
UNIT 9: PROGRAM EVALUATION

In this unit you will learn about:

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

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COMMUNITY EMERGENCY RESPONSE TEAM PROGRAM MANAGER COURSE

UNIT 9: PROGRAM EVALUATION

LEARNING OBJECTIVES/ PERFORMANCE OUTCOMES	<p>At the conclusion of this unit, the participants will be able to:</p> <ul style="list-style-type: none">▪ Develop a process for evaluating a local CERT program.<ul style="list-style-type: none">• Explain what program evaluation is.• Describe the purpose of evaluating a program.• List the steps for evaluating various program components.• Identify the characteristics of a Program Report.
SCOPE	<p>The topics that will be discussed in this unit are:</p> <ul style="list-style-type: none">▪ Unit Overview▪ What Program Evaluation Is▪ Why Do Program Evaluation▪ How to Do Program Evaluation▪ Program Report▪ Unit Summary
ESTIMATED COMPLETION TIME	1 hour
TRAINING METHODS	<p>The instructor begins by conducting a discussion about what a program evaluation is and recaps the conversation by providing the three questions that are asked and answered during a CERT program evaluation.</p> <p>Next, the instructor reviews the reasons why it is important for CERT Program Managers to do program evaluation.</p> <p>In the third part of the unit the instructor presents the four steps for conducting a program evaluation.</p> <ol style="list-style-type: none">1. First, decide what you want to learn.2. Next, figure out a strategy for collecting the information.3. Then collect the information.4. Finally, analyze the information you collect and decide on the next steps.

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**TRAINING
METHODS
(CONTINUED)**

The instructor and class use a sample objective to explore how to develop a strategy for collecting information.
The unit concludes by discussing the characteristics of a good Program Report.

**RESOURCES
REQUIRED**

- *Community Emergency Response Team Program Manager Instructor Guide* (for instructors)
- *Community Emergency Response Team Program Manager Participant Manual* (for participants)
- PowerPoint slides 9-1 to 9-18

EQUIPMENT

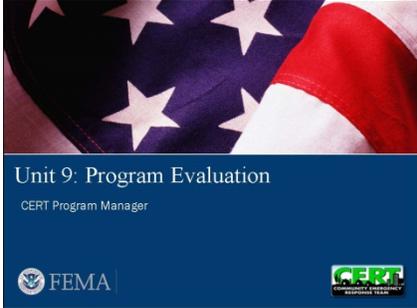
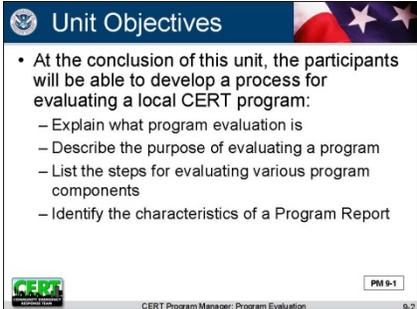
- The following equipment is required for this unit:
- A computer with PowerPoint software
 - A computer projector and screen
 - Easel pad and easel or whiteboard
 - Markers

NOTES

A suggested time plan for this unit is as follows:

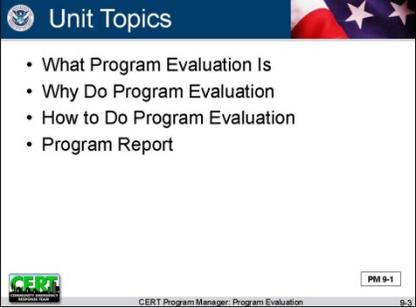
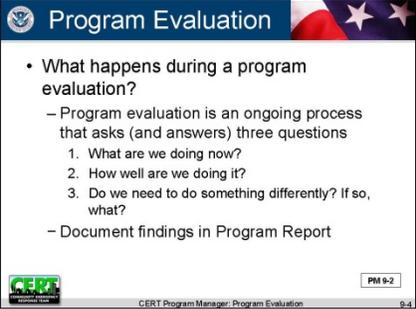
Unit Overview	1 minute
What Program Evaluation Is	4 minutes
Why Do Program Evaluation	4 minutes
How to Do Program Evaluation	40 minutes
Program Report.....	10 minutes
Unit Summary.....	1 minute
Total Time:	1 hour

