





What to do --


When Training Dollars

Fall

Short...

Susan Sanderson/Detroit Citizen Corps Council

HPSD 8 - National Preparedness

-  Establishes policies to strengthen preparedness of the U.S. to prevent and respond to, threatened or actual domestic terrorist attacks, major disasters and other emergencies.

-  Requires development of a national domestic all-hazards National Preparedness Goal, which provides a means for answering three fundamental questions:
 - How prepared do we need to be?
 - How prepared are we?
 - How do we prioritize efforts to close the gap?





Citizen Corps Mission

Federal Mission Statement:

To have everyone participate in making America safer

We all have roles in hometown security

- a personal responsibility to be prepared;
- to get training in first aid and emergency skills; and
- to volunteer to support local emergency responders, disaster relief, and community safety









Detroit Citizen Corps Council (DCCC) Activities

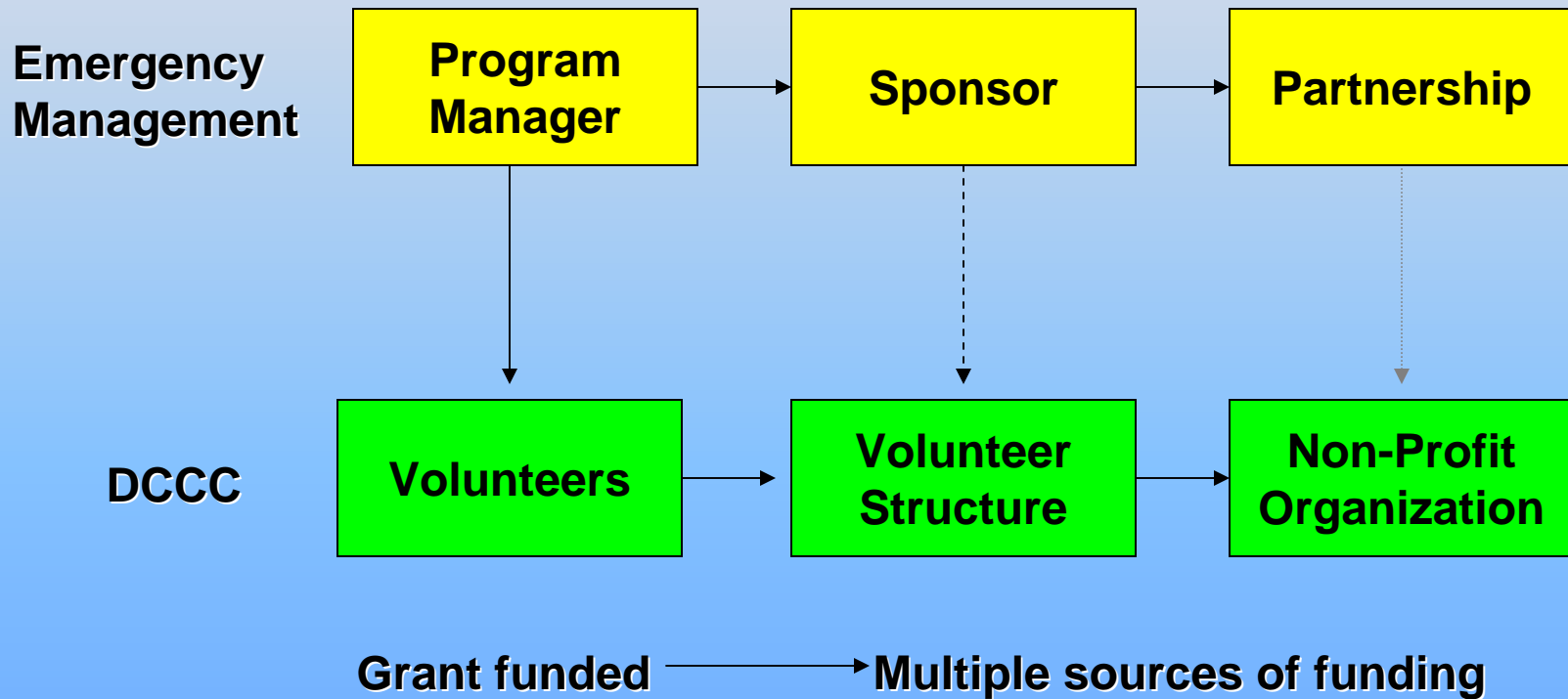
- ↳ **Coordinate all citizen preparedness and participation**
- ↳ **Encourage “grass roots” initiatives**
 - **Neighborhoods, organizations, businesses**
- ↳ **Coordinate and conduct formal training**
- ↳ **Collaborate with other locals, regions, state agencies, tribes**
- ↳ **Local Councils oversee all initiatives**
 - **Councils should be made up of multiple disciplines**



