help from neighboring communities and it formalizes that understanding through mutual aid agreements.▪ But sometimes the neighboring communities are too busy taking care of themselves or there is damage to transportation routes, communication, or other critical infrastructure.▪ At these times the CERT program augments a community's response capability.
<p>Display Slide 1-18</p>	
 <p>Emergency Response Linkages</p> <ul style="list-style-type: none">• Local CERT program must establish linkages with existing response system• In this course think about:<ul style="list-style-type: none">– What relationships with response agencies are or should be– How to establish or improve them  <p>CERT Program Manager: Introduction and Overview 1-19</p>	<p>Say that, in order to be effective, the local CERT program must establish linkages with the existing response system. Throughout this training participants should be thinking about what their relationships with response agencies are or should be and how to establish or improve them.</p>
<p>Display Slide 1-19</p>	
 <p>Program Plan</p> <ul style="list-style-type: none">• You will design a draft plan for your program<ul style="list-style-type: none">– New Program Managers will start from scratch– Experienced Program Managers will revise and update existing plan• You will find an electronic version of the blank Draft Program Plan template at www.fema.gov/cert <p>CERT Program Manager: Introduction and Overview 1-20</p>	<h3>The Draft Program Plan</h3> <p>Explain that during the course participants will work on a Draft Program Plan that they design themselves. Developing this Draft Program Plan will not just be useful for new CERT Program Managers. It will also give experienced CERT Program Managers an opportunity to revisit decisions made previously and to revise and update them.</p>
<p>Display Slide 1-20</p>	

COMMUNITY EMERGENCY RESPONSE TEAM PROGRAM MANAGER COURSE

UNIT 1: INTRODUCTION AND OVERVIEW

INSTRUCTOR GUIDANCE	CONTENT
PM, P. 1-10 to 1-31	<p>Refer participants to the <i>Draft Program Plan</i> in the Participant Manual and on the following pages in the Instructor Guide.</p> <p>Emphasize that they will be working on the Draft Program Plan throughout the course.</p> <p>Add that there is an electronic version of the blank Draft Program Plan template with the other course materials at the national CERT Web site, www.fema.gov/cert. If they want to revisit the Draft Program Plan that they'll build during the course, the electronic template can be used to incorporate additional ideas and details into their plan.</p>

COMMUNITY EMERGENCY RESPONSE TEAM PROGRAM MANAGER COURSE

UNIT 1: INTRODUCTION AND OVERVIEW

PM, P. 1-10 to 1-31	CERT Draft Program Plan
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Unit 2. Program Goal and Objectives

Instructions:

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

Overall program goal:

Objectives (remember to make them SMART: specific, measurable, achievable, relevant, time bound):

- 1.
- 2.

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UNIT 1: INTRODUCTION AND OVERVIEW

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

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

COMMUNITY EMERGENCY RESPONSE TEAM PROGRAM MANAGER COURSE

UNIT 1: INTRODUCTION AND OVERVIEW

Unit 2. Program Partners

Instructions:

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

Current or Potential Partners

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

Unit 3. Promoting to Target Audiences

Instructions:

Complete the matrix with ideas for your CERT program.

Stakeholder/Partner	Promotional Message	Promotional Strategies

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UNIT 1: INTRODUCTION AND OVERVIEW

Unit 4. Working with Volunteers

Recruitment

Instructions:

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

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

Retention

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UNIT 1: INTRODUCTION AND OVERVIEW

Instructions:

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

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UNIT 1: INTRODUCTION AND OVERVIEW

Unit 5. Working with Instructors

Instructions:

Complete the matrix with ideas for your CERT program.

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

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

I could also look for instructors from these organizations.

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UNIT 1: INTRODUCTION AND OVERVIEW

Ideas I want to remember for orienting instructors

Ideas I want to remember for tracking instructors

Ideas I want to remember for managing instructors

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UNIT 1: INTRODUCTION AND OVERVIEW

Ideas I want to remember for retaining instructors

Other

Unit 6. Procuring and Managing Resources

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

Resources	Factors to Consider

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UNIT 1: INTRODUCTION AND OVERVIEW

Some data collection and recordkeeping things I need to do:

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

Unit 7. Training and Exercises

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

Some ideas for tailoring training to my community:

1.

2.

3.

4.

5.

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UNIT 1: INTRODUCTION AND OVERVIEW

Sample Training Schedule

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

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UNIT 1: INTRODUCTION AND OVERVIEW

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

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UNIT 1: INTRODUCTION AND OVERVIEW

Draft Training and Exercise Plan

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

Unit 8. Policies and Procedures

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

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

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

Topic of Policy/Procedure	Research Needed	Individuals to Be Consulted

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Topic of Policy/Procedure	Research Needed	Individuals to Be Consulted

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UNIT 1: INTRODUCTION AND OVERVIEW

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

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

Unit 9. Program Evaluation

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

Goal #1.

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

Goal #2.

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

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Goal #3.

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

Ideas for evaluating my Goal #____.

Unit 10. Keeping the Program Going

Three areas where I do well (three strengths):

1.
2.
3.

Three areas where I want additional training:

1.
2.
3.

Three areas I might want to delegate or share:

1.
2.
3.

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UNIT 1: INTRODUCTION AND OVERVIEW

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

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UNIT 1: INTRODUCTION AND OVERVIEW

INSTRUCTOR GUIDANCE	CONTENT
<p data-bbox="159 352 581 394"> Unit Summary</p> <ul data-bbox="181 411 542 583" style="list-style-type: none">• Course preview<ul style="list-style-type: none">– Purpose and learning objectives• What is a CERT program?<ul style="list-style-type: none">– CERT history, purpose, and activities– CERT and the community– CERT and the emergency response system• The Draft Program Plan <p data-bbox="159 634 581 676"> PM 1-34 <small>CERT Program Manager: Introduction and Overview 1-21</small></p> <p data-bbox="159 688 425 722">Display Slide 1-21</p> 	<p data-bbox="613 352 867 394"><i>Unit Summary</i></p> <p data-bbox="613 411 1370 625">Say that in addition to covering the standard course introduction topics (course purpose and learning objectives), this unit provided an overview of what a CERT program is. Finally the unit introduced the Draft Program Plan that participants will work on during the course.</p> <p data-bbox="613 756 1393 827">Do you have any questions about anything covered in this unit?</p> <p data-bbox="613 915 766 949">Transition</p> <p data-bbox="613 966 1370 1075">The next unit will discuss setting goals for your CERT program and identifying roles the program can fulfill in your community.</p>

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