Unit 9: Program Evaluation

INSTRUCTOR GUIDANCE	CONTENT
 <p>Display Slide 9-1</p>	<p>Unit Overview</p> <p>Say that a CERT program must have a process for how it is evaluated and measured for effectiveness. Evaluation is the process by which the Program Manager is able to identify appropriate changes and continuous improvements that will keep the CERT program fully functional. This unit looks at:</p> <ul style="list-style-type: none"> • The importance of evaluating a CERT program • What to evaluate in a CERT program and how • The steps for conducting a program evaluation • Creating a Program Report
 <p>Display Slide 9-2</p>	<p>Unit Objectives</p> <p>Give the unit’s learning objectives.</p> <p>At the conclusion of this unit, the participants will be able to develop a process for evaluating a local CERT program:</p> <ul style="list-style-type: none"> ▪ Explain what program evaluation is. ▪ Describe the purpose of evaluating a program. ▪ List the steps for evaluating various program components. ▪ Identify the characteristics of a Program Report.

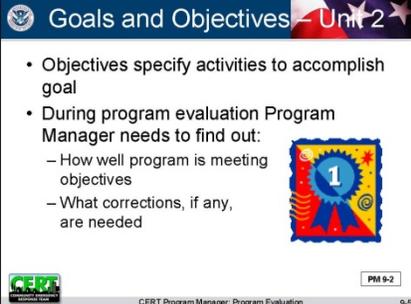
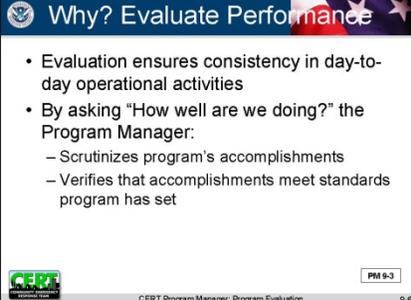
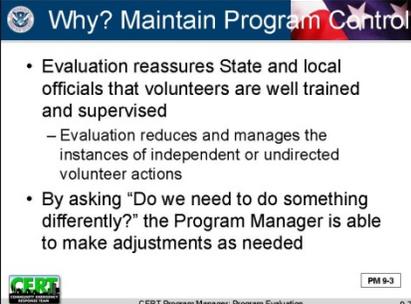
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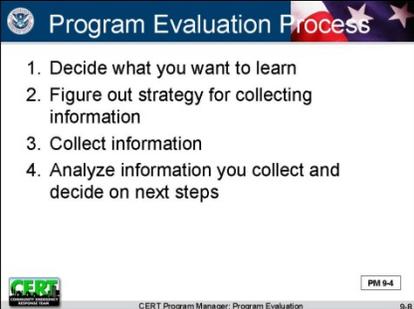
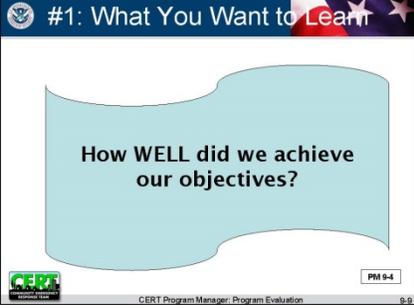
UNIT 9: PROGRAM EVALUATION