DCCC Responsibilities

-  **Build on community strengths to develop action plans to involve the whole community, including special needs populations**
-  **Focus on public education, training, and volunteer opportunities for community and family safety**
-  **Promote and oversee Citizen Corps programs**
-  **Provide opportunities for special skills and interests**
-  **Organize special projects/community events**
-  **Coordinate activities regionally and with the State**

DCCC Relationship with Emergency Management





Target Capabilities List (TCL)

- ❑ **Common**
 - **Planning**
 - **Interoperable Communications**
- ❑ **Prevent Mission**
 - **Information Collection & Threat Recognition**
 - **Intelligence Fusion & Analysis**
 - **Information Sharing & Collaboration**
 - **Terrorism Investigation & Apprehension**
 - **CBRNE Detection**
- ❑ **Protect Mission**
 - **Risk Analysis**
 - **Critical Infrastructure Protection**
 - **Food & Agriculture Safety & Defense**
 - **Public Health Epidemiological Investigation & Laboratory Testing**
 - **Citizen Preparedness & Participation**
- ❑ **Recovery Mission**
 - **Structural Damage Assessment & Mitigation**
 - **Restoration of Lifelines**
 - **Economic & Community Recovery**
- ❑ **Respond Mission**
 - **On-Site Incident Management**
 - **Emergency Operations Center Management**
 - **Critical Resources Logistics & Distribution**
 - **Volunteer Management & Donations**
 - **Worker Health & Safety**
 - **Public Safety & Security Response**
 - **Animal Health Emergency Support**
 - **Environmental Health & Vector Control**
 - **Explosive Device Response Operations**
 - **Firefighting Operations/Support**
 - **WMD/Hazardous Materials Response & Decontamination**
 - **Citizen Protection: Evacuation and/or In-Place Protection**
 - **Isolation & Quarantine**
 - **Search & Rescue**
 - **Emergency Public Information & Warning**
 - **Triage & Pre-Hospital Treatment**
 - **Medical Surge**
 - **Medical Supplies Management & Distribution**
 - **Mass Prophylaxis**
 - **Mass Care (Sheltering, Feeding, & Related Services)**
 - **Fatality Management**



Training is defined as:

Instruction that imparts and/or maintains the **skills necessary for individuals and teams to perform their assigned responsibilities.**

Training objectives should be competency-based and specify a level of proficiency that relates to the relevant competencies (i.e. awareness, operations or expert)



Education is defined as:

Instruction that imparts **knowledge that may be general or job specific, to achieve competency-based objectives.**

Educational material should be competency-based and specify a level of proficiency that relates to the relevant competencies (i.e. awareness, operations or expert).



Levels of Proficiency

Defined by the degree of understanding of the subject matter and practical application through training and performance.

Awareness: Represents an understanding of the knowledge/skills/abilities but not to the level of capability to adequately perform the competency actions within the organization's system.

Operations: Represents the knowledge/skills/abilities to safely and effectively perform assigned tasks and activities using equipment as necessary.

Expert: Represents operations-level proficiency plus the additional knowledge/skills/abilities to apply expert judgement to solve problems and make complex decisions.

