

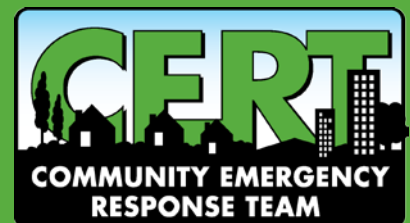


Campus CERT

Starter Guide



FEMA



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INTRODUCTION

What is CERT?

The Community Emergency Response Team (CERT) is a nationally supported, locally implemented program that teaches people how to be better prepared for hazards that may impact their communities and trains them in basic disaster response skills such as fire safety, light search and rescue, team organization, and disaster medical operations. Local CERT programs train and organize teams of volunteers to safely assist their families, neighbors, co-workers, and other community members during emergencies when professional responders may not be immediately able to provide assistance. During disasters, CERT volunteer teams perform basic response activities, including checking in on their neighbors following an incident to make sure they are okay, distributing information to the public, supporting emergency operations centers, and helping to manage traffic and crowds. This allows professional responders to focus their efforts on more complex tasks. CERT volunteers also support their communities by organizing, promoting, and participating in emergency preparedness events, activities, and projects.

The Los Angeles Fire Department (LAFD) developed the CERT program after examining the civilian response to disasters in Mexico and Japan in 1985. LAFD recognized that citizens are likely to be on their own during the early stages of disaster and that under these circumstances family members, co-workers, and neighbors will often spontaneously come to the aid of each other. While untrained volunteers can be very effective in aiding others, their lack of training puts them at risk for injury or death. For example, during the response to the 1985 Mexico City earthquake that claimed over 10,000 lives, untrained volunteers saved 700 lives, but 100 volunteers died in the process. In response, LAFD decided to develop and offer disaster response training to citizens so that during disasters volunteers can assist in a safe, responsible, and effective manner. LAFD piloted the first CERT training in 1986. Today, the Federal Emergency Management Agency (FEMA) administers the CERT program, which has spread to every state and territory in the United States.

Each CERT program may organize, manage, and coordinate one or multiple teams of volunteers within the area that it serves. The structure of each program varies: In some communities, programs set bylaws and establish a leadership group with a president, vice president, secretary, and treasurer. In general however, CERT team leaders report to a CERT program manager. Teams may meet periodically, but generally have a more operational role, participating in emergency and non-emergency activities. When active, teams may work individually or in concert at the direction and with the support of the program manager.

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Purpose of Campus CERT

A college or university campus often functions as a “city within a city,” and often has its own emergency management capabilities. A Campus CERT program can support and enhance existing capabilities and CERT volunteers can participate in efforts to increase the preparedness and resilience of the on-campus community. The first people on the scene of an incident available to provide assistance are almost always other survivors – including family members, neighbors, friends, co-workers, and classmates – not professional responders. Providing training in basic response skills to the community means more people are prepared to help during an emergency. In addition, training and organizing volunteers into teams helps to ensure that they can provide assistance in a more effective, safe, and responsible manner. Campus CERT volunteers can also support the non-emergency needs of the college or university. For example, appropriately trained Campus CERT volunteers can help manage traffic and crowds at large sporting events or other major campus functions, such as graduation ceremonies. However, while CERT volunteers learn a variety of skills, they are not professional responders and should not act beyond their training.

The college or university department responsible for campus safety should take the lead (or at least be a major partner) in developing and implementing a Campus CERT program, and should also be responsible for activating Campus CERT volunteers and directing their activities. Depending upon the college or university, the name of that department may vary (e.g. Campus Emergency Management, Campus Police, Campus Security, and Public Safety). Throughout this document, college or university officials responsible for campus safety will simply be referred to as “Campus Safety.”

You should also coordinate with local community law enforcement or emergency management officials, and consult with other appropriate parties on campus, including campus leadership and legal counsel. Federal, state, and local government officials generally expect Campus CERT programs to limit their activities, especially response activities, to campus property. However, Campus CERT programs may be able to support CERT activities elsewhere in the community at the invitation of a local government emergency response organization (typically a police or fire department or emergency management agency), or per the terms of a formal agreement between the institution of higher education that oversees the program and a local government emergency response organization.

Purpose of the Campus CERT Starter Guide

The *Campus CERT Starter Guide* is designed to assist anyone interested in starting a Campus CERT program, whether that person is a Campus Safety staff member, a faculty member, a student, or another member of the campus community.

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Please keep in mind that all campuses are different, so at each step you should think about how CERT would work best on *your* campus. This *Campus CERT Starter Guide* can serve as a reference as you build and refine your program, but the most successful CERT programs organize themselves in ways that best support the needs of the communities they serve.

Some institutions of higher education may be interested in making CERT training available to faculty, staff, and/or students, but not necessarily starting its own program. Should that be the case for your college or university, please reach out to your local CERT program, or your state CERT program manager, to ask if they can offer training. You can look up the contact information for your local CERT program on the national CERT webpage at www.fema.gov/cert and for your state program manager by going to www.ready.gov/citizen-corps/find-my-state-program-manager.

SECTION ONE: BUILDING SUPPORT

Evaluate Campus Needs

Before you get started, think through how a CERT program can best serve your campus and its needs and priorities. Consider the hazards and threats that exist in your local community, as well as the existing response resources on campus and/or in the surrounding area. Stakeholders who can help you with this process include:

- Campus safety department(s), staff, and leadership.
- Emergency management and/or professional responders in the local community.
- Local Citizen Corps Councils and CERT programs. You can find nearby Citizen Corps Councils and CERT programs at <http://www.ready.gov/citizen-corps/find-your-nearest-council>.

Be sure to include campus leadership in efforts to establish a Campus CERT program from the very beginning. An official college or university organization with a significant role in maintaining a safe environment on campus, such as the campus safety department or the office of the President, should administer the Campus CERT program and manage its operations and activities.

When discussing Campus CERT with campus safety leadership and personnel, stress that a Campus CERT program can help them to maintain a safe and secure campus. Trained and organized volunteers will generally respond to emergencies in a more responsible and effective manner than volunteers spontaneously arriving at the scene of an incident. CERT volunteers may also be able to assist professional responders during emergencies by performing basic tasks, allowing the professionals to focus their time, attention, and resources on more complex functions. Volunteers can also support campus safety initiatives or even help implement new ones, such as sharing and distributing preparedness information to others on campus.

Conduct or Review Hazard Assessment

You can tailor your Campus CERT program's roles and responsibilities to address the specific threats and hazards that your college or university faces. Start your planning by identifying potential threats and hazards and existing emergency response and recovery capabilities. You should also review the college/university's emergency response plan, which the campus safety department may be able to share with you. Next, you should identify how the capabilities of a CERT program can help your campus address these threats and hazards, particularly in ways that supplement existing capabilities. A template for conducting a hazard assessment is available at the end of Appendix B: Sample Forms and Templates.

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However, it is most likely that the campus safety department has already conducted a hazard analysis for your college or university. Reach out to them and ask what information they may be able to provide about the threats and hazards most relevant to your campus, as well as existing capabilities that a CERT program may be able to enhance.

The Pitch

Preparing for the Pitch

The support of your school's leadership will be vital to the success of your program and there are several things you can do to prepare before you pitch Campus CERT to administrators and officials. While this section and the following one on speaking with campus leadership offer some suggestions for presenting your program, they are intended as general recommendations, not a prescriptive formula for a pitch. In your own efforts to secure support for CERT, be flexible and consider what will be most effective for your specific college or university, given its culture, structure, priorities, needs, and other contextual factors.

Consider beginning by speaking with your local CERT program if there is one in the community. The local CERT program manager can help you prepare to talk to school officials. He or she may also be able to put you in touch with local emergency services officials who can become advocates for developing a Campus CERT program. Establishing a relationship with the local CERT program manager may also lead to future opportunities to cross-train with their program's instructors and volunteers, participate in local drills and exercises, and support response and recovery efforts in the wider community in which the college or university resides. You may conclude that it makes more sense for your Campus CERT to be a part of the local program, instead of a stand-alone program. But if you do establish an independent Campus CERT program that limits its activities to campus property (unless explicitly authorized or invited by a local government emergency response organization to engage in activities in the wider community), you should be at least on good terms with the local CERT program. You will also need to make sure a local government emergency response organization supports and endorses your program. It's a good idea to cultivate a strong relationship with a local government emergency response organization early on, as they can be very valuable partners as you establish and develop your program.

You can also look for potential on-campus partners that can help you to prepare your pitch. Some partners to consider are: advisors, school resource officers, campus safety organizations and officials, and student organizations. Draw upon their previous experiences with school and/or other community leaders to tailor your pitch and more effectively address your audience. They can also help you identify specific decision-makers whose support you will need to implement a Campus CERT program. Each

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college/university has formal and informal protocols for considering new initiatives, so make sure that you are familiar with the procedures your school has in place.

In preparing to meet with decision-makers, it may be a good idea to research successful CERT programs from throughout the country, including Campus CERT programs. For example, consider browsing previous editions of the CERT E-Brief Newsletter on the National CERT website at <http://www.fema.gov/community-emergency-response-team-national-newsletter>. You can also reach out to other CERT programs throughout the country directly, particularly Campus CERT programs, in communities facing similar threats and hazards, and ask for their guidance, advice, lessons learned, and effective practices. FEMA also hosted a webinar featuring the Campus CERT programs at Michigan State University, the University of Southern California, and North Carolina Central University. A recording of that webinar is available here:

<https://www.fema.gov/media-library/assets/videos/85504>. A transcript and a PDF of the presentation slides are available here: <http://www.ready.gov/individual-and-community-preparedness-webinar-series-campus-certs>.

Delivering the Pitch

When starting your program, plan to meet early on with key stakeholders, including management/leadership, to discuss your proposal. During your discussions, be ready to describe in detail the potential benefits of the program to your college or university, and try to anticipate and pre-emptively address any concerns leadership may have. For example, be prepared to discuss costs and resource requirements for the program. Campus management and leadership support for your Campus CERT program is vital to its success. Their buy-in will permit the implementation of the program to move forward, convey the importance of the program throughout your campus, encourage faculty, administration and students to attend training, and make it easier to secure funding and other resources for your program's activities. Share your Campus CERT Business Plan (addressed in Section Two of this guide) with management/leadership during your initial meeting.

Your campus's leadership/management and any personnel responsible for campus safety will likely have many questions about Campus CERT during your initial discussions with them. The following are a few topics that you may want to model your pitch around and potential questions to anticipate. This guide will help you to develop appropriate responses for many of these.

Describe the Benefits

Begin by providing background information about the CERT program, as well as the benefits of the program for participants and your campus.

- Explain that CERT is nationally recognized and supported by FEMA.

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- Stress that safety is the first priority of the program.
- If there is a CERT program in the same jurisdiction as the school, explain how that program may be able to support efforts to establish and maintain a Campus CERT program. If not, mention that the state CERT program manager may be able to offer guidance and technical assistance.
- Volunteers can also enhance efforts to make the campus safer by assisting with emergency drills, addressing safety issues through peer mentoring, and conducting emergency and fire safety education presentations.
- Volunteers may also be able to staff non-emergency events, such as sporting events and graduation ceremonies, by supporting efforts to maintain situational awareness, helping to direct crowds and traffic, and providing basic medical care if necessary, for example.
- Speak to the motivations and priorities of campus leadership. Establishing a Campus CERT program may also help school administrators and officials demonstrate to parents, students, staff, alumni, and community members that the college or university is committed to making the campus a safer place.
- Campus CERT might also present an avenue through which the college or university can strengthen its relationships with local professional response and emergency management agencies and other stakeholders.
- The participants themselves learn skills – including leadership and team management skills – that they'll be able to use for the rest of their lives, may be able to fulfill community service requirements, and have an opportunity to give back to the community and make it a safer place to live, learn and socialize.
- Students will have access to an enriching and practical educational experience that may also help them to find and secure future employment.
- Employees will learn skills that will help them to be better prepared at home, which may allow them to return to work in a safer and timelier fashion in the event of a disaster.

Be prepared for the following questions related to the benefits and management of a CERT program:

- What is the level of student involvement required to keep a Campus CERT program running?
- What does a Campus CERT program need from the school faculty?
- What additional activities does a Campus CERT do?
- What are the college's/university's commitments for establishing, evaluating, and sustaining the program?
- What is the college's/university's liability?