INSTRUCTOR GUIDANCE	CONTENT
 <p>Unit Topics</p> <ul style="list-style-type: none">• What Program Evaluation Is• Why Do Program Evaluation• How to Do Program Evaluation• Program Report <p>CERT Program Manager: Program Evaluation PM 9-1 9-3</p> <p>Display Slide 9-3</p>	<h3>Unit Topics</h3> <p>Say that, to meet the objectives, this unit will look at the following topics:</p> <ul style="list-style-type: none">▪ What Program Evaluation Is▪ Why Do Program Evaluation▪ How to Do Program Evaluation▪ Program Report
 <p>Program Evaluation</p> <ul style="list-style-type: none">• What happens during a program evaluation?<ul style="list-style-type: none">– Program evaluation is an ongoing process that asks (and answers) three questions<ol style="list-style-type: none">1. What are we doing now?2. How well are we doing it?3. Do we need to do something differently? If so, what?– Document findings in Program Report <p>CERT Program Manager: Program Evaluation PM 9-2 9-4</p> <p>Display Slide 9-4</p> <p>Conduct a class discussion by asking this question. Record responses on an easel pad.</p> <p><i>This slide is animated. The first click displays the question. The second click displays the responses.</i></p>	<h3><i>What Program Evaluation Is</i></h3> <p>Tell participants that the first step is to agree on what program evaluation is.</p> <p>Ask:</p> <h3>What happens during a program evaluation?</h3> <p>Summarize the discussion by saying program evaluation is an ongoing process that asks (and gets answers to) three questions:</p> <ol style="list-style-type: none">1. What are we doing now?2. How well are we doing it?3. Do we need to do something differently? If so, what? <p>The results are documented in a Program Report.</p> <p>Evaluation never stops. The implementation of a CERT program is the beginning step for a Program Manager. Evaluation of the program is a continuous process.</p>

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INSTRUCTOR GUIDANCE	CONTENT
 <p>• Objectives specify activities to accomplish goal</p> <p>• During program evaluation Program Manager needs to find out:</p> <ul style="list-style-type: none">– How well program is meeting objectives– What corrections, if any, are needed <p><small>CERT Program Manager: Program Evaluation 9.5</small></p>	<p>Remind participants of the discussion of setting goals and objectives in Unit 2.</p> <ul style="list-style-type: none">▪ Those objectives specified what activities the CERT program would undertake in order to accomplish the goal it had set.▪ During a program evaluation the Program Manager needs to find out how well the program is meeting the objectives – how well it is performing – and what corrections, if any, are needed.
<p>Display Slide 9-5</p> <p>Before moving on, ask the participants if they have any questions.</p>	
 <p>• Evaluation ensures consistency in day-to-day operational activities</p> <p>• By asking “How well are we doing?” the Program Manager:</p> <ul style="list-style-type: none">– Scrutinizes program’s accomplishments– Verifies that accomplishments meet standards program has set <p><small>CERT Program Manager: Program Evaluation 9.6</small></p>	<p><i>Why Do Program Evaluation</i></p> <p>Say that one of the reasons that program evaluation is done is to ensure consistency in day-to-day operational activities. By asking “How well are we doing?” the Program Manager is scrutinizing the program’s accomplishments and verifying that they are meeting the standards the program has set.</p>
<p>Display Slide 9-6</p>  <p>• Evaluation reassures State and local officials that volunteers are well trained and supervised</p> <ul style="list-style-type: none">– Evaluation reduces and manages the instances of independent or undirected volunteer actions <p>• By asking “Do we need to do something differently?” the Program Manager is able to make adjustments as needed</p> <p><small>CERT Program Manager: Program Evaluation 9.7</small></p>	<p>Say that another equally important reason for program evaluation is to allay any concerns on the part of State or local officials that volunteers who have been trained in the CERT program are acting without direction or outside the guidelines of the program.</p> <p>Remind participants that it takes only a few problem incidents to damage the credibility of the CERT program and raise concerns about training volunteers.</p>
<p>Display Slide 9-7</p>	<p>Explain that periodic program evaluation maintains program control and allows a Program Manager to reduce and manage the instances of independent or undirected volunteer actions. It also allows the program to make adjustments as needed.</p>