Levels of Personal Preparedness

Awareness

👤 **Level 1 – Awareness (Make a Plan, Have a Kit, Be Informed)**

Operations

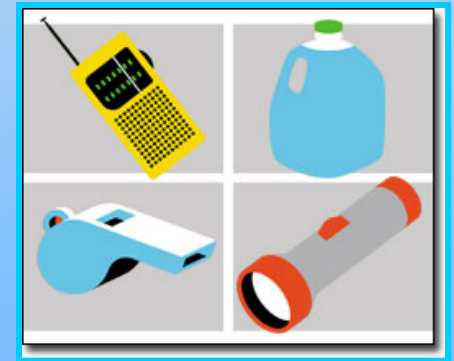
👤 **Level 2 – Basic CERT/Teen CERT (Get Involved)**

Expert

👥 **Level 3 – CERT Team Member (Stay Active)**

👥 **Level 4 – Team Leaders (Take the Lead)**

👤 **Level 5 – CERT Instructors/Ready Ambassadors/CERT Angels (Educate/Help Others)**





Public Education vs. Public Information

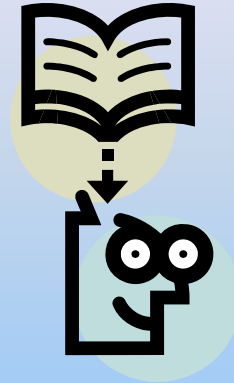
**“You can have an exceptional plan,
but if the public doesn’t understand it,
it’s just going to fall apart.”**

Ken Murphy, Director/Oregon Emergency Management

Public Education vs. Public Information

Public Education*

The process of making the public aware of risks and preparing citizens for hazards in advance of an emergency/disaster. It includes public awareness, education and outreach activities.



Public Information*

The process of developing and delivering messages to the public in anticipation of and during an incident. It is incident specific and includes development and release of messages in real time as a key function of a jurisdiction's incident management system.



**Piquette Warehouse Fire
Detroit, MI - June 2005**

** As defined by the Emergency Management Accreditation Program (EMAP), an independent, organization establishing credible standards in emergency management and homeland security.*



Learning Obstacles for FAMILIES

Fear – “It’s too scary to think about”

Attention Span – “I’m too busy to learn or doing anything new.”

Media – “There’s always a weatherman in the hurricane.”

Info Levels Now – “A 72-hour kit is all I need.”

Lifestyles Ties – “I don’t want to change the way I live.”

Income – “I can’t afford to buy the gear or take the steps.”

Ego – “I’m so important that others will look after me.”

Selflessness – “I’m not worried about me, I want to help others.”



Remember to TEACH

Treat each family member as unique

Emphasize the benefits and not the threat

Allow for different learning styles and speeds

Confidence building is goal #1

Help others to help themselves, and to then help others in turn

Teach both the importance and techniques of disaster
preparedness in order to make our world safer...



CERT Training

🎓 Faith-based groups

🎓 Teen CERT (Mayor's Time)

🎓 Special Needs CERT

🎓 City Directors and Staff

🎓 Spanish CERT

🎓 Media CERT

🎓 Neighborhood Watch

🎓 Medical Reserve Corps

🎓 Police Reserves (VIPS)

🎓 Business CERT TTT

🎓 Special Events (Fireworks, Grand Prix)

Targeted Training

- 📖 CERT Refresher/Recertification
- 🚒 CPR/First Aid/AED (new and recertification)
- 📅 ICS 100/200/700/800
- ♿ Special Needs
- 🏠 Sheltering in Place/Evacuation
- 🏠 Donations Management
- 🐾 Animals in Disaster
- 🎵 Special Events
- 🚗 Traffic Control
- ⚡ Severe Weather Spotters/Skywarn (for everyone)
- 📻 RACES (Ham Radio)
- 📄 Damage Assessment



City of Detroit/Wayne County
Hurricane Katrina
Evacuee Reception Center
832 Evacuees in 26 days

Applied Education and Training

- 🗣️ **Basic Communications**
- 🏆 **Leadership**
- 👥 **Team Building**
- 💻 **Basic Computer Training**
- 🗣️ **Effective Presentations**
- 📋 **Managing Volunteers**
- 📋 **Logistics Functional Training (How to set up)**
- 👁️ **Crime Prevention**
- 😞 **Workplace Violence**
- 💣 **Terrorism Awareness**
- 🚑 **Michigan Emergency Medical System (MEMS)**