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Describe the Training

Next, provide information on the CERT Basic Training course and explain that this course serves as the main training curriculum for all Campus CERT programs.

- Provide general information about the CERT Basic Training course, the topics that are covered, and the amount of time needed to complete the course.
- Emphasize that FEMA has developed standard materials for the course, including an instructor guide, participant manual, and slide deck, and that local programs are encouraged to tailor the materials as needed to address community needs and priorities and relevant hazards.
- Explain that campus CERT participants receive the same basic training as community volunteers, but with a few minor adjustments to make the delivery more applicable to a campus setting. A *Campus CERT Annex* is available to help instructors make these adjustments.
- Explain that properly trained volunteers can help direct others during evacuation or shelter-in-place, and provide other assistance as needed, supplementing the efforts of professional responders
- Never assume the value of training is understood and be explicit about its benefits.

Be prepared for the following questions related to the CERT Basic Training curriculum:

- What is included in the Campus CERT curriculum?
- How long is the training?
- Won't CERT training expose students to additional risk during an incident?
- Who will deliver the Campus CERT training?

Describe the Costs

Explain the costs of the program and emphasize that they are low.

- The local CERT program may be able to provide instructors or to invite college/university participants to the training sessions they offer to the general public.
- You may also be able to develop a cadre of trained volunteer CERT instructors who can provide training for free.
- Mention that the program may need funds to cover the initial expense of training props and of equipment.
- Your college or university may be able to make a suitable room for training available for free, but it's possible that there will be a fee associated with any facility you use on campus.

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- Printed materials for the training are available free of charge through FEMA.
- Additional information on the costs of the program, and how to address them, will be covered in greater detail later on in this guide.

Be prepared for the following questions related to costs of a CERT program:

- What is the cost for running a Campus CERT program?
- What is the liability of the campus that establishes the program?
- What are the financial commitments for establishing, evaluating, and sustaining the program?

Understanding Potential Roadblocks

Program Fatigue

One of the most important issues that CERT program managers should recognize is program fatigue. Over time, it can be challenging to maintain enthusiasm about a program and keep things fresh, and managers (and volunteers) can also become burned out if they try to do too much too quickly. This happens to many organizations and volunteer groups. Acknowledge that the program does not run itself and active, consistent engagement is necessary. But a healthy program is best served by sustainable efforts guided by a long-term strategy.

Many CERT programs also have to work at keeping volunteers engaged. Volunteers likely have many options for giving back to their communities, and if they feel as though they are not being offered opportunities to use or at least practice their skills, they may take their services elsewhere. Suggestions for engaging volunteers and keeping their skills sharp will be covered in Section Four of this guide.

Liability

Be sure to address this issue at the very beginning of any effort to establish a Campus CERT program. Stress that the first priority of CERT training is keeping volunteers safe and that participants learn skills that can help them to mitigate their personal risk during disasters. Instructors consistently tell participants “You are the most important person to keep safe.”

Consider consulting with your college or university’s legal counsel explore the possibility of developing a liability waiver for CERT participants, as well as any other potential liability issues. A liability waiver should explain the risks to participating in the program, and ask the participant to assume liability for his/her own participation. By signing the waiver, the participant agrees not to hold the sponsoring organization—in this case, the college or university—responsible for any harm that may be caused by his/her participation in the program. A sample Campus CERT Waiver of Liability that you can

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tailor for your college or university is located in Appendix B of this document. Make sure your school's legal counsel approves the waiver before you use it.

Do not exaggerate or diminish the importance of liability considerations, but acknowledge them and emphasize the greater benefits of the program. CERT activities involve a degree of risk, whether it is the training itself or the types of situations to which CERT volunteers may be asked to respond. There is a risk of physical or emotional harm to CERT volunteers and to survivors to whom volunteers provide assistance. However, be sure to stress that during emergencies, people will proactively seek opportunities to help whether they have received training or not. Providing proper disaster response instruction to potential volunteers that emphasizes personal safety, cooperating with professional responders, and working in teams is intended to reduce the risk of physical or emotional harm to volunteers and those whom they assist, resulting in better overall outcomes during emergencies.

Guidance in this section does not constitute legal advice; consider working with your college or university's legal counsel to think through the potential risks and liability considerations that could affect your program and how you can address them. A few suggestions include:

- Having all training participants sign waivers/releases of liability (and having parents/guardians sign them if participants are under 18 years of age).
- Ensuring that instructors are properly credentialed for the trainings they provide.
- Developing standardized selection criteria for applicants, if applicable.
- Developing rules for activation, if you are going to have CERT teams that can be activated.
- Requiring that injuries and follow-up care related to activation be reported and documented.

Many liability issues are state specific, so you should consult relevant state and federal laws and regulations on the subject. The *CERT Liability Guide: As Risk Management Overview for Local CERT Programs*, available at <https://www.fema.gov/library/viewRecord.do?id=6219>, provides more in-depth information about liability.

Resources

The cost of starting and maintaining a Campus CERT program is largely dependent on the size and scope of your program (e.g. How many people will be trained each year? What tasks will CERT volunteers perform to support the on-campus community?) and the costs of goods and services in your community.

As you identify your resource needs, consider the criteria that you will use to evaluate whether your program is adequately funded and whether you are effectively using the

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resources at your disposal. This information will also help you to grow and promote your program. While operating a Campus CERT program requires resources, the program is itself a new resource for maintaining a safer campus. Additional information on securing resources for your CERT program will be covered in Section Two of this guide. FEMA also hosted a webinar on developing resources for CERT programs, available here: <https://icpd.adobeconnect.com/p4zrhbiqeml/?launcher=false&fcsContent=true&pbMode=normal>.

SECTION TWO: DEVELOPING THE PROGRAM

Planning and Budgeting Your Program

Once you have evaluated the needs of your campus and discussed CERT with campus leadership, you should define the purpose of your program and plan for its implementation. A purpose statement should succinctly describe the overarching goal of your program.

Sample Purpose Statement: “Our Campus CERT will increase the preparedness of our campus and provide support for professional responders in emergency situations.”

These questions can help you to ensure that the design of your program aligns with its overall purpose:

- Which campus department (academic or otherwise) will administer and manage the CERT program? Who will ultimately make decisions about the program and provide direction and guidance?
- How will you fund the program? Will the college or university provide funding?
- Will you only make the training available on your campus (possibly through a for-credit course or as an extracurricular activity), or develop a CERT program with teams and volunteers that can be activated during emergency and non-emergency events?
- Will you work with a local CERT program (in the surrounding county, for example) for any part of your program? Would they be able to provide instructors? Should you coordinate or align activation procedures with them? Is it more efficient for your program to function as an extension of the existing local CERT program, as opposed to a standalone program?
- Will the college or university’s insurance plan(s) cover CERT participants during training and volunteer activities? Does your state have “Good Samaritan” laws? Are students and participating faculty/staff covered differently by insurance policies or the law? What steps will you take to mitigate risks and liability? At the very least, all participants should sign waivers of liability.
- How will teams of volunteers align and integrate with the existing emergency response capabilities on campus?

The two following considerations may be especially relevant for a campus environment, and so are outlined in greater detail:

Academic Credit: If you plan to provide CERT training as a for-credit class, you will need to research the process for securing the approval of your college or university and adding the class to the course catalog. You may also want to think about including supplemental/expanded training in addition to the Basic Training curriculum, particularly if

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your classroom training time requirements exceed the duration of the CERT Basic Training course. For example, if your college/university counts a three-credit course as one that meets for three hours per week, CERT Basic Training (generally a 20+ hour course) will take approximately seven weeks to complete. If your semester is longer than seven weeks, then you will need to use supplemental training to fill the remaining time. Alternatively, you may choose to allocate fewer credits for the course, or run it as a half semester course, or use some other arrangement for allowing participants to earn credit.

Recruitment Strategy: Often, the most sustainable approach for implementing a Campus CERT program is to start by training a core group of faculty and staff. Faculty and staff will likely remain on campus much longer than students, so establishing a group of faculty and staff as the foundation for the program helps to ensure its longevity.

Students should not be excluded from the program, but please keep in mind that students who are under the age of 18 will require parental consent to participate. In order to conserve resources, you may want to restrict the students who can participate in each class. For example, at a four-year college, you could limit the training to first and second year students, who will likely remain on campus longer than more senior students.

If you plan to include students in the CERT, consider partnering with an existing student group, such as the student government, a community service organization, or any group or club with a focus on emergency management or related fields. Such a partnership may help to sustain student involvement and engagement in the Campus CERT program.

Document Objectives

After addressing questions and considerations that will shape the design of your program, you should be able to develop a purpose statement and set specific objectives. Objectives are specific activities that the program will undertake to fulfill the goal described in the purpose statement and should be SMART (Specific, Measurable, Attainable, Relevant, and Time-bound). When objectives are SMART, it is easier to verify when they have been achieved, track progress, set priorities for limited time and resources, maintain focus, and ensure accountability.

Periodically, you will likely need to evaluate your program and help ensure that you are making progress toward achieving your objectives, and that your objectives still align with the needs of your college or university, the community, and supporters of your program. Setting SMART objectives will help to facilitate this process. Consider in advance how you will measure the goals you have identified, and how frequently you will conduct your evaluation. Many programs conduct evaluations annually, but you may decide to do so more or less frequently depending on your program.

Before finalizing your purpose statement and objectives, you should discuss them with campus leadership and any other stakeholders that helped you to identify the needs of

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your campus and the surrounding community. If any of your proposed objectives don't align with campus or community needs, they may be able to provide feedback on that. This will also encourage buy-in, as stakeholders who feel some ownership of the program will likely be stronger supporters of it.

Sample Objectives:

- Train 100 people each year.
- Create four teams that can be activated to supplement on-campus professional responders.
- Meet quarterly with professional responders in the surrounding community, to facilitate collaboration.

CERT Program Plan¹

In order to clarify your vision for your CERT program and help you describe it to stakeholders, you should develop a program plan. This document should include relevant background information (including what you learned after evaluating campus needs and discussing your proposal with campus leadership), your program's purpose and objectives, and your approach for developing and implementing the program. Consider beginning your program plan by discussing potential threats and hazards, existing preparedness capabilities, and campus needs that CERT can help address. Subsequent sections may address the role of the CERT program, the training that will be provided, and how the CERT program will integrate with existing response frameworks both on and off campus.

Here is a sample structure for the program plan:

- Background (Remember to work closely with your Campus Safety department on this section.)
 - Threats and hazards on the campus and in the surrounding area.
 - Analysis of current capabilities: How many people are on campus when classes are in session? What about during breaks? How many professional responders are there on campus? What kind of support is available from the surrounding community?
 - A description of CERT and what the program provides.
 - Needs assessment: What are the gaps between existing campus preparedness capabilities and an ideal future state of capabilities, and how will CERT help fill those gaps?

¹ The concept of a Strategy Paper/Program Plan for a CERT program was adapted from materials developed by the Los Angeles CERT Program.

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- Program Overview
 - Purpose and goals for the CERT program.
 - The structure for the CERT program on your campus: Who will be invited to participate in the training? Will volunteers be activated in the event of an emergency, or for non-emergency events? How will your program integrate into the college/university's existing organizational and management structure?
 - Specific roles you envision for CERT volunteers on campus, including non-disaster-related, if applicable.
- Program Details
 - Overview of training: How will training be conducted? Will it be offered for academic credit? What supplemental trainings will be offered, beyond the Basic Training curriculum? What source(s) will you use for training materials?
 - Overview of background checks: Will you conduct background checks? Who will do that? What will be examined? How do you get approval? How often will background checks be conducted?²
 - Overview of activation: If you organize volunteers into teams, how will they be organized? Under what circumstances would they be activated? How will they interact with campus and local professional responders? Who do they report to/who oversees them and their activities?
 - Overview of funding and resources: How will you secure funding and resources to support your program?
 - Overview of liability considerations: How will you address and resolve matters of liability relevant to your program? What steps will you take to mitigate risk and protect participants and the college/university?
- Summary
 - What benefits will CERT bring to your campus?

A draft program plan template is available in the CERT Program Manager Course instructor guide and participant manual, both of which you can download at <http://www.fema.gov/community-emergency-response-teams/training-materials>.