INSTRUCTOR GUIDANCE	CONTENT
	<p>Before moving on to talk about how and what to evaluate, is there anything that experienced Program Managers want to add about the importance of program evaluation?</p>
 <p>1. Decide what you want to learn 2. Figure out strategy for collecting information 3. Collect information 4. Analyze information you collect and decide on next steps</p>	<p><i>How to Do Program Evaluation</i></p> <p>Say that now participants understand what program evaluation is and why it is done. The next step is to review how to do it.</p> <p>Explain that the process for doing program evaluation is not complicated.</p>
<p>Display Slide 9-8</p>	<ol style="list-style-type: none"> 1. First, decide what you want to learn. 2. Next, figure out a strategy for collecting the information. 3. Then collect the information. 4. Finally, analyze the information you collect and decide on the next steps.
 <p>How WELL did we achieve our objectives?</p>	<p>Step 1: What Do You Want to Learn</p> <p>Begin by saying that, since the CERT program is strongly dependent upon the ability of the Program Manager to set clear and defined program goals and objectives, the CERT program is most logically evaluated by determining the achievement of those objectives.</p>
<p>Display Slide 9-9</p>	<p>Quickly review the five parts of an effective objective.</p>

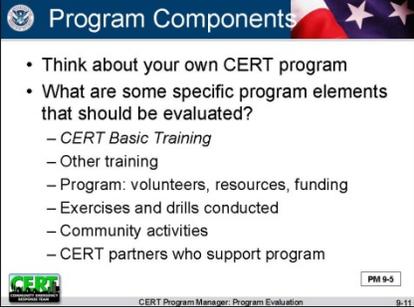
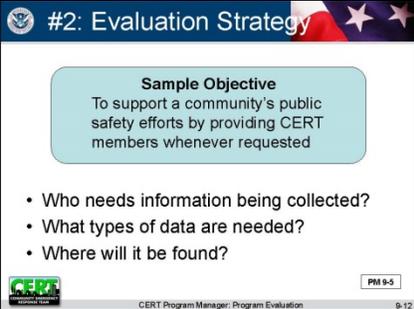
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INSTRUCTOR GUIDANCE	CONTENT
<p data-bbox="191 359 613 401"></p> <ul data-bbox="215 415 516 569" style="list-style-type: none">• What elements make an effective objective?<ul style="list-style-type: none">– Specific– Measurable– Achievable– Relevant– Time Bound <p data-bbox="191 636 613 678"> PM 9-4 <small>CERT Program Manager: Program Evaluation 9-10</small></p> <p data-bbox="191 695 462 730">Display Slide 9-10</p> <p data-bbox="191 747 574 814">Conduct a class discussion by asking this question.</p> <p data-bbox="191 821 565 888">Record responses on an easel pad.</p> <p data-bbox="191 909 574 1052"><i>This slide is animated. The first click displays the question. The second click displays the responses.</i></p> <p data-bbox="191 1073 586 1178">Before moving on, ask the participants if they have any questions.</p>	<p data-bbox="634 359 704 394">Ask:</p> <p data-bbox="634 411 1300 447">What elements make an effective objective?</p> <p data-bbox="634 464 1386 531">Summarize the discussion by reviewing SMART – acronym that describes an effective objective:</p> <p data-bbox="634 552 760 588">Specific</p> <ul data-bbox="634 604 857 793" style="list-style-type: none">▪ Measurable▪ Achievable▪ Relevant▪ Time Bound <p data-bbox="634 1077 1409 1182">Explain that, during a program evaluation, the Program Manager is trying to find out if the program met the “achievable” part. Did we do what we set out to do?</p> <p data-bbox="634 1203 704 1239">Ask:</p> <p data-bbox="634 1255 1354 1360">Think about your own CERT program. What are some specific program elements that should be evaluated?</p>

