



PREPARING FOR A PUBLIC HEALTH EMERGENCY
TRIBAL LEGAL PREPAREDNESS PROJECT
www.tlpp.pitt.edu

TRAINING MANAGER GUIDE

½ DAY TRAINING

*This publication was supported by Cooperative Agreement Number **NU38OT000307** awarded to ChangeLab Solutions and funded by the Centers for Disease Control and Prevention. Its contents are solely the responsibility of the authors and do not necessarily represent the official views of the Centers for Disease Control and Prevention or the Department of Health and Human Services.*

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Introduction and Acknowledgements

This guide has been prepared by the Tribal Legal Preparedness Project (TLPP) at the University of Pittsburgh Graduate School of Public Health Center for Public Health Practice in collaboration with the Centers for Disease Control and Prevention, Center for State, Tribal, Local and Territorial Support's Public Health Law Program.

TLPP gratefully acknowledges the assistance and input received in the development of this training from persons in local, state, Tribal, and federal public health and emergency management agencies, and in other organizations.

Disclaimer

Training materials are for instructional use only and are not intended as a substitute for professional legal or other advice. While every effort has been made to verify the accuracy of these materials, legal authorities and requirements may vary from jurisdiction to jurisdiction and change over time. Always seek the advice of an attorney or other qualified professional with any questions you may have regarding a legal matter.

Background

Public health emergencies are matters of serious concern for every community. Therefore, it is critical for all jurisdictions, including Tribal Nations, to have the capacity to effectively respond to these threats. Legal preparedness is an important component of public health capacity, as the law is the foundation on which public health preparedness is based. Legal preparedness requires effective authority to respond to the crisis, coordinate response across jurisdictions, resolve disputes, and provide recovery assistance after the crisis has passed.

As sovereign entities, Tribal governments have the authority to create their own laws, including those related to public health and emergency preparedness, response, and recovery. Many Tribes have not yet exercised their public health authority by creating agencies or developing laws. Navigating emergency response issues in Indian Country can be challenging, as jurisdictional issues often arise between federal, state, local, and Tribal governments due to the complex history surrounding delivery of public health services to Tribal communities. Thus, legal preparedness for Tribal Nations is vital for public health response and emergency management.

To address the need for improved public health legal capacity and infrastructure in Indian Country, four trainings were held from 2012 – 2016 that involved numerous Tribal Nations and Tribal partners. The audience for these trainings first focused on the Tribal judiciary, but expanded to include a broad array of Tribal public health, emergency response, and legal workforce members. The trainings raised awareness regarding how law can be used to improve public health preparedness and have provided opportunities for the Tribal community to make important connections with nonprofit organizations and public health officials from all levels of government.

Since 2016, TLPP has engaged Tribal Nations around the country to enhance Tribal legal preparedness capacity. Listening sessions held during the first year with Tribal Nations provided valuable information regarding Tribal-specific emergency preparedness concerns, as well as the best platform for Tribes to access training resources. Four online micro modules specific to Tribal legal preparedness were developed in 2017, as well as a Resource Library with relevant emergency preparedness materials.

For more information on TLPP, visit tlpp.pitt.edu.

Overview

This training has been designed to assist Tribal public health professionals with enhancing their public health legal preparedness capacity and better coordinate emergency preparedness, response, and recovery activities across jurisdictions. Previous trainings, which serve as the foundation for this training, have proven to be a valuable resource to develop a Tribal workforce prepared for the next public health emergency. The trainings have also provided opportunities for the Tribal community to make important connections with nonprofit organizations and public health officials from all levels of government – other Tribes, county, state, and federal. These connections are critical to the success of preparedness efforts.

Training Content

This half-day training is comprised of four training sessions:

What is Legal Preparedness and Why is it Important to Tribal Nations?

This session provides an overview of legal preparedness, discusses the importance of law to public health emergencies, and describes ways law can be used to enhance preparedness for Tribal Nations.

Learning Objectives

- Define legal preparedness and its importance to public health emergencies;
- Describe why Tribal Nations should be concerned about preparedness and how laws can enhance preparedness for Tribal Nations; and,
- Discuss two examples to highlight the importance of legal preparedness for Tribal Nations.

Jurisdictional Issues and Using the Law to Enhance Cross Jurisdictional Coordination

This session first describes how the law can assist with collaboration and coordination for emergency preparedness, response, and recovery. Next, intergovernmental agreements are discussed, including how to use such agreements to enhance cross-jurisdictional coordination and resolve issues in advance of a crisis. Additionally, this training provides recommendations to achieve successful intergovernmental agreements.

Learning Objectives

- Understand how the law can assist with collaboration and coordination for emergency preparedness, response, and recovery;
- Describe different types of intergovernmental agreements to enhance cross-jurisdictional coordination; and,
- Describe recommendations for successful intergovernmental agreements.

Disaster Declarations

This session reviews the Federal Emergency Management Agency (FEMA) Tribal Declaration Pilot Guidance, the differences between being a sub vs. a direct recipient, and the process Tribal governments should use to request direct declarations. In addition, the criteria FEMA will use to evaluate Tribal declaration requests are described.

Learning Objectives

- Recognize the authority for Tribal declarations;
- Define the federal framework for emergency declarations; and,
- Describe the process for exercising the new authority for Tribal Nations to directly request a Presidential emergency or major disaster declaration, including the 2017 FEMA Tribal Declarations Pilot Guidance.

Tribal Legal Preparedness Best Practices Toolkit

This session provides an array of best practices shared by Tribal Nations, including audio and video recordings of Tribal public health/emergency management practitioners, so that Tribal Nations are sharing their success stories and helping other