Set Policies and Procedures

Every CERT program should clearly establish, in writing, policies and procedures regarding its management and operations. Documented policies and procedures facilitate consistency in day-to-day operational activities. Programs may also find it

² For more information on background checks, please see the *CERT Liability Guide: A Risk Management Overview for Local CERT Programs*, which is available at <https://www.fema.gov/media-library/assets/documents/28051?id=6219>.

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helpful to be able refer to these guidelines whenever questions about the program and its activities arise. In addition, policies and procedures help eliminate common misunderstandings by defining roles and responsibilities and establishing boundaries, and by setting expectations for what volunteers will and will not do.

CERT programs should consider developing policies and procedures related to the following areas:

- Program Membership
- Program Operation
- Training and Education
- Uniform
- Communications
- Equipment
- Insurance and Liability
- Privacy Protection
- Code of Conduct
- Applicable State, Local, and College/University Policies
- Credentialing
- Activation

As you develop policies and procedures, you should seek input from campus safety leadership and personnel, as well as any other stakeholders CERT volunteers may work with when activated. Periodically review and re-evaluate policies and procedures to verify that they are still relevant and continue to address the needs of your program, and update them as necessary.

Identify Resource Needs

Resources that you will need for your program may include, but are not limited to:

- Equipment, supplies, and training materials
- Facilities
- Other goods and materials
- Personnel
- Funding (generally to procure the resources listed above)

There are a variety of ways that you can develop resources to support your program, but many CERT programs find establishing strategic partnerships with key supporters in the community to be an effective and sustainable approach.

Create a Budget

Once you have identified and prioritized the resources you need, create a detailed budget that includes the cost of each resource. You may want to check prices both online and at local stores. Please note that some of the required resources will be reusable, so you can distinguish between supplies that you only need to purchase once—though you may need to replace them at some point due to wear and tear—and supplies that will be a recurring cost.

The CERT program manager should calculate the short-term (start-up) and long-term (program maintenance) costs associated with your program. It may also be helpful to calculate per-class or per-participant costs, not only for budgeting purposes, but also to help program supporters understand the return on their investment. It is important to identify the cost of individual resources and to properly attribute cost savings achieved through donations and gifts in kind. Accurately recording the total cost of the program supports future reports on effectiveness and outcomes and helps you to calculate a value statement that demonstrates the continued benefit of the program.

Identify Supporters

Local businesses, non-profit and faith-based organizations, local government agencies (including fire and police departments), Citizen Corps Councils, CERT programs (including other Campus CERT programs), college/university-based organizations, and others may be willing to share or donate materials and other resources. Your college or university may be more willing to support your program's resource needs if you have strategically aligned your CERT program to address college/university needs and worked to make your program an asset to campus leadership and emergency management officials and personnel.

Possible local businesses you may want to approach include, but are not limited to:

- Big box stores
- Grocery stores
- Hardware stores
- Printing companies
- Utility companies

Possible local non-profit organizations you may want to approach include, but are not limited to:

- Chamber of Commerce
- Faith-Based Organizations
- Kiwanis and Rotary Clubs
- Neighborhood and Homeowners Associations

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- American Legion
- Veterans of Foreign Wars
- American Red Cross
- Voluntary Organizations Active in Disasters (VOADs)
- Teacher, Police, and Fire Unions

Remember that support is not limited to materials or equipment. For example, the local utility company may be able to offer training in gas and electric safety for volunteers. Some individuals may also be willing to donate their time to support your program in very valuable ways. For example:

- Professional responders may be able to serve as instructors for parts of the training.
- Students or others may be able to provide volunteer support for administrative tasks. Be creative! For instance, students and staff in the university's theater department may be able to support moulage (applying mock injuries for simulation purposes) during drills and exercises.

If you involve students in resource development efforts, you may be able to organize a fundraiser or solicit donations at the student union or other gathering places, though you should check with the college or university (particularly legal counsel) about requirements for, or restrictions against, fundraising.

Although it is not an ideal solution, you may choose to charge a fee to cover some or all of the training costs of the program. If you offer CERT Basic Training as a course for credit, you may be able to charge a supplemental fee for the class. Another option for reducing costs is to ask CERT volunteers to stock their own supply kits instead of providing fully stocked bags yourself. However, you should have materials available for students who cannot afford to purchase those supplies on their own. Cost should not be a barrier to participation.

Determine Incentives for Potential Supporters and Create Tailored Pitches

Identify potential sponsors or volunteers and think about what might motivate them to contribute to your program. Consider the following questions before approaching a potential supporter:

- What does the organization do? What are its goals?
- What is the organization's interest in disaster preparedness in their community? How does the organization's mission align with CERT (and vice versa)?
- How can CERT benefit the organization?
- What might the organization offer CERT?

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- If applicable, what relationships does the organization have with emergency management and professional response agencies?
- What is their fiscal year cycle?
- What is their current and historic charitable and donation activity?

Potential free marketing or publicity on Campus CERT materials can be a big incentive for supporters, so be sure to think about how you can publicly acknowledge those who support your program. For example, you could offer to place their logo on products and materials provided or paid for by them that will be distributed to or seen by the public. Keep in mind that efforts that increase your program's visibility and showcase its value, including drills, exercises, competitive events, and other activities, may also attract the attention of potential sponsors and new recruits for the program.

Identify information that you can use to strengthen your pitch. Record keeping is vitally important for any CERT program. Maintaining accurate records will help you to track and maintain the budget as well as resources provided by supporters and how you use them. This will be helpful for developing progress reports for supporters so that you can provide them with feedback on the impact of their contributions. This guide will cover record keeping in greater detail in Section 4: Maintaining the Program.

If possible, consider using both quantitative and qualitative data:

Quantitative:

- Number of participants trained
- Number of activations (if applicable)
- Survey data (for example, awareness of emergency preparedness on campus)

Qualitative:

- Testimonials and anecdotes (for example, statements of support from professional responders or from others who have utilized or worked with Campus CERT teams or volunteers)

If you are just starting your program, you may not have much data on hand. You should consider presenting success stories and data from existing nearby CERT programs, or from national reports like *Preparedness in America*, which can be found at:

<http://www.fema.gov/media-library/assets/documents/71100>.

You should consider tailoring your pitch for specific groups and individuals. Discuss how your program will benefit the community and help address its needs, and describe your program's purpose and objectives. Be very specific about your program's needs, whether it is related to funding or another resource. For example, instead of saying that

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you need “supplies,” specify which items you need. If a potential supporter knows your needs, they may be able to identify where they can offer resources. Discuss the anticipated impact of their support and how this will help you to achieve your program’s goals. For example, if you are asking for personal protective equipment for 30 participants, explain that 30 participants will be physically safer during emergency operations and easier to identify for professional responders.

You should also explain the value and return on investment for the potential supporter, making it clear how they will benefit from supporting your program. Discuss a process for reporting results so that you can assure supporters that you will be able to demonstrate tangible results and provide accurate and timely progress reports. Try to anticipate any potential issues or questions that may come up and address them preemptively in your pitch.

Meet with Potential Supporters in Person

In-person meetings are the best way to present your program to potential supporters. If in-person meetings are not feasible, conference calls and read-ahead materials can be helpful as well. Consider presenting your CERT Program Plan to potential supporters, and be explicit in identifying the specific benefits that the program offers to them and to the community as a whole. Based on feedback from potential supporters, you may wish to revise your Campus CERT Program Plan.

If you will be discussing resources with a supporter, you should make it clear what you are asking for, and focus on your needs. Go in to meetings with a clear plan, but be open to accepting resources that you might not have asked for and other opportunities that may present themselves during discussions.

Be sure to always thank donors and sponsors, and publically recognize them for their support. For example, you can thank them for their contribution on your website or in any promotional materials you may develop, such as a newsletter.

Identify a Program Manager

An effective CERT program manager is often essential to the program’s success. Recommend that your college or university designate an individual to manage the Campus CERT program. CERT program managers:

- Develop strategic plans
- Tailor the program to address the needs of the community it serves
- Promote the program
- Work with CERT volunteers and instructors
- Establish the process for acquiring and managing program resources
- Plan and manage the delivery of safe training and exercises

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- Develop policies and procedures
- Develop program evaluation processes
- Sustain the program long-term

Program managers must be designated by college or university department or official organization that administers the Campus CERT program, and should be affiliated with the college or university. Ideally, the program manager should also have a background in emergency management. FEMA recommends that all CERT program managers complete the CERT Program Manager course, which is offered at the Emergency Management Institute (EMI) and by some state and local governments. Participants in courses offered at EMI in Emmitsburg, MD may be able to be reimbursed for their travel expenses. The training materials for the CERT Program Manager course are available online at: <http://www.fema.gov/community-emergency-response-teams/training-materials>.

Select Instructors

Identifying Instructors

The quality of the training you provide for your college or university will typically have a significant impact on the success of your program. Effective instructors can enhance the overall training experience for participants, teach them how to apply their skills safely, responsibly, and effectively, and help build the reputation of your program.

In a campus setting, there are a number of people you can approach about serving as instructors. This includes professional responders and emergency management staff on your campus or in the surrounding community, such as fire and rescue instructors, paramedics and emergency medical technicians, and nurses. People who have completed the CERT Basic Training and have demonstrated they have the skills and expertise to deliver the training can teach the units on Disaster Preparedness and CERT Organization.

In general, you should recruit and select instructors based on their working knowledge of the content and skills required for the session(s) they will be teaching. The CERT Train-the-Trainer course can help prepare instructors to deliver the curriculum. If possible, CERT instructors should complete the Basic Training as well.

FEMA recommends the following:

- At least two instructors should jointly conduct each unit of the curriculum. One should be a subject matter expert who knows the detailed content of the session while the other should be an instructor with a full knowledge of the CERT model and the entire curriculum.

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- Because Units 3 and 4 address disaster medical operations, licensed or certified paramedics, emergency medical technicians, or nurses should lead these units.
- Skilled fire and rescue instructors who have completed the CERT Train-the-Trainer course should conduct all other units.
- Instructors should also be knowledgeable about:
 - The CERT model and the Basic Training curriculum.
 - The types of hazards that present the greatest risk to the campus and surrounding community.
 - On-campus and nearby buildings and other structures that present the greatest potential hazards in the event of a disaster (e.g. power plants).
 - The emergency operation plans for the campus and the surrounding community.

Bear in mind that some state and local governments may require additional qualifications for CERT instructors in their jurisdictions. You may also want to set additional requirements for instructors for your specific program.

You should consider potential instructors' credentials to determine whether they possess both the knowledge and skills to effectively convey the material they will be teaching. Hands-on training is particularly important during CERT training, so instructors should be comfortable with this style of teaching. Depending on the number of people that will be trained and the training schedule you have established, you may want one instructor or several. Having different instructors teach different classes can help ensure people are teaching the material with which they are most familiar and also keep students engaged by exposing them to different training styles. Academic subject matter experts may also be able to enrich the training experience for participants. For example, you might consider inviting a professor from the psychology department to speak during the Disaster Psychology unit.

Please reference the CERT Train-the-Trainer materials for additional information on what qualities make for an effective an instructor. Those materials are available at <http://www.fema.gov/community-emergency-response-teams/training-materials>. The Train-the-Trainer materials also include guidance on preparing for the training, managing the classroom, and maximizing learning.

Orienting and Training Instructors

Once you have identified your instructors, consider meeting with them to set expectations and familiarize them with the purpose and goals of your program.

As your program develops, you may want to ask new or potential instructors to observe or co-teach some of the classes, so they can develop their skills and expertise. You should consider pairing instructors with complementary strengths and weaknesses so that they can learn from one another and improve together. Consider cross-training your

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instructors so that they can step in for one another as needed. CERT instructors, emergency managers, and professional responders from the local community may also be able to help you develop your instructors, or even conduct training sessions themselves for Campus CERT participants.

In preparing for launching your CERT program, you may want to conduct practice training sessions with the instructors. You may want to run through the whole curriculum, or to ask each instructor to practice at least one session's worth of material. Conducting a practice session will help you to identify any issues in advance (e.g., is all equipment working? Do the activities exercises run effectively as planned?) and will help your instructors to become more comfortable with presenting their material. Make the practice session as realistic as possible! For example, instructors can serve as participants/audiences for each other, ask questions, and run through exercises and other activities included in the curriculum. The more familiar your instructors can become with the content beforehand, the more effective they will be during actual training sessions.