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INSTRUCTOR GUIDANCE	CONTENT
<div data-bbox="191 359 605 667"><p>Program Components</p><ul style="list-style-type: none">• Think about your own CERT program• What are some specific program elements that should be evaluated?<ul style="list-style-type: none">– CERT Basic Training– Other training– Program: volunteers, resources, funding– Exercises and drills conducted– Community activities– CERT partners who support program</div> <p>Display Slide 9-11</p> <p>Conduct a class discussion by asking this question. Record responses on an easel pad.</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> <div data-bbox="358 1205 436 1276"></div> <p>Address these questions before continuing to the activity.</p> <div data-bbox="191 1434 605 1743"><p>#2: Evaluation Strategy</p><p>Sample Objective To support a community's public safety efforts by providing CERT members whenever requested</p><ul style="list-style-type: none">• Who needs information being collected?• What types of data are needed?• Where will it be found?</div> <p>Display Slide 9-12</p>	<p>Summarize the discussion by giving these examples of important elements of a CERT program that should be evaluated:</p> <ul style="list-style-type: none">▪ <i>CERT Basic Training</i>▪ Other training▪ Program: volunteers, resources, funding▪ Exercises and drills conducted▪ Community activities▪ CERT partners developed for program support <p>Ask if there are any questions about the elements of a CERT program that should be evaluated.</p> <p>Step 2: Develop a Strategy for Collecting the Information</p> <p>Tell participants that, now that they have decided what they need to learn, the next step is to develop a strategy for collecting the information. The strategy should include answers to these questions:</p> <ul style="list-style-type: none">▪ Who needs the information being collected?▪ What types of data are needed?▪ Where will the data be found?

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INSTRUCTOR GUIDANCE	CONTENT
<p>Walk through the process with participants using the sample objective on the slide as an example of what you want to learn. Did we meet this objective?</p> <p>“To support a community’s public safety efforts by providing CERT members whenever requested”</p>	<p>Who needs the information being collected?</p> <p>Remind Program Managers that every program has partners and stakeholders who will want to know how the program is doing.</p> <p>For this objective, the information being collected could be provided to:</p> <ul style="list-style-type: none">▪ Sponsoring agency▪ Volunteers▪ General public <p><u>What types of data are needed?</u></p> <p>Explain that 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.</p> <p>Explain that qualitative data include commentary, anecdotes, testimonials, observations, etc.</p> <p>Explain that quantitative data are everything else, for example:</p> <ul style="list-style-type: none">▪ Numbers▪ Ratings▪ Rankings▪ Yes or no responses to specific questions <p>For this objective, quantitative data are the numbers of requests and the number of requests and degree to which the CERT program responded.</p> <p>For this objective, qualitative data might be anecdotes about the experience, e.g., what it meant to a senior citizen to have a smoke detector installed.</p>

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INSTRUCTOR GUIDANCE	CONTENT
PM, P. 9-7	<p>Where will the data be found?</p> <p>Remind participants that in Unit 6 there was a discussion about the importance of keeping good records. Here is one of the places where good recordkeeping makes a difference.</p> <p>For this objective, the numbers (the quantitative data) will be found in your records. For qualitative data, Program Managers should debrief with volunteers after public safety events and should jot down observations and any good anecdotes.</p> <p>Refer participants to the <i>Planning for an Evaluation</i> checklist in the Participant Manual and on the next page in the Instructor Guide.</p> <p>Explain that the checklist has questions that will help a Program Manager develop a strategy for an evaluation.</p>

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PM, P. 9-7	Planning for an Evaluation
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1. What is the purpose(s) of performing the evaluation, i.e., what do you want to be able to decide as a result of the evaluation? For example:
 - a. What is the status of the CERT program's progress toward achieving its stated goals?
 - b. Do CERT members have adequate resources (equipment, facilities, training, etc.) to achieve the program goals?
 - c. Should priorities be changed to put more focus on achieving the goals?
(Note: This question could be considered as a program management decision rather than an evaluation question.)
 - d. How should goals be changed, or should any goals be added or removed?
Why?
2. Who are the stakeholders that should receive information from the evaluation, e.g., emergency services personnel, community support partners, CERT volunteers, etc.?
3. What information is necessary to really understand the strengths and weaknesses of the program, benefits to the community (outcomes), how the program succeeded or failed and why, etc.?
4. Where (sources) should the information be collected, e.g., program documentation, CERT volunteers, community partners, etc.?
5. What are the best methods available for collecting the information e.g., questionnaires, examining documentation, observing CERTs, etc.?