Duck Tape

Upcoming Events & Activities



April 16 - 20, 2007

Public Health Week



May 5, 12, 19, 2007



May 8 -16, 2007
Police Week



August 2007 (WCCCD)

November 2007 (OCCC)



Train-the-Trainer



June 22 - 26, 2007

River Days

June 27, 2007

September 1 - 3, 2007



Target Fireworks

Tuesday, September 11, 2007

Patriot's Day

September is National
Preparedness Month

August 7, 2007

NATIONAL NIGHT OUT

July 7 & 8, 2007



Willow Run
Air Show



Training Expenses

- 💰 **Create Planning Team**
- 💰 **Perform Assessment and Estimated Costs**
- 💰 **Design courseware**
- 💰 **Set Budget and Course Fees (if any)**
- 💰 **Develop Teaching Aids (manuals, presentation)**
- 💰 **Create Class Forms: Schedule, Sign-in**
- 💰 **Assign Instructors**
- 💰 **Select Facilities/Order Food/Special Items Needed**
- 💰 **Promote Training**

Methods of Training

- ☞ Classroom/Lecture
- ☞ Hands-on
- ☞ Computer-based instruction
- ☞ CD-ROMs
- ☞ Podcasts
- ☞ Drills/Exercises
- ☞ On The Job (OTJ)
- ☞ Web sites



Challenges:

- ☞ Each requires varying levels of resources
- ☞ More resources = more costs
- ☞ Literacy level of adult learners can be an issue
- ☞ Hands-on training

Lesson #1

Know Your Audience

- ✓ What is their literacy/reading level?
- ✓ Level of education?
- ✓ Years out of school?
- ✓ What is their motivation to take this class?
- ✓ What is their expectation of the instructor?
- ✓ Do they understand English?
- ✓ Do they have any special requirements?
- ✓ Have they completed a skills assessment?



CERT Refresher
Training on Belle Isle – Aug/05



Lesson #2

Be a Creative Opportunist

Someone who gets what they want when they want it


Be a risk taker – try something new

Keep eyes and ears open

Bouncing ideas off another person can result in new ideas

Enthusiasm is contagious and attractive









**The more people you talk to the better the chance
you have of learning something you can use**



CERT Saturday - Movie Matinee

Planning



-  **Focus on an emergency/disaster (natural, man-made, technological)**
-  **Ask someone to donate their facility**
-  **Look at facilities location, parking, seating**
-  **Check that video & sound system are working and adequately**
-  **Find someone to sponsor popcorn and pop**
-  **Plan it for late morning on a Saturday (movies can run long)**
-  **Enlist volunteers to help, assign tasks**
-  **Ask vendor to donate a door prize relevant to preparedness**

CERT Saturday - Movie Matinee (continued)

Implementing



- 👤 Purchase or rent DVD from public library - based on theme
👤 (i.e. Twister, The Last Day, Outbreak, When the Levees Broke)
- 👤 Check that video & sound system are working and adequately
- 👤 Assign volunteers to sell candy/other snacks as fundraiser
- 👤 Send out event announcements and invitations (use email)
- 👤 All attendees must RSVP (to determine amount of refreshments)
- 👤 Volunteers give each attendee a door prize ticket
- 👤 Distribute handouts relevant to topic (i.e. Twister/tornado facts)
- 👤 During Intermission utilize a Subject Matter Expert to provide info
- 👤 At end of movie, raffle off door prize, announce next movie date



Lesson #3

Look for Ways to Shave/Save

- \$ Beg, borrow and take**
- \$ Shyness is a liability**
- \$ Use coupons/discount clubs/cards**
- \$ The Dollar Store is your friend**
- \$ -- and so are Big Lots, Sams Club, Costco, Bed, Bath & Beyond**
- \$ Utilize checklists to save time (and money!)**
- \$ Follow the money (donations, funded community activities)**
- \$ Piggyback off of related events/activities**
- \$ Enlist the help of or partner with professional organizations**
- \$ Use corporate sponsorship wisely (don't abuse)**