Training Materials

Campus CERT uses the same basic training materials – the instructor guide, participant manual, and slide deck – as other CERT programs. All materials are available for download on the national CERT website and you can order hard copies of the instructor guide and participant manual from the FEMA Warehouse. The state CERT program manager can help you process your order. However, you may want to customize materials to reference local hazards, disasters, and sites. Photos of the campus will also make the training more relevant to participants.

There is a list of training props and supplies at the beginning of each unit in the instructor guide for the CERT Basic Training course. You may be able to ask local fire and police departments, or the local CERT program, to provide some of these materials.

SECTION THREE: CONDUCTING TRAINING

Preparing Curriculum

You should consider using the *Campus CERT Annex* for the Basic CERT instructor guide to tailor the CERT curriculum for delivery in a campus setting. That resource is available at <http://www.fema.gov/library/viewRecord.do?fromSearch=fromsearch&id=6135>. You should also make sure that your training is compatible with existing campus and local policies and protocols, including restrictions against certain activities. For example, campuses commonly prohibit setting fires, which could limit opportunities for participants to practice with an extinguisher. In this instance, you may need to find a creative alternative when teaching this component of the course, or seek assistance from the local fire department or CERT program. For example, they may have a fire extinguisher simulator that you can borrow. As previously mentioned, you can also tailor the curriculum to make it more relevant to participants, and include information about (including photos) local hazards and notable campus points of interest and emergency procedures.

You also may want to offer training in addition to the content included in the basic training. Supplemental training modules are available for a variety of topics, including Traffic and Crowd Management and Flood Response. Additional trainings are also available through FEMA or through other organizations, such as the American Red Cross. Consider the role(s) you anticipate for your CERT program on campus, and plan training accordingly. Materials for CERT supplemental training modules are available for download at <http://www.fema.gov/community-emergency-response-teams/training-materials>.

Scheduling

You will likely need to reserve training facilities for both classroom and hands-on training. You will also need to schedule training sessions and exercises. Depending on the structure of your program, classes may be spread over several days, several weeks, or the entire semester. You should offer the training at least once per year if feasible. Doing so will allow you to provide training to newcomers to the program, which is especially important if you are involving students. During the CERT Basic Training, you will need adequate space to create a mock disaster area for the final training exercise where you can operate without disturbing others.

You can opt to invite CERT Basic Training graduates back to participate in the drills and exercises that take place over the course of subsequent trainings in order to keep their skills sharp; they can also portray mock survivors. Keep in mind that if you plan to

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include students in the training, offering training in the second half of the school year will likely mean fewer applicants who are under 18 years of age.

Class Size

Optimum class size often depends on a number of different considerations, including physical classroom size (e.g. including enough floor space to accommodate hands-on skill practice in the classroom) and the availability of instructors, training equipment, and supplies. Successful CERT training typically includes team-building, hands-on practice, and effective coaching. Groups that are too large can reduce the benefit of these important factors.

Recruiting Participants

If you plan to include faculty, staff, and students in the program (classes often include all three in a mixed group), you may need to use slightly different tactics to reach these groups. Be sure to track information about the effectiveness of your recruitment efforts, particularly if you have program objectives related to the number of participants you recruit. When you conduct your program evaluation, this information will help you assess the effectiveness of recruitment efforts and continually make improvements over time. Sample materials that you can use and tailor to recruit participants are available in Appendix A: Outreach Materials.

Faculty

Recruiting a core group of faculty (or staff) can make it easier to sustain the program because they can provide continuity: Faculty and staff are generally members of the on-campus community longer than students. Consider why faculty might want to get involved. Here are some possible motivations for faculty to join (or at least support) your Campus CERT program:

- Maintaining a safe learning environment and being prepared to respond appropriately in the event of an emergency in their classroom (or at home).
- Faculty can incorporate CERT into the classroom, particularly in emergency management-related courses. This provides students with opportunities to practice hands-on applications of academic concepts.
- Strengthening tenure and promotion dossiers. Tenure and promotion are based on research, teaching, and service. CERT provides an opportunity for faculty to serve their communities, promoting campus safety and supporting the college or university's emergency management services.
- Faculty can develop CERT-based service learning projects for their students. Some faculty may also choose to pursue research projects related to CERT, or encourage their students to do so.

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Possible ways to promote the program to faculty include:

- Emails explaining the program, the benefits, and how to get involved.
- One-on-one outreach to faculty members who are likely to be interested.
- Presentations at faculty meetings.
- Flyers in faculty mailboxes.

Staff

Like faculty, staff members (including personnel that provide security, transportation, facilities, and janitorial services) are generally members of the on-campus community longer than students, but they also often serve in capacities in which they may be among the first to witness and respond to an emergency situation. Including staff in the Campus CERT is therefore beneficial to the program and to campus safety. Think about why staff might want to get involved. Possible motivations for joining or supporting your Campus CERT program may include:

- Being prepared to respond if they encounter an unexpected or dangerous situation on campus, or one in which immediate assistance is required, but professional help is not readily available.
- Maintaining a safe work environment and learning skills that will help them to prepare for and respond to emergencies at work and at home.
- Enhancing the capacity of the college or university to respond to and recover from emergencies or disasters.

Possible ways to promote the program to staff include:

- Emails explaining the program, the benefits, and how to get involved.
- One-on-one outreach to staff members who are likely to be interested.
- Presentations at staff meetings.
- Flyers left in staff mailboxes.

Note that if you are planning to hold training sessions and exercises during work hours, faculty and staff may need permission from their supervisors to participate. Be sure to establish a process for securing those permissions.

Students

If you allow students to participate in the program, consider what might encourage them to get involved. Possible motivations include:

- Learning how to stay safe and being able to help others in the event of an emergency or disaster, whether it is on campus, at home, or after graduation.

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- Hands-on emergency management experience that they can add to their resumes, particularly if they are interested in a career in this field.
- Receiving course credit or extra credit, or fulfilling a service-learning requirement, if applicable.
- Leadership and team organization training and experience.

Possible ways to promote the program to students include:

- Emails explaining the program, the benefits, and how to get involved.
- An information session.
- Flyers around campus (e.g., in student postal areas, on bulletin boards, and in the cafeteria and gym).
- A booth at the student union or a volunteer fair.
- In the course catalog (if applicable).
- Partnering with a student group, such as student government or a club.
- Presentations before/during/after classes, especially if a faculty member is also a CERT volunteer.

If you are planning to hold training sessions and exercises during class time, students may need permission from their instructors to participate. Be sure to develop procedures for either helping students secure permission to make up class work later, or for accommodating students who must miss parts of the regularly scheduled CERT training.

Application Process

Depending on the anticipated level of interest in the Campus CERT program, you may need to develop an application process. In some cases, you may want to allow people to sign up on a first-come, first-served basis (for example, with sign-up sheets at an information session), but in others you may want to implement a formal application process. Consider asking why the person is interested in CERT, what skills he or she brings to the team, and how long of a commitment he or she can make to the program. Be sure NOT to base the application on any criteria that could be considered discriminatory in an employment setting (e.g. age, race, or gender). A sample application form template is available in Appendix B: Sample Forms and Templates. You may want to also consider creating a waiting list for participants.

Accessibility

Remember that CERT teaches skills that are beneficial to everyone. You should provide reasonable accommodation for individuals with disabilities and others with access and functional needs. Be up front about the CERT program and what it entails, but also be aware that there are steps you can take to make the training accessible to everyone.

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Open a dialogue with anyone who has concerns or questions and work with them to provide a positive, respectful, and worthwhile training experience.

FEMA hosted a webinar featuring practices and recommendations for including individuals with disabilities and others with access and functional needs in CERT programs. You can view a recording of that webinar at:

<https://icpd.adobeconnect.com/p1onuoh5wic/>. FEMA has also developed an All Abilities Annex that provides guidance to CERT instructors on how to work with people with disabilities and others with access and functional needs to ensure inclusive CERT training sessions. That is available here: <http://www.fema.gov/training-materials>.

SECTION FOUR: MAINTAINING THE PROGRAM

Keeping Volunteers and Supporters Engaged

Sustaining a program is an ongoing effort. It's especially important to keep participants engaged. If you do not periodically provide volunteers with opportunities to practice, their skills (and interest in the program) can easily fade over time. Use ongoing training and communication to keep participants informed and involved. You should also consider how to best stay in contact with key stakeholders and partners who provide resources and other forms of support to your program and continually demonstrate the return on their investment.

Drills, Exercises, and Competitive Events

Drills and exercises can help volunteers to sharpen their skills, increase the effectiveness of teamwork, and keep participants enthusiastic and engaged in the program. Tailor exercises for your campus that reflect relevant hazards, settings, and scenarios. Public drills and exercises may also increase awareness about the Campus CERT program and draw interest from potential new participants and supporters. You may wish to invite local media to any exercises that could offer good photo opportunities. You should also coordinate with the local CERT program to discuss opportunities for joint trainings and exercises.

Competitive events can offer CERT volunteers the chance to validate, practice, and reinforce their skills and procedures in a challenging, fun, and competitive but friendly environment. The events typically consist of numerous skill and demonstration stations, with each team rotating from station to station, and usually involve multiple CERT programs. FEMA hosted a webinar on CERT competitive events, which is available at: <https://icpd.adobeconnect.com/p5pmxcpkwym/?launcher=false&fcsContent=true&pbMode=normal>.

FEMA has also developed a series of materials to help programs organize their own drills, tabletop exercises, functional and full-scale exercises, and competitive events. These are available online at <http://www.fema.gov/library/viewRecord.do?id=6214>. You also may want to develop your own exercises, tailored to local threats and the needs of your campus. The exercise held at the end of the CERT Basic Training course can serve as a model for periodic exercises.

Local fire and law enforcement agencies may be able to help facilitate any drills or exercises you plan and organize on campus. They may also be able to invite Campus CERT participants to portray survivors in their own drills and exercises. This provides a

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valuable resource for professional responders and a unique learning experience for CERT participants.

Additional Training Opportunities

While drills and exercises can help maintain and expand individual and team skills, periodic refresher sessions can reinforce basic training skills. Faculty members also may be able to provide additional insight into topics covered in CERT training courses. For example, a psychology professor may be able to expand upon the content covered in the Disaster Psychology unit, and serve as a guest instructor during that portion of the training, or a featured speaker at a CERT meeting.

You may be able to coordinate with campus, local, state, and national resources to offer additional training opportunities, including the American Red Cross, which offers training in first aid, CPR, and AED. The following CERT supplemental training modules are available through FEMA at <http://www.fema.gov/community-emergency-response-teams/training-materials>:

- CERT Animal Response Module I
- CERT Animal Response Module II
- CERT Emergency Communications Module
- CERT Tools for Leadership Success Module
- CERT Traffic and Crowd Management Module
- Flood Response for CERTs
- CERT Firefighter Rehab
- CERT Exercise Swaps

Community Outreach Events

Your program can engage the wider community in preparedness by asking CERT volunteers to be “preparedness ambassadors” and conduct a variety of activities, including, but not limited to:

- Posting preparedness information on bulletin boards or in public areas.
- Disseminating periodic emails that provide information specific to relevant hazards (for example, sharing fire safety information during Fire Prevention Week).
- Participating in national, state, and local preparedness campaigns.
- Providing preparedness information on your campus website.
- Setting up informational booths at community events.
- Participating in building evacuation and/or shelter-in-place drills.

Campus CERT volunteers can also support planned, non-emergency events. They can assist control and traffic management at functions like large sporting events and

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graduation ceremonies. These events can serve as an opportunity to develop useful skills, including registering volunteers, managing and tracking volunteer responsibilities and activities, and staffing staging areas. Consider the needs of your campus and capabilities of your CERT volunteers, and identify areas of overlap where you can support the larger campus community.

You may also want to consider organizing social events every so often to bring volunteers together and help develop a sense of group cohesion and solidarity.

Communication

You should also consider how you can maintain consistent communications with CERT volunteers. This will help make them feel that they are part of an ongoing program, rather than an isolated training event. Consider asking for their feedback on the program, how it can be improved, and what they want to get out of it.

A periodic newsletter, an email distribution list, or a Campus CERT webpage are all good ways to keep in contact with your volunteers, stakeholders, and other interested parties. Use these channels to share program successes, publicize upcoming trainings or other activities, recognize volunteers (and sponsors!) for their efforts and contributions, and generally keep stakeholders up to date on the program's activities. Encourage CERT volunteers to participate in maintaining these communication outlets.