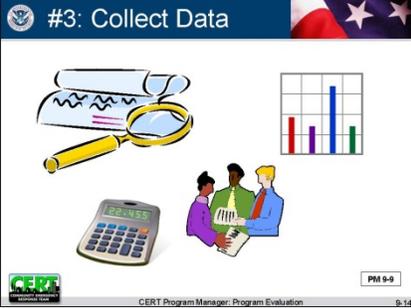
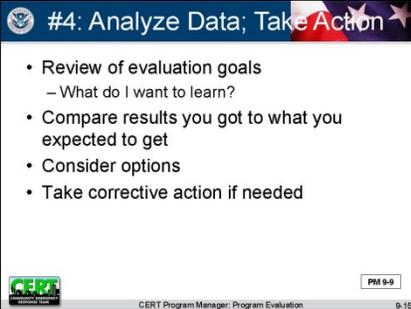
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INSTRUCTOR GUIDANCE	CONTENT
<p data-bbox="191 359 602 401"> Activity</p> <p data-bbox="250 495 557 558">Determining Whether or Not Your Program's Performance Is Meeting Your Goals</p> <p data-bbox="196 632 597 667"> CERT Program Manager: Program Evaluation 9-13</p> <p data-bbox="191 680 461 716">Display Slide 9-13</p> <p data-bbox="191 735 597 951">There may not be time for all participants to share their individual findings. You may modify the instructions to limit the report outs to one finding per table.</p>	<p data-bbox="630 359 1442 428">Activity: Determining Whether or Not Your Program's Performance Is Meeting Your Goals</p> <p data-bbox="630 449 1419 590">Purpose: This activity allows participants to develop specific methods for evaluating different CERT program components based on their actual program goals/objectives.</p> <p data-bbox="630 611 1365 680">Instructions: Follow the steps below to conduct the activity.</p> <p data-bbox="630 701 727 737"><u>Part 1:</u></p> <ol data-bbox="630 751 1430 1073" style="list-style-type: none">1. Refer participants to the <i>Draft Program Plan</i> in Unit 1 of the Participant Manual and the Instructor Guide.2. Have each person review his/her overall program goal and 1- 2 specific objectives that were developed previously (in <u>Section 1. Program Goals</u>).3. If needed, allow 5 minutes for individuals to develop an objective. Objectives must be SMART: specific, measurable, achievable, relevant, and time bound. <p data-bbox="630 1108 727 1144"><u>Part 2:</u></p> <ol data-bbox="630 1159 1442 1745" style="list-style-type: none">4. Divide participants into small groups (e.g., table groups, groups of 3 – 4 participants).5. Tell groups that they will have 20 minutes for each person to:<ol data-bbox="678 1339 1442 1549" style="list-style-type: none">a. Select one program objective.b. Get ideas from the group on how this objective could be evaluated by the Program Manager (data to collect, questions to ask).c. Write the ideas in their Draft Program Plan.6. Allow 15 minutes to conclude the activity. Have each table group report out on their findings. Use each group's findings to generate whole-group discussion about the effectiveness of the goal-based evaluation strategies that are developed. <p data-bbox="630 1766 1365 1835">Ask participants if there are any questions about the activity prior to proceeding to the next topic.</p>