International Emergency Response Day - Educating the Public









- 🏠 Held in Strathmoor, Ontario, Canada
- 📅 1 One day event
- 🕒 9:00 a.m. to 3:00 p.m.
- 🚓 Over 30 participating agencies
- 👤 400 – 500 school children
- 🚓 Answer questions at each vendor booth
- ✍️ Annual Event – tenth year
- 💰 Budget: \$6,000 (Canadian)



Lesson #4

Ask and You May Receive

- ? **You can't get something if you don't ask them for it**
- ? **Never be too embarrassed or reluctant to ask for something**
 - **The worst they can say is "NO!"**
- ? **Need to understand from the donor's POV what's in it for them?**
-  **Be careful what you ask for**
-  **Always thank people for their donation (time, money, resources)**
-  **Keep track of donations**
-  **Reciprocate or trade for training**
-  **If they can't donate, ask them if they know someone who can!**
-  **Keep within legal parameters (local government policies)**

Detroit EvacEx06 Exercise

CERT Assignments

COMMAND & CONTROL

Susan Sanderson
Donna Northern
Lori Wieber

CERT
Incident
Commander

CERT
Team Leaders

EXERCISE STAFF

Charlesetta Hanford

Eric Waidelich
Gary McBain
Ken Bresnan

CERT
Controllers

CERT
Evaluators

OPERATIONS Don Northrup

Security

Gerald Pulk

RapidTag

Linda Gruss

Teen
CERT

Laura/Jennifer Gruss

Special
Needs

Donna Nordquist

Runners &
Floaters

Ron Mesic

LOGISTICS Angela Gilliam

Staging

Lorrie France

Transport

Lisa Normandeau
Lina Busico

Reception

Josephine Smith

Dining

Mark Grey

Shelter

Pat Holland

COMMUNICATIONS Ken Murray

Ready
Ambassadors

Peggy Rose

Information
Booth

Tommy Williams

Notification

Lori Wieber

Media
Assistance

Dara Watson

Detroit EvacEx06



Lesson #5

If You Feed Them, They Will Come

WHY?

- 🍴 Food brings people together
- 🍴 Coming directly from work – no time to eat
- 🍴 Easier to listen and learn when stomach isn't grumbling
- 🍴 Something is better than nothing (coffee and water)
- 🍴 Complainers can become advisors on how to obtain food
- 🍴 Captive audience helps class bonding, ensures no late returns
- 🍴 No spoiling of attendees, training is the focus, food an enabler
- 🍴 If training is for one day, serving lunch is key
- 🍴 Offer choices if possible for special dietary needs
- 🍴 Look for volunteers that can cook



Lesson #5

If You Feed Them, They Will Come

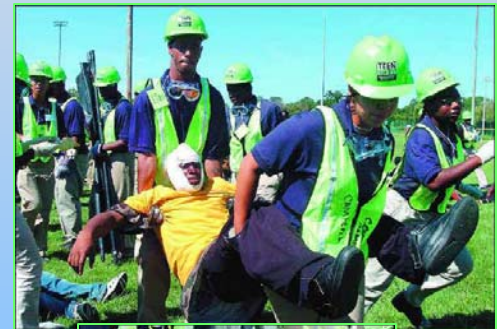
HOW?

- 🍴 Partner with school culinary programs (high school, colleges)
- 🍴 Check with nearby churches
- 🍴 Develop relationship with local restaurant/caterers
- 🍴 Ask for donations from others (businesses, stores, churches)
- 🍴 *Serve foods that are expandable and stretchable (deli trays, soups)*
- 🍴 Think quantity meals (i.e. pot lucks, stews, soups, casseroles)
- 🍴 Veggie trays and tossed salads are healthy alternatives
- 🍴 Get a head count, register people, track to keep waste level low
- 🍴 **WARNING: High carbs such as pasta can create droopy eyes**

Lesson #6

You're Never Too Old (or Young) to Learn

- 👉 Varying levels of literacy impact absorption of information
- 👉 Not all students learn at the same pace.
- 👉 All learning involves change and change can be painful
- 👉 Train teens to educate parents/adults
- 👉 Family call to preparedness action starts with the younger kids to bring it home
- 👉 Utilize retired teachers, trainers to assist
- 👉 Teach people to teach others



Teen CERT Exercise at Belle Isle
Aug/06 – 160 students participated

Lesson #7

Seek Out Subject Matter Experts

- 👤 SME's provide credibility to training content
- 👤 They know what they're doing – raises student confidence
- 👤 Not enough just to be an expert, need to be a good instructor
- 👤 Double-check their background and capabilities



- 👤 Saves you time, money and stress
- 👤 Create a stock of instructors as back-up
- 👤 Must sell them on volunteering their time

CERT Training for SuperBowl XL Jan/06
2 classes, 160 and 200 students = 360 trained



Lesson #8

Training in Small Pieces Makes a Bigger Carrot

- ❑ Eat the elephant one bite at a time (or something like that)
- ❑ Chunking the training gives students a chance to build their skills
- ❑ Allows a large number of students to be trained at the same time
- ❑ Students learn at different rates
- ❑ People can absorb only so much information at a time
- ❑ Motivating students makes them want to come back for more
- ❑ Makes it easier to manage classes but can also create more work



Northwest Detroit CERT Team
Cribbing Skills Exercise - Nov/06

CERT Teams – October 2007 Drill Exercise

- 🚒 CERT Teams need fire suppression refresher
- 🚒 Open House at Fire Stations for Fire Prevention Month
- 🚒 Utilize Teen CERT and other CERT members as victims
- 🚒 Use as an opportunity to educate neighbors and community
- 🚒 Gives CERT members practice in educating others
- 🚒 Provides opportunity for CERT to work alongside Fire Department
- 🚒 Adult CERT members can mentor Teen CERT members
- 🚒 VIPS to provide security, MRC to provide medical back-up
- 🚒 Neighborhood Watch can help Fire Department install smoke detectors





Lesson #9

Interested Students Become Helpful Volunteers

- 👤 Many heads are better than one
- 👤 Motivation to help = resolving problems/issues
- 👤 Gives volunteers something worthwhile to do
- 👤 Gives volunteers “ownership”
- 👤 Trains them to lay the foundation for program sustainment
- 👤 Somebody knows someone who has something they can help with
- 👤 Discovery of people skills or other resources to utilize for training
- 👤 Show recognition of and/or reward to helpful volunteers



Brainstorming

Survivor Detroit Ground Rules



Select a Tribe Spokesperson

Choose a name for your Tribe

Develop a preparedness slogan or saying for your tribe

Each Tribe's challenge is listed on their scroll

Any idea is better than no idea

Capture as many ideas as possible in the time given

Appoint a Tribe Scribe to write down all ideas















Do not spend time evaluating ideas

Lesson #10

Imitation is the sincerest form of saving time and money

- Don't re-invent the wheel, use what's available if possible**
- No harm in borrowing -- as long as it's legal**
- Adapt existing training and tweak to your needs**
- Ask for permission first before using – give credit where due**
- Talk to others to keep informed and to seize on opportunities**
- Evaluate training to rate effectiveness**

In Summary

-  Utilize needs assessment to prioritize, develop and implement training.
-  Determine level of proficiency students need to be competent in.
-  Look at new opportunities to educate and train citizens.
-  Utilize alternative methods to deliver training.
-  Know your audience that is being trained.
-  Look for ways to shave/save.
-  Ask for and receive help with funding and/or resources
-  Provide food where possible and feasible
-  Everyone is capable of learning, but at different rates
-  Utilize Subject Matter Experts to bring credibility to class
-  Train in small chunks to keep costs down and students motivated.
-  Capitalize on interested students to enlist them as volunteers.
-  Take advantage of what ideas and training are already available.
-  Learning to do more with less is a skill that takes practice!

Thank you for your attention!

Contact Information:

Susan Sanderson, PEM

City of Detroit

Homeland Security and Emergency Management

Office: (313) 596-5561

Mobile: (313) 806-0337

FAX: (313) 596-1712

sandersons@dfdhq.ci.detroit.mi.us