You should also consider communication with the wider campus community when recruiting for your program. Flyers on campus, information sessions at the beginning of the semester, or a booth in the student union (after getting permission from your college or university) are all ways to share information about your program. You could even consider running a periodic preparedness column in your campus newspaper, written by CERT volunteers. Campus television and radio stations are also good outlets for sharing your message. Social media outlets can also increase awareness of your program and its activities. You may even be able to get students from a marketing or advertising class involved in promoting your program on campus. Local media may also be interested in your program. Instead of waiting for them to come to you, consider proactively sharing your stories and building relationships with those outlets.

Integrating CERT into the Campus Community

By making your program an integral fixture of campus life, you can help increase its likelihood of surviving and thriving. One of the most effective ways of ensuring that your Campus CERT endures is to incorporate the CERT into the school's disaster response plan and/or emergency operations plan. If you think this would benefit your campus and your CERT program, be sure to work closely with college or university leadership, including campus safety officials and personnel. But keep in mind that not all colleges and universities may want to incorporate CERT into response plans.

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You should also consider other ways to maintain and enhance the visibility of CERT on campus and make it a fixture of the on-campus community. For example, volunteers may assist in safety drills, identify hazards, or be assigned specific duties for planned and emergency events. Basic training graduation ceremonies are an excellent way to not only recognize accomplishments, but also to involve campus leadership and increase their engagement with the program and its volunteers. If possible, ask a campus official, or even an official from your local fire department or emergency management agency, to speak at the ceremony and congratulate participants. You can also invite representatives of the campus and local media.

Planning for Activation

Whether you plan to activate CERT volunteers for emergency events, non-emergency events, or both, it is very important to develop an activation plan. Ensure that the activation plan is comprehensive and that you share it with CERT volunteers so that they are clear on any rules and expectations. You should also develop your activation plan in very close coordination with the campus safety department. Make sure that Campus safety reviews and approves the plan prior to implementation, as they will most likely be responsible for activating volunteers and coordinating their efforts. Consult with your local jurisdiction if you would like your Campus CERT volunteers to be eligible to support CERT activities in the surrounding community.

Some questions to consider in developing your plan include:

- Under what circumstances and based on what criteria will the Campus CERT be activated?
- Who can activate the Campus CERT?
- How will the activation be communicated to Campus CERT volunteers?
- How will Campus CERT volunteers be identified? Will they be issued badges?
- Do you have an established rendezvous point or staging area? Where?
- How will Campus CERT volunteers be assigned to roles/teams during activation?
- How does the Campus CERT interact with campus professional responders?
- What is the jurisdiction for the Campus CERT program? Are Campus CERT volunteers able to respond to incidents in the surrounding community, or are they limited to college/university property?
- In the event of a widespread disaster, will the Campus CERT coordinate with CERTs or professional responders in the surrounding (off-campus) community? How?
- How will teams communicate (both within and between teams) during activation?
- How and when does an activation end?
- How will you debrief and follow-up with volunteers after an activation? Will you hold a group meeting, or conduct a phone/online survey?

Activation Debriefing

In the event that your college or university activates CERT volunteers, you should conduct a debriefing meeting, or “hotwash,” after the event. The feedback from these meetings can help you refine your program going forward. This information is very important for program evaluation, and can help drive that process. You will likely want to identify what worked well during the activation, as well as what could be improved for next time. Discuss any concerns CERT volunteers had about the activation. You can also use the results of this conversation to identify any additional training that may be valuable for your program. If there is a community-wide debrief with responders from a variety of agencies or programs, you should request that a representative from your college or university be invited to attend the meeting to discuss lessons learned with the entire response community. A sample after-action report is available in Appendix B of this guide.

Maintaining a Connection with the Local Community CERT

Local CERT programs can be an invaluable partner in establishing and maintaining your own program. In addition to sharing resources, ideas, and lessons learned with you as you develop and maintain your program, local CERT programs may also be able to offer opportunities that will help keep Campus CERT participants engaged and their skills sharp. For example, Campus CERT volunteers may be able to take part in training sessions (including refresher trainings), drills, exercises, and other events that the local CERT program organizes or participates in. There may even be some opportunities for your Campus CERT program and the local CERT program to cross-train with one another.

Consider asking your local CERT program manager if Campus CERT volunteers can be eligible to support community events and respond to disasters when local CERT volunteers are activated. However, bear in mind eligibility may entail additional training and other requirements set by the local government agency that sponsors and activates the local CERT program, and that the local CERT program’s activation protocols and procedures may differ from those you establish for your own program.

Whether it’s during a training session, drill, exercise, or other event, close collaboration with the local CERT program can help you to refine and improve your Campus CERT program, strengthen your ties with the local CERT program and possibly other local emergency management stakeholders, and provide your participants with the benefit of the experience of more seasoned local CERT volunteers and instructors. Once student participants graduate, encourage them to join the CERT program that serves the next community they will call home.

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Remember that there are resources and opportunities your college or university may be able to share with the local CERT program as well. For example, you may be able to offer facilities on campus for CERT training. The college or university may also be able to offer access to potential venues for outreach and recruitment, such as sporting events. Professors may be able to speak during local CERT training sessions as subject matter experts during units relevant to their areas of expertise. Students and faculty in the theater arts department may be able to assist with moulage during a CERT exercise or final simulation. Students may also be able to pursue research and service or academic projects that benefit the CERT program.

Maintaining Records and Data

As with any program, there are records you will need to keep for your CERT program. You will most likely want to keep track of things like:

- Individuals who have applied for the program.
- Active CERT volunteers, including assigned team(s)/role(s), if applicable.
- Contact information for volunteers, including emergency contact and medical information.
- Training (both basic and supplemental) that individual participants have completed.
- Budget, including funding sources.
- Instructors and their contact information.
- Schedules, including for previous and upcoming training sessions and exercises.
- Feedback on the program, including outcomes of exercises/drills.
- Information about activations, if applicable, including:
 - Who initiated the activation.
 - Which CERT volunteers activated.
 - When they activated.
 - For how long they were activated.
 - Where they activated.
 - What activities they performed while activated.
- Information about community outreach events, if applicable.

You should identify in advance the records you will need to keep, and think through the best ways to collect and store that information. Since the college/university is authorizing (and possibly funding) your program, you will likely want to be able to readily demonstrate its value. Think about what administrators will want to know when it comes time to re-authorize or re-fund your program, and be sure you are tracking that kind of information. Store signed waiver forms with your vital program records in a secure location. You should also consider maintaining records on your relationships with individuals and organizations that sponsor and support your program, including local

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emergency management points of contact. In addition to keeping contact information current, you should also strongly consider closely tracking and thoroughly documenting any donated resources or financial contributions.

Make sure that you are only collecting information that you will actually use. Do not overburden yourself with a complex record-keeping system if you do not need to. Also, be certain that you are only collecting, recording, and storing personal information that you need. Familiarize yourself with laws, rules, and regulations regarding private information and its appropriate use. Consult with legal counsel about the types of data you plan to collect and how you plan to store and use that data.

When you know what information you are collecting, it will be easier to develop forms and documents (e.g. application forms, sign-in sheets, or waivers and releases of liability) that meet your needs. You can also develop effective mechanisms for capturing and tracking information. Be sure that any spreadsheets or other tracking tools that contain personal information are password protected or otherwise secured.

Evaluating the Program

Evaluation is essential to make sure that your program is meeting its goals and the expectations of participants and to identify new ways in which your program can contribute to the college or university that it serves. Evaluation should be ongoing, but you should also conduct formal reviews on a periodic basis. If you conduct an official program evaluation each year, you can use that to develop an annual report. Course corrections can be made in real time based on ad hoc feedback, but a formal process can help refine the overall direction of the program.

The individual or organization with final say over changes to the program and its direction will vary in different institutions of higher education, but in all cases the CERT program manager should work closely with campus safety to develop evaluation forms and processes, review evaluation data, and discuss potential program changes.

Evaluation should begin with the very first training session. Distribute formal evaluation forms to program participants after training sessions and other activities. Encourage participants to provide detailed feedback on the training so that you can make improvements for future sessions. The CERT program manager should also frequently attend training sessions to observe the quality of instruction and identify areas of improvement for instructors.

Conduct formal reviews at appropriate intervals based on the size of your program and how frequently you offer training. In a campus setting, once a term or once a year is generally a good baseline frequency. Ideally, as you develop and prepare to launch your program, you should consider how you would evaluate specific aspects of it. If you have

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not done so already, consider the types of data you will need to assess the successes and areas of improvement for your program, and how you will collect that data.

You also can conduct surveys of the entire campus to assess general awareness of and perceptions about the program. Be sure to approach any stakeholders, supporters, and sponsors for their feedback as well, either through written evaluations or informal review sessions.

There may be resources available on campus to help you with evaluating your program. For example, social science, business, or marketing class may be able to use your program as the basis for a project.

Remember that your program will change over time as the needs of your college or university or the surrounding community change. You should update your program's purpose and objectives, or even develop new ones, as needed.

CONCLUSION

A Campus CERT program can provide valuable benefits, from augmenting existing response capabilities to increasing the general level of preparedness on campus to developing an engaged and aware group of students, faculty, and staff. This document can help you get started on implementing an effective program. Building support for the program and establishing partnerships is probably the most fundamental step to starting a CERT, as strong support can make it easier to overcome many potential obstacles.

As you work through developing your program, reference <http://www.fema.gov/cert> and <http://www.ready.gov/campus> for information, tools, and templates that can facilitate your efforts, and email cert@fema.dhs.gov with any questions. The materials available for the CERT Program Manager course, located at <http://www.fema.gov/community-emergency-response-teams/training-materials> and the guide for starting and maintaining a CERT program, located at <http://www.fema.gov/start-and-maintain-community-emergency-response-team-program> may be especially helpful.

FEMA welcomes feedback and stories about individual programs for the CERT E-Brief. Please send them to cert@fema.dhs.gov. Please also sign up to receive regular CERT updates, including the National CERT E-Brief and webinar announcements: <http://www.fema.gov/sign-community-emergency-response-team-updates>.

OTHER RESOURCES

Appendix A: Outreach Materials

The following documents are included in this section:

- Blog Post Tool
- Sample Social Media Posts
- Phone Script Tool
- Meeting Planning Tool
- Recruitment Email Tool

Appendix B: Sample Forms and Templates

The following documents are included in this section:

- Sample After-Action Report
- Sample Application Form
- Sample Waiver of Liability
- Template for Conducting a Hazard Assessment

APPENDIX A: OUTREACH MATERIALS

CAMPUS CERT BLOG POST TOOL

This document can help you develop a blog post promoting your program. Please note that this document is intended as a starting point—any post you write should be tailored to your campus, specific needs and goals, and your intended target audience. You may want to consider branding your blog and incorporating the colors and logo of your college or university into your design.

Blog Post Checklist

Below is a checklist of considerations to think about as you develop your blog post.

- Determine the topic and purpose of your post. Creating an editorial calendar may help organize content ideas for future blog posts. Some examples might include:
 - Announcements
 - Decision-maker buy-in
 - Funding/resources
 - Membership engagement
 - Partnership development
 - Preparedness tips
 - Recap training and/or exercises
 - Recruitment
 - Success stories
- Identify the potential audience(s) for the blog post and why they might be interested in participating in or supporting the program. Some potential audiences might include:
 - Campus decision-makers
 - Community/external supporters or partners
 - Community/local emergency managers and professional responders
 - Faculty
 - Local Citizen Corps Councils and/or CERT programs
 - Parents
 - Staff
 - Students
 - Potential sponsors or donors

Developing Your Blog Post

- Develop an eye-catching blog post title.
- Specific to the purpose of your blog post, determine possible incentives that might encourage your audience(s) to support the CERT program.
- Develop key points addressing and highlighting the incentives you've identified, and include them in the blog post.

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- ❑ Include a call-to-action that drives the reader to take the next step in doing something that addresses the purpose of the blog post. For example:
 - Visit the Campus CERT program website
 - Contact the Campus CERT program manager
 - Attend the next Campus CERT meeting
- ❑ Try to publish your post during a time when your audience is likely to read and/or relate to the purpose of your blog post.
 - In the beginning of the school year
 - After a major disaster
 - Before a major event
- ❑ If possible, include a photo or image.
- ❑ If the blog allows for comments, try to establish a dialogue with readers who comment on the post, answering any questions or comments they might have about the blog post or the program.
- ❑ Include relevant contact information.