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INSTRUCTOR GUIDANCE	CONTENT
<p data-bbox="191 359 602 667"></p> <p data-bbox="191 684 461 716">Display Slide 9-14</p> <p data-bbox="191 751 602 1060"></p> <p data-bbox="191 1077 461 1108">Display Slide 9-15</p> <p data-bbox="191 1129 516 1199">Example: Return to the sample objective:</p> <p data-bbox="191 1220 565 1360">“To support a community’s public safety efforts by providing CERT members whenever requested”</p>	<p data-bbox="634 359 1097 390">Step 3: Collect the Information</p> <p data-bbox="634 411 1036 443">This step is self-explanatory.</p> <p data-bbox="634 751 1414 821">Step 4: Analyze the Information and Decide on Next Steps</p> <p data-bbox="634 842 821 873"><u>Analyze data</u></p> <p data-bbox="634 894 1442 1035">Say that, when you analyze data, always begin with a review of your evaluation goals: the reason for the program evaluation. This will help you organize your data and focus your results, analysis, and conclusions.</p> <p data-bbox="634 1056 1414 1197">For example, if you wanted to improve your program by identifying its strengths and weaknesses, you can organize data into program strengths, program weaknesses, and suggestions to improve the program.</p> <p data-bbox="634 1218 1409 1287">Tell participants to compare the results you got to what you expected to get.</p>

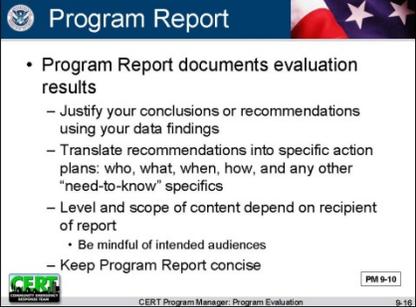
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INSTRUCTOR GUIDANCE	CONTENT
	<p><u>Consider options</u></p> <p>Explain that the second step in taking action is to consider:</p> <ul style="list-style-type: none">▪ Conclusions that can be drawn about program operations or meeting goals▪ Specific recommendations that may help improve the program▪ What choices there are in implementing those recommendations <p><u>Take corrective action if needed</u></p> <p>Say that, if the findings indicate that changes are needed, develop a plan for implementing the changes. The plan should include new objectives (see Unit 2) and may involve new policies and procedures (see Unit 8).</p> <p>What other things would experienced Program Managers add about taking corrective action?</p>

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INSTRUCTOR GUIDANCE	CONTENT
<div data-bbox="191 359 607 667"><p>Program Report</p><ul style="list-style-type: none">• Program Report documents evaluation results<ul style="list-style-type: none">– Justify your conclusions or recommendations using your data findings– Translate recommendations into specific action plans: who, what, when, how, and any other “need-to-know” specifics– Level and scope of content depend on recipient of report<ul style="list-style-type: none">• Be mindful of intended audiences– Keep Program Report concise<p><small>CERT Program Manager: Program Evaluation 9-16</small></p></div> <p data-bbox="191 682 462 718">Display Slide 9-16</p> 	<p data-bbox="634 359 922 401"><i>Program Report</i></p> <p data-bbox="634 415 1079 457">Reporting Evaluation Results</p> <p data-bbox="634 472 1393 619">Say that the Program Manager is responsible for ensuring that program evaluation results are properly documented and distributed. This is accomplished via the use of a Program Report.</p> <p data-bbox="634 634 1414 703">Point out some things to keep in mind when generating the Program Report:</p> <ul data-bbox="634 718 1442 1260" style="list-style-type: none">▪ Justify your conclusions or recommendations using your program evaluation data findings.▪ Translate recommendations into specific action plans, including who, what, when, how, and any other “need-to-know” specifics.▪ The level and scope of content depend on the recipient of the report, e.g., funding agency, community supporters, State office.▪ Be mindful of the intended audiences for any Program Report. Every Program Report needs to address the specific interests of the audience while still maintaining its objectivity.▪ Keep the Program Report as concise as possible. <p data-bbox="634 1291 1414 1360">What other things would experienced Program Managers add about the Program Report contents?</p>

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INSTRUCTOR GUIDANCE	CONTENT
<p data-bbox="191 359 609 401"> Activity</p> <p data-bbox="277 495 521 516">Creating a Program Report</p> <p data-bbox="191 632 609 674"> <small>CERT Program Manager: Program Evaluation</small> <small>PM 8-10</small> <small>9-17</small></p> <p data-bbox="191 688 461 722">Display Slide 9-17</p> <p data-bbox="191 1108 354 1142">PM, P. 9-11</p> <p data-bbox="191 1612 565 1717">As the small groups report out, post the ideas for everyone's benefit.</p>	<p data-bbox="630 359 1179 392">Activity: Creating a Program Report</p> <p data-bbox="630 411 1438 516">Purpose: This activity allows participants to practice appropriate ways to distribute program evaluation results to various audiences.</p> <p data-bbox="630 642 1370 709">Instructions: Follow the steps below to conduct the activity.</p> <ol data-bbox="630 730 1422 1577" style="list-style-type: none">1. Divide the class into four small groups.2. Assign a different target audience to each small group:<ol data-bbox="688 873 1114 1062" style="list-style-type: none">a. Sponsoring agencyb. CERT volunteersc. Local Emergency Managerd. General public3. Refer participants to the <i>Creating a Program Report</i> in the Participant Manual and on page 9-17 in the Instructor Guide.4. Review the instructions.<ol data-bbox="688 1276 1422 1577" style="list-style-type: none">a. Scenario: You have had a successful year. You want to tell your assigned target audience about the <i>CERT Basic Training</i> you provided.b. Answer the questions for your assigned target audience.c. You have 10 minutes.d. You will report your plan to the whole group. <p data-bbox="630 1612 1438 1755">Debrief: Compliment the small groups on their work. Point out the different strategies that are offered. Remind participants that every communication is an opportunity to promote the program.</p>

PM, P. 9-11	Creating a Program Report
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Scenario: Your program has had a successful year. You want to tell _____ (your assigned target audience) about the *CERT Basic Training* you provided.

1. What do you want or need to accomplish with this report?

Answer: Depending on the audience, the goal will be one or all of these: to inform, to impress, or to justify.

2. How much detail do you need to include? Give examples.

Answer: The amount of detail will vary depending on the goal.

3. How could or should the report be formatted? Why?

Answer: The format will vary depending on the audience and the goal. For example, the report to the sponsoring agency should be fairly formal. The report to the volunteers can be in a newsletter. The report to the Emergency Manager should be straightforward. The information to the general public should be short and clear and should include graphics and human interest stories.

COMMUNITY EMERGENCY RESPONSE TEAM PROGRAM MANAGER COURSE

UNIT 9: PROGRAM EVALUATION

INSTRUCTOR GUIDANCE	CONTENT
<p data-bbox="191 359 602 401"> Unit Summary</p> <ul data-bbox="212 415 574 533" style="list-style-type: none">• The importance of evaluating a CERT program• What to evaluate in a CERT program and how to do it• Creating a Program Report <p data-bbox="191 632 602 667"> CERT Program Manager: Program Evaluation 9-18</p> <p data-bbox="191 684 461 720">Display Slide 9-18</p> <p data-bbox="358 758 435 827"></p>	<p data-bbox="634 359 889 401"><i>Unit Summary</i></p> <p data-bbox="634 415 1365 485">Tell participants that this unit has looked at program evaluation:</p> <ul data-bbox="634 506 1442 653" style="list-style-type: none">• The importance of evaluating a CERT program• What to evaluate in a CERT program and how to do it• Creating a Program Report <p data-bbox="634 751 1419 821">Do you have any questions about anything covered in this unit?</p> <p data-bbox="634 911 789 947">Transition</p> <p data-bbox="634 961 1419 1031">The next unit will discuss how to keep a CERT program going.</p>