Sample Blog Post

Title: A Tornado has hit. Your classmate is injured. Do you know what to do?

Disasters can happen anywhere. Would you know how to respond if you were the first person at the scene of an emergency? Learning a few basic skills can prepare you to assist yourself and those around you in the event of an emergency in the classroom, on campus, or at home.

For the past five years, our school has provided valuable training through the State U Campus Community Emergency Response Team (CERT) program to students, faculty, and staff.

What does our Campus CERT do?

- Helps prepare our campus for a wide variety of incidents including acts of violence and terrorism, natural disasters, serious illness and pandemic incidents, and incidents involving hazardous materials.
- Provides hands-on training in skills such as fire safety, light search and rescue, team organization, disaster medical operations, psychological first aid, and basic disaster preparedness.

Why does all of this matter?

As you know, our campus has more than 20,000 students. And on a typical day, our campus hosts more than 7,000 faculty, staff, students, and visitors during core business hours. During a large-scale disaster, professional local responders can quickly become overwhelmed, and may not be able to quickly respond to the needs of all of those affected. With so many people on our campus on any given day, knowing how to stay safe and assist others can be invaluable during a major emergency. Our trained CERT volunteers can help our campus respond to disasters in a number of ways, including supporting evacuation procedures to usher faculty, staff, students, and visitors to safety or providing immediate, basic medical response until professional responders arrive.

We want YOU to join our team:

Because of our CERT, our campus is a better-prepared and more resilient community. But none of the work that we do is possible without our outstanding volunteers.

State U is excited to announce that we are recruiting volunteers for our Campus CERT. If you'd like to be able to make a difference during an emergency or help make our campus better prepared, or even if you're just interested in knowing how to stay safe in the event of a disaster, then this training is for you.

Students currently enrolled in Emergency Response, Homeland Security, or Pre-Med courses may receive extra credit for their participation.

Please visit our website at <http://www.StateU.edu/CERT> for more information about the program. For any questions you may have, please feel free to post in the comments section below or contact the Campus CERT program manager directly at CERT@StateU.edu or (555) 555-5555.

CAMPUS CERT SAMPLE SOCIAL MEDIA POSTS

Introduction

This document includes sample messages that you can use when promoting your Campus CERT program through social media.

Before you begin disseminating social media messages online, be sure to work with your college or university's Communications Department, who can share any social media guidelines and protocols. You may even be able to use the school's official social media platforms. If you create your own Campus CERT social media profile, be sure to ask the college or university to repost your messages on their profiles so that your message reaches a larger audience.

Try to incorporate a "hashtag" which will help with both searches and brand recognition. A sample hashtag might be #CampusCERT. You may want to be more specific with your hashtag, for example, #StateUCampusCERT, but remember, you may have character count limitations depending on the social media platform you're using.

In the sample posts below, we included the National CERT website as a placeholder, but be sure to include your own Campus CERT web address within your own posts. Doing so will allow users to easily click on your link for more information about your program. If you run into issues with character limitations, you may want to consider using a service for condensing links.

Most social media platforms allow forms of media other than text, such as photos and videos. Be sure to incorporate other types of media into your posts when possible. Doing this creates a more engaging, visual experience for the user.

Sample Twitter Posts

Recruit Volunteers

- Be prepared to stay safe and help others during an emergency. Become a Campus CERT volunteer: <http://www.FEMA.gov/CERT>
- Interested in training and real-world experience in disaster preparedness and response? Check out Campus CERT <http://www.FEMA.gov/CERT>
- Emergencies happen. CERT training can make a difference! Join today: <http://www.FEMA.gov/CERT> #StateUCampusCERT
- Preparedness training opportunities are now available to all staff. Join Campus CERT today! <http://www.FEMA.gov/CERT>
- Staff: Incidents can interrupt campus operations. CERT trains participants to recognize hazards & respond appropriately. <http://www.FEMA.gov/CERT>

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- @UofXX staff, did you know that #CampusCERT training can help you stay safe and manage unexpected situations? <http://www.FEMA.gov/CERT>
- Faculty: Did you know our Campus CERT provides training and skills to all students, staff, and faculty? Join today! <http://www.FEMA.gov/CERT>
- Faculty: Join #CampusCERT & learn how to keep your classroom safe <http://www.FEMA.gov/CERT>
- #CampusCERT can help keep the classroom and campus safe by preparing faculty, staff, and students. Learn more: <http://www.FEMA.gov/CERT>
- Faculty, staff & students are taking steps to prepare our campus for emergencies. You can too! <http://www.FEMA.gov/CERT> #CampusCERT
- Interested in disaster preparedness? Faculty/staff/students: join our Campus CERT! <http://www.FEMA.gov/CERT>
- Students! We want YOU to join our Campus CERT program. Learn basic disaster medical operations, fire safety & more! <http://www.FEMA.gov/CERT>
- Calling all nursing students! Receive extra credit by joining the Campus CERT program and volunteering your skills! <http://www.FEMA.gov/CERT>
- Volunteer opportunity for students interested in disaster preparedness! Learn about joining our Campus CERT today! <http://www.FEMA.gov/CERT>
- Emergency Management students: Course credit now offered for the Campus CERT program. Join us! <http://www.FEMA.gov/CERT>

Raise Awareness

- Stop by the orientation booth tomorrow at noon to see a live demonstration from #CampusCERT volunteers! <http://www.FEMA.gov/CERT>
- #CampusCERT increases our #campuspreparedness & provides support to professional responders. Learn more at <http://www.FEMA.gov/CERT>
- Parents, students, faculty, and staff: Campus CERT helps make our campus more prepared and resilient. <http://www.FEMA.gov/CERT>
- #UofXX Campus CERT enhances our ability to respond to emergencies on campus. Learn more: <http://www.FEMA.gov/CERT>
- It's hot out! Check out our Campus CERT volunteers distributing water on campus! Learn how you can get involved: <http://www.FEMA.gov/CERT>
- Have you seen #CampusCERT volunteers directing event traffic on campus? Learn how you can get involved: <http://www.FEMA.gov/CERT>
- A better-prepared campus helps make the surrounding community more resilient. Support your Campus CERT program: <http://www.FEMA.gov/CERT>
- Your Campus CERT is seeking donations & materials. Please support the program and boost campus preparedness! <http://www.FEMA.gov/CERT>
- Attention local businesses! Our Campus CERT is seeking sponsors interested in funding preparedness training! <http://www.FEMA.gov/CERT>
- Faculty, staff, and students: We need volunteers to assist with our campus-wide emergency response drill next week! <http://www.FEMA.gov/CERT>

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Sustain Your Program

- ❑ It's volunteer appreciation week! Join your fellow Campus CERT volunteers for pizza on the plaza tomorrow at noon! <http://www.FEMA.gov/CERT>
- ❑ Hurricane season is fast approaching. Sign up and take a refresher course in Light Search & Rescue: <http://www.FEMA.gov/CERT>
- ❑ September is National Preparedness Month. Join us at 6pm tonight at the student activities center to learn about the activities we have planned! <http://www.FEMA.gov/CERT>
- ❑ Sept. is #NationalPreparednessMonth. Join us at 6pm today at the student union to learn about upcoming activities! <http://www.FEMA.gov/CERT>
- ❑ Now offering Crowd & Traffic Management training for those who want to assist during football season. Sign up! <http://www.FEMA.gov/CERT>
- ❑ A big shout out to our 11 new volunteers! Your dedication to your campus is appreciated! <http://www.FEMA.gov/CERT>
- ❑ Volunteers needed for safety patrol. Sign up for shifts at the student activities center! <http://www.FEMA.gov/CERT>
- ❑ We will need volunteers to assist with traffic management so crews can remove tornado debris. Sign up for shifts with the program manager. <http://www.FEMA.gov/CERT>
- ❑ Volunteers are needed for traffic management so crews can remove tornado debris. Sign up with the program manager. <http://www.FEMA.gov/CERT>

Sample Facebook Posts

- ❑ Temperatures are rising and it's hot out! Your #CampusCERT is here to help. Check out this photo of our Campus CERT volunteers distributing water on campus! Learn how you can get involved: <http://www.FEMA.gov/CERT>
- ❑ #Firesafety, light search and rescue, teamwork, and more: Our #CampusCERT provides training and skills to not just staff and students, but faculty as well. Faculty, we want you to join our Campus CERT program today! Click the link to find out more information about how faculty can volunteer and support campus preparedness and resiliency. <http://www.FEMA.gov/CERT>
- ❑ Students! We want YOU to join our #CampusCERT program. Learn basic disaster preparedness, fire safety, basic medical operations, team organization, light search and rescue, and more! Click on the link to learn more about this #volunteer opportunity and how you can support campus preparedness and resiliency! <http://www.FEMA.gov/CERT>
- ❑ Want to know more about the volunteers you've seen on campus in the bright green vests? Take a look at some of these photos! Recognize some of your fellow faculty, staff, and classmates? These are our Campus CERT volunteers and you can be one too. Learn more today! <http://www.FEMA.gov/CERT>

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- Campus CERT serves as a force multiplier for existing response capabilities. Trained CERT volunteers can assist others during an emergency and provide support to professional responders. Volunteers can also help meet other campus safety needs, like traffic and crowd management at large events. Be prepared. Join Campus CERT today! <http://www.FEMA.gov/CERT>
- Volunteer opportunity for students interested in disaster preparedness! Some students enrolled in relevant courses may be eligible for extra credit! Learn about joining our Campus CERT today: <http://www.FEMA.gov/CERT>
- Our Campus CERT program demonstrates a commitment to community safety. We are currently seeking donations, materials, and volunteers to support our #CampusCERT program; by contributing you can help ensure a prepared and resilient campus. Please click the link to find out how you can support the program and boost campus preparedness! <http://www.FEMA.gov/CERT>
- When disasters happen, Campus CERT training can make a difference for yourself and those around you. If you're interested in an opportunity for training and real-world experience in disaster response, join our Campus CERT today: <http://www.FEMA.gov/CERT>
- Calling all local businesses! Our Campus CERT is looking for sponsors and materials! This is a great opportunity to strengthen ties with your local campus. Get to know your local Campus CERT, contact us today! <http://www.FEMA.gov/CERT>
- Calling all faculty, staff, and students! We need volunteers to act as disaster survivors for our campus-wide earthquake emergency response drill next week. Please contact us today if you're interested in helping out! <http://www.FEMA.gov/CERT>
- Students: How will you prepare yourself for cold weather this winter semester? Learn about #emergencypreparedness for winter storms, and more, at our Campus CERT orientation next Tuesday in the student lounge. For more information, please visit <http://www.FEMA.gov/CERT>.

CAMPUS CERT PHONE SCRIPT TOOL

This document will help you develop a phone script that you can use to promote your program. Having a phone script can help your efforts immensely when you're pitching a potential supporter. A sample phone script has also been provided for your convenience.

This document serves as a how-to, and your actual phone script(s) should be tailored to address your audience(s) and purpose. In many cases, the purpose of the call may be to introduce yourself and the program to your audience. This introduction may lead to a longer phone conversation, follow-up phone calls, and/or potentially an in-person meeting. Keep the specifics of your program and the purpose and goal(s) of your outreach effort in mind when planning your communications approach.

Phone Script Checklist

Use the checklist below to develop a phone script or tailored talking points, ahead of your call.

- Determine the purpose of your call (What is your primary "ask"?):
 - Donation of funding, supplies or equipment
 - Membership recruitment
 - Support for your program from campus leadership, community organizations, potential partners, or other stakeholders
- Identify your potential audience(s). Some potential audience(s) might include:
 - Campus decision makers
 - Faculty
 - Staff
 - Students
 - Parents
 - Local Citizen Corps Council and/or CERT
 - Community/external supporters or partners
 - Community/local Emergency Responders
 - Other
- If possible, research the person(s) you are calling and identify their full name, title/rank, and other publicly available background information. This background information can help you identify their motivators and concerns so you can further tailor your pitch.
- Schedule a time to speak with each contact.

Developing Your Script

- Determine possible motivators for your contacts to support the CERT program.
- Be sure to include points that address the interests and motivators of the contact in the phone script.
- Anticipate questions and concerns from your contact and prepare responses before the call.
- Be sure to also include relevant data about the program, including
 - A brief overview the program
 - Call-to-Action (What do you want them to do? Example could include visiting a website, attending a meeting, or filling out an application)

Phone Script Outline

Before writing out your phone script, it can be helpful to develop an outline of key points that you want to address. Provided below is an outline of a sample script, which is developed into a full script in the following section.

- Greeting
- CERT overview (What is CERT?)
- Key point 1 (Why do we have a Campus CERT?)
- Key point 2: (What do our CERT volunteers do?)
- Key point 3: (Why is our Campus CERT important to the community?)
- Your ask: (What do we want them to do? Highlight the motivators and incentives)
- Contact information: (How can they follow up with us?)
- Close

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Sample Phone Script

Hi, my name is Mary and I am the Program Manager of the State U Campus Community Emergency Response Team (CERT) program. Are you the appropriate person to speak with about community involvement? *<If the answer is no, ask to be transferred to the correct person and thank them for their time.>* Thank you for taking the time to speak with me today about our Campus CERT program.

As you know, our campus has more than 20,000 students. And on any given day, during core business hours our campus hosts more than 7,000 faculty, staff, students and visitors. What you might not know, is that for every 500 people on campus, we only have one emergency responder. That means that in the event of a large-scale disaster, responders might not be able to help all of those affected right away.

CERT training can provide a few basic skills that can prepare you to stay safe and help those around you in the event of an emergency in the classroom, on campus, or at home. Our Campus CERT program educates and trains volunteers in disaster preparedness and empowers participants to take on more active roles in campus resilience by supporting emergency responders during and after an emergency, as well as during large exercises and public events.

Campus CERT can help to prepare campuses for a wide variety of incidents, such as acts of violence and terrorism, natural disasters, serious illness and pandemic incidents, and emergencies involving hazardous materials. The program can also help colleges and universities recover more quickly from a disaster and reduce its impact on the campus. For example, Campus CERT volunteers can support an evacuation by ushering faculty, staff, and students to safety, or provide immediate, basic medical response until professional responders arrive.

Because of our dedicated CERT volunteers, our campus is a better-prepared and more resilient community.

State U is currently seeking opportunities to partner with local organizations to help support our CERT program on campus. I'd like to invite you to attend our informational session on Wednesday, September 4 at 7:00 pm in Smith Hall.

Do you have any questions about the program, or partnership opportunities that I might be able to answer right now?

Please feel free to contact me directly at CERT@StateU.edu or call me at (555) 555-5555. I also encourage you to visit our website at <http://www.StateU.edu/CERT> for more information about the program.

Thank you again for your time and attention, and I hope to see you at the next meeting. In the meantime, if you have any questions, don't hesitate to reach out to me.

Have a good night.

CAMPUS CERT MEETING PLANNING TOOL

This document can help you prepare for a Campus CERT meeting or town hall, develop agendas tailored for specific audiences, and evaluate the effectiveness of meetings.

Meeting Planning Checklist

Establish Meeting Logistics

- Time and date _____
- Location _____
- Outreach and Promotion:
 - Print Materials
 - Social Media
 - Electronic Mailing Lists
 - School Newsletter or Newspaper
 - Other
- Invitations:
 - Campus Decision Makers
 - Faculty
 - Staff
 - Students
 - Parents
 - Local Citizen Corps Council and/or CERT
 - Community/External Supporters or Partners
 - Community/Local Emergency Responders
 - Other (e.g. School Newsletter or Newspaper, Campus Community Service Organizations, or Recreation/Clubs/Student Activities Department)
- Technology and other equipment needs:
 - For presentation (e.g. computer, projector, or handouts)
 - For demonstration, if applicable

Tailor the Meeting for Your Audience

- Identify your potential audience for the meeting and their possible motivations for supporting the program.

Audience	Possible Motivation(s)
	<ul style="list-style-type: none">•••
	<ul style="list-style-type: none">•••

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- Anticipate questions and concerns your members of your audience may have about CERT and prepare responses before the meeting.
- Consider the purpose of your meeting and prepare key messages for your presentation. For example, you might be attempting to recruit participants or obtain buy-in from decision makers.
- Consider how the program benefits your particular potential audience(s) and prepare appropriate talking points for your presentation.

Prepare Meeting Materials

- Prepare Meeting Agenda.
 - See sample meeting agenda below
 - Tailor meeting agenda to audience
- Prepare Meeting Presentation.
 - Establish meeting purpose: _____
 - Establish meeting goals:
 - _____
 - _____
 - _____
- Prepare any printed materials.
 - Your Campus CERT Program Plan
 - Other: _____
- Prepare sample demonstrations, if you wish, and ensure you have any materials or equipment you may need.
 - Use demonstrations to exhibit skills included in CERT training, such as how to apply a sling
- Develop a sign-in sheet for attendees.
 - Include a section for contact information
 - Ask attendees to indicate interest in follow-up

Evaluate the Meeting

- Develop and distribute a short post-meeting survey to collect feedback from attendees on what was helpful about the meeting and how future meetings might be improved.
- Contact a few attendees who indicated interest in follow-up and ask for their input on the meeting.

Sample Meeting Agenda Template

Introductions

- Introduce yourself
- Introduce any other key participants, including your instructors

Presentation Overview

- Purpose of the meeting
- Goals

Campus CERT Overview

- Background
- Benefits
- Roles
- Success stories
- Training
- Classroom
- Drills/Exercises

Discussion Topics

- Membership and recruitment (if applicable to meeting)
 - Incentives
 - Application requirements
 - Time commitment
- Funding and Resources (if applicable to audience)
- Budget
 - Funding and resource needs
- Partnership opportunities

Call to Action

- Final summary and call to action (will vary based on desired outcomes of meeting and audience)

Questions

- Open Q&A session

Contact Information

- Program manager contact information
- Program office location, email, website, social media information

CAMPUS CERT RECRUITMENT EMAIL TOOL

This document will help you craft messages that encourage individuals to participate in your program.

Recruitment Email Pitching

Below is a checklist of considerations you should address while developing your recruitment email pitch:

- Determine your recruitment audience:
 - Faculty
 - Staff
 - Students
 - Other
- Determine what might motivate different audiences to participate in your program.
- Develop key points addressing and highlighting these potential motivators, and include them in the recruitment email.
- Be sure to also include relevant data about the program, including:
 - The CERT program and its role on campus
 - Training, exercises, and/or schedule, participant expectations
 - Call-to-Action
 - For example, visit a website, attend a meeting, or fill out an application
 - Follow-up contact information

Sample Recruitment Pitch

Subject Line: Free Disaster Response Course!

Would you know how to respond if you were the first person at the scene of an emergency?

If you are interested in learning skills you can use to help yourself and others during an emergency, we invite you to join the State U Campus Community Emergency Response Team (CERT)!

Often, the first people to arrive at the scene of an emergency or disaster are not professional responders—they're people like you and me. In the event of a large-scale disaster, professional responders may not always be able to provide immediate assistance to an affected area. Learning a few basic skills can help you to stay safe and help those around you in the event of an emergency in the classroom, on campus, or even at home.

State U is excited to announce that we are recruiting volunteers for our Campus CERT! Participants will learn skills like disaster medical operations, light search and rescue, and fire safety—knowledge and skills that you can use to stay safe and help others during an emergency on campus. Volunteers who complete the program's **free** training may have the opportunity to support State U during both emergency and non-emergency situations.

If you are interested in learning these disaster preparedness and response skills, and helping to make our campus a safer and more resilient community, please attend our informational session on Wednesday, September 4 at 7:00 pm in Smith Hall.

To learn more about the Campus CERT program, please contact me at CERT@StateU.edu or call me at (555) 555-5555. You can also visit our website at <http://www.StateU.edu/CERT> for more information about the program. We hope to hear from you!

Al Smith

Campus CERT Program Manager

State U

APPENDIX B: SAMPLE FORMS AND TEMPLATES

SAMPLE AFTER ACTION REPORT

[Insert Event Logo]

[EVENT NAME]

[EVENT DATES]

AFTER ACTION REPORT/IMPROVEMENT PLAN

[Report Date]

[Insert Organization Logo]



Administrative Handling

- 1) The title of this document is **Event Name** After Action Report and Improvement Plan.
- 2) This document is for INTERNAL USE ONLY and should not be distributed outside the organization without the explicit permission of **Title of Authorizing Individual**. Reproduction of this document, in whole or in part, requires the written consent of **Organization**.
- 3) **Point of Contact:**

Executive Summary

[Insert a description of the event, including background on the event/incident, an overview of CERT objectives, the purpose of this after action report and any other general information. This section is usually not longer than 1-2 pages.]

Sample Language

State U is a public research university located in Anytown, State. Each year State U hosts a homecoming football game. Thousands attend the game every year, including students, family members, friends, faculty, staff, and alumni.

For the 2015 homecoming game, CERT provided a fully staffed first aid station and community outreach booth. During the event, CERT volunteers collectively donated nearly 100 hours of their time. Overall, the first aid tent provided care to 25 patients.

The homecoming game provided an ideal opportunity for volunteers to train and exercise first aid station deployment. Volunteers were expected to meet the following objectives:

- 1) *Deploy the first aid station including proper set-up and tear down.*
- 2) *Communicate effectively with all responders present including Anytown Emergency Management Agency, Template County Sheriff's Department, City of Anytown Fire Department and State U staff and other volunteers.*
- 3) *Provide adequate first aid care to those in need throughout the course of the event.*
- 4) *Support overall event needs including reception/greeting, information and directing attendees.*
- 5) *Demonstrate effective teamwork between CERT and other responders.*

The purpose of this report is to analyze the event results, identify strengths to be maintained and built upon, identify potential areas for further improvement, and support the development of corrective actions.

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Major Strengths

[Insert a short description of each major strength identified by the team during debriefing.]

Sample Language

The major strengths identified during this event are as follows:

- *First Aid Station team demonstrated thorough knowledge of proper first aid station deployment. Team Leader effectively directed the operation of set-up and tear-down, accounting for all equipment.*
- *First Aid Station team members were well briefed by the Team Leader.*
- *Team Leader received and monitored an incident radio on the Law Enforcement frequency; Team Leader effectively utilized radio and used appropriate radio protocols.*
- *First Aid Station team members responded appropriately and effectively to all medical needs presented, according to their scope of practice.*
- *Volunteers worked very effectively together.*
- *Team Leader coordinated and worked closely with event organizers and staff.*
- *Event records were maintained using the Template County Emergency Management accountability system; all volunteers were tracked from check-in to check-out.*

Areas for Improvement

[Insert a short description of each area for improvement identified by the team during debriefing.]

Sample Language

Throughout the event, several opportunities for improvement were identified, including:

- *Not all event volunteers were aware of the protocol for handling medical needs as outlined in the ICS 204 included with the Incident Action Plan. This resulted in a minor incident involving a “medical emergency” that was in fact, a bee-sting in a small child with no allergies.*
- *Communication between the Fire Department’s Medical Unit Leader and the First Aid Station Team Leader need to be improved; Team Leader did not attend the daily briefings and did not receive all the event information on the first day of the event.*
- *On Sunday, the busiest day of the event, CERT volunteers could have been utilized elsewhere to support overall event operations. Future planning could include an expanded role for CERT if requested. Appropriate areas to expand include reception, traffic control/parking, general information and logistics/support.*
- *CERT volunteers did not receive proper wristbands and parking permits. In the future, further follow-up may be required with the State U Volunteer Coordinator.*

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- Overall, the event did not have adequate changing stations and/or private areas for nursing mothers. This may be an area CERT can assist with in the future.

Narrative

[Insert a narrative description of the event and activities that transpired. This should expand upon the executive summary and describe operations in greater detail. Depending on the size of the event, this section may be 3-5 pages.]

Sample Language

Overall, the First Aid Station set-up and staffed by CERT volunteers during the homecoming game was very successful. The Team Leader conducted a very thorough briefing with the event organizers, gained detailed situational awareness, and provided guidance during the event to volunteers. Each team member working the First Aid Station understood their roles, and performed them accordingly during the administering of first aid. Proactive measures were also implemented by the Team Leader; during the event small groups of volunteers were directed to walk the grounds providing mobile first aid. Volunteers remained professional and did an excellent job serving the community.

There were no major medical emergencies during the event. However, a miscommunication did result in a perceived emergency when a young girl suffered a bee-sting. The initial radio call reported that the victim was in shock, which resulted in a rapid response from law enforcement personnel, emergency management and First Aid Station team members searching for a victim in shock/non-responsive. During the search, the patient presented at the First Aid Tent, which was in the line of sight from the radio call's origin. Fortunately, she appeared to have only a minor reaction and was not allergic or in shock. After further investigation, it was discovered that the reception volunteers were not aware of the protocol for handling medical incidents during the event.

During this event, CERT volunteers provided basic first aid to twenty five patients at the station. During the treatment of these patients it was evident that volunteers followed their training protocols, fulfilled their roles and responsibilities, and worked effectively as a team. The proper set up of the first aid station, along with having all the necessary first aid supplies and equipment, enhanced the success of the treatment of these patients.

In the future, continuous efforts will be made to include CERT Team Leaders in the pre-event planning meetings held by the event organizer. During these pre-event meetings, the CERT Team Leaders will provide the capabilities and capacity of the first aid station, along with policies, protocols, and expectations regarding communications for the event. This measure ensures all emergency personnel working or volunteering for the event, will clearly understand how to communicate and request assistance from the First Aid Station. If the Team Leader recognizes, or is alerted that the event organizers are having difficulties in providing adequate personnel to handle certain tasks such as

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parking, crowd control or reception areas, they will notify Incident Command of the availability of CERT volunteers to perform these tasks. Through enhanced pre-event planning, continuous learning and future training and exercises, CERT will continue to strengthen its programs and improve the valuable services provided to the community.

Event Synopsis

[Insert key information in each of the blank spaces below to capture event details.]

Event Name:

Type of Event:

Event Start Date:

Event End Date:

Duration:

Location:

Sponsor:

Program(s):

Mission:

Capabilities:

Event Planning Team:

Team Leader:

Participating Organizations:

Number of Participants:

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CAMPUS CERT SAMPLE APPLICATION FORM

Your information is being collected solely for use by [College/University Name] with regards to the Campus CERT program application process. Your information will not be shared or used by any external entity unless prior permission is given.

Applicant Information

Name: _____ Date of Birth: _____

I am a: _____ Student _____ Faculty Member _____ Staff Member

Cell Phone: _____ Home/Office Phone: _____ Email address: _____

Address (Local/Office): _____

City: _____ State: _____ Zip: _____ Phone: _____

Address (Permanent/Home): _____

City: _____ State: _____ Zip: _____ Phone: _____

Please describe any previous relevant disaster training or experience you may have had:

Please identify any accommodations you may require (e.g. dietary restrictions, wheelchair access, sign language interpreter):

Emergency Contact Information

Name: _____ Relationship: _____

Address: _____

City: _____ State: _____ Zip: _____ Phone: _____

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Signature

I affirm that all information contained herein is true and correct, to the best of my knowledge.

Signature

Date

FOR OFFICE USE ONLY

Applicant Name _____

Date Application Received: _____

Date Legal Waiver Signed: _____

Date Activation Protocol Signed: _____

Status:

_____ Active

_____ Inactive

Training	Date Completed
CERT Basic Training	
IS-100	
IS-700	
Other:	
Other:	
Other:	
Other:	
Other:	
Other:	

Team Assigned: _____

Role Assigned: _____

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OPTIONAL SECTIONS

You may also want to ask applicants to provide additional information, depending upon your program.

Statement of Intent

I am interested in (please select one)

Receiving CERT training

Receiving CERT training and becoming a member of a deployable team

Scheduling

CERT training will be offered on the following schedules. Please indicate the schedule(s) you would be able to attend. We will contact you with the schedule to which you have been assigned.

Fall Semester, Tuesdays 6pm-9pm

Fall Semester, Saturdays 9am-12pm

Spring Semester, Wednesdays 6pm-9pm

Spring Semester, Sundays 3pm-6pm

Faculty/Staff Approval

Faculty/Staff only: Please get your supervisor's signature below.

I, _____, permit _____ to attend CERT training during work hours without using personal or vacation time. I also agree to allow this employee to deploy, if formally activated per CERT activation procedures, without incurring personal or vacation time.

Supervisor's Signature

Date

Name of Supervisor (printed)

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Parental Permission (required for applicants under 18 years of age)

*A parent/guardian must ALSO sign the Waiver of Liability for participants younger than 18.

I give permission for my child/ward to participate in the Campus CERT program. I also affirm that all information contained in the application is true and correct, to the best of my knowledge.

Signature of Parent/Guardian

Date

Name of Parent/Guardian (printed)

Note: This sample application form is provided for informational purposes only. You may choose to tailor this form to your own Campus CERT program, or even use an entirely different application form. Please consult with legal counsel about the contents of your application form before using it on your campus.

References

The following documents were used in developing this sample application form:

- CERT Los Angeles. "Office of Mayor Antonio R. Villaraigosa Mayor's Volunteer Corps Volunteer Enrollment Form." <http://www.cert-la.com/forms/forms.htm>.
- CERT Los Angeles. "Sample Training Records" in Starting & Maintaining a CERT Program. p. 104. <http://www.cert-la.com/manuals/start-and-maintain.htm> and <http://www.fema.gov/start-and-maintain-community-emergency-response-team-program>

CAMPUS CERT SAMPLE WAIVER OF LIABILITY

The CERT training program and related activation activities involve physical activity and subject matter that may cause injury and/or emotional distress. CERT participants learn about topics including but not limited to disaster preparedness, light search and rescue, fire safety, and disaster medical operations. The activities associated with these topics (during both training and activation) may pose physical risks, including interaction with damaged buildings and infrastructure, and may also involve exposure to diseases and/or cause emotional distress. CERT training includes protective measures, and all CERT participants and volunteers should be concerned first about safety. However, no precautions can protect against all potential risks.

While participating in CERT activities, you may face the risk of personal injury, illness, emotional strain, death, or damage or loss of personal property. By signing the below waiver, you acknowledge understanding of these risks and release the campus CERT program, the University, and any associated parties from any liability related to the CERT program.

By signing below, you also acknowledge that you have health insurance to cover any injuries or illnesses that you may sustain while involved in CERT activities. If you do not have health insurance, you acknowledge that you are solely responsible for covering any costs incurred in relation to any injuries or illnesses sustained while involved in CERT activities. You also grant permission for campus personnel to acquire medical assistance for you, should you need it in the course of CERT training or activation, and, should you be unable to give consent at the time, you give consent now for any medical procedures deemed necessary by a physician.

By my signature below, I attest that I have read and understood the risks associated with participation in CERT activities. I accept all risk related to my participation in the program, and absolve the CERT program and the sponsoring University from any liability thereto related, except in cases of injury or loss resulting from negligence or misconduct on the part of a University employee.

Signature

Name (please print)

Date

If the participant is younger than 18 years of age, a parent or guardian must sign the next page.

By my signature below, I attest that I have read and understood the risks associated with my child/ward's participation in CERT activities. I accept all risk related to his/her

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participation in the program, and absolve the CERT program and the sponsoring University from any liability thereto related, except in cases of injury or loss resulting from negligence or misconduct on the part of a University employee.

Signature of parent or guardian

Name (please print)

Relationship to participant

Date

Please note that this sample waiver of liability is intended to serve only as a general point of reference. The liability waivers used by various colleges and universities implementing the Campus CERT program may vary from institution to institution. Please consult your institution's legal counsel about the contents of this waiver of liability before using it on your campus.

References

The following documents were used in developing this *Campus CERT Sample Waiver of Liability* document.

- FEMA. *Community Emergency Response Team Program Manager Course – Participant Manual. Unit 4: Working with Volunteers.* <https://www.fema.gov/library/viewRecord.do?id=6196>. p. 4-33 to 4-34. The content therein is attributed to Hall County/Grand Island City CERT. *Informed Consent, Waiver and Release Agreement.*
- City of Ventura Community Emergency Response Team (CERT) Training Application. <http://www.cityofventura.net/fire/emergencyprep/cert>.
- Miami-Dade County Community Emergency Response Team Program. *Informed Consent, Waiver and Release Agreement.* <http://www.miamidade.gov/fire/library/CERT/Hold-harmless-agreement.pdf>.

TEMPLATE FOR CONDUCTING A HAZARD ASSESSMENT

Effective planning is based on a consistent analysis and comparison of threats and hazards likely to affect a particular area. If your college or university has not conducted a hazard assessment, you can use the methodology below to conduct your own assessment.

Hazard Assessment Process

There are numerous tools and resources available to assist you in conducting a threat and hazard assessment. The method described below is based on guidance provided in FEMA's *Threat and Hazard Identification and Risk Assessment Guide Comprehensive Preparedness Guide [CPG] 201*, which is available at <http://www.fema.gov/media-library/assets/documents/26335>.

Identify Threats and Hazards

The first step in conducting a hazard assessment is to gather information about the types of threats and hazards faced by your facility. This information can be obtained through a combination of first-hand knowledge and experiences, research, and outreach to local response agencies such as emergency management offices, fire and police departments, and non-profit agencies like the American Red Cross.

Assess the Risk

After identifying the threats and hazards in your area, the next step is to compare threats/hazards against one another and assess the potential impact and level of risk for each threat/hazard. Then, assign a risk value to each hazard, relative to all other hazards. A frequently used and effective method for organizing the information about each potential threat and hazard is to create a table with a range of information including:

- Probability or frequency of occurrence.
- Magnitude.
- Time available to warn staff and visitors.
- Duration.
- Follow-on and cascading effects of threat or hazard.

When completed, the table looks like the sample assessment on the next page. To complete the analysis, think about the potential effects of each scenario and select the appropriate level of impact for each of the following categories: probability, magnitude, warning, and duration. Analysis can be strengthened by inviting other experts from

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within your college or university to participate and either averaging individual scores or completing the table as a group.

Sample Threat and Hazard Assessment Table

Threat / Hazard	Probability	Magnitude	Warning	Duration	Risk Priority
Fire	4. Highly likely 3. Likely 2. Possible 1. Unlikely	4. Catastrophic 3. Critical 2. Limited 1. Negligible	4. Minimal 3. 6–12 hrs. 2. 12–24 hrs. 1. 24+ hrs.	4. 12+ hrs. 3. 6–12 hrs. 2. 3–6 hrs. 1. < 3 Hours	High Medium Low
Hazmat spill outside campus	4. Highly likely 3. Likely 2. Possible 1. Unlikely	4. Catastrophic 3. Critical 2. Limited 1. Negligible	4. Minimal 3. 6–12 hrs. 2. 12–24 hrs. 1. 24+ hrs.	4. 12+ hrs. 3. 6–12 hrs. 2. 3–6 hrs. 1. < 3 Hours	High Medium Low

After completing the table, you need to prioritize the risk associated with each threat/hazard so you can compare them to one another and identify your top priorities. This is often done by assigning a numeric value to each component of the risk (1, 2, 3, or 4, in the sample table). For example, consider a fire on campus.

Sample Assessment: Fire on Campus

Threat / Hazard	Probability	Magnitude	Warning	Duration	Risk Priority
Fire	4. Highly likely 3. Likely 2. Possible 1. Unlikely	4. Catastrophic 3. Critical 2. Limited 1. Negligible	4. Minimal 3. 6–12 hrs. 2. 12–24 hrs. 1. 24+ hrs.	4. 12+ hrs. 3. 6–12 hrs. 2. 3–6 hrs. 1. < 3 Hours	High Medium Low

You may determine that it is Likely (value of 3) that your campus will experience a moderately large fire, meaning something bigger than a microwave fire but smaller than a large fire that engulfs an entire floor or facility. If such a fire were to occur, it would have a Critical (value of 3) impact on your facility, perhaps impacting

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college/university operations and limiting communication. In the event of a fire, you would likely have Minimal (value of 4) warning. Response to a moderate fire could impact your campus for 6-12 Hours (value of 3), meaning it may take 6-12 hours for resumption of normal services.

If this assessment were being scored, you would have scored a fire at 13 ($3+3+4+3=13$) out of a potential 16 points. Depending on the final scores of all other threats and hazards, this would likely be a Medium or High Risk Priority. Based on this information, you might determine that building CERT fire response capabilities is a moderate or high priority for your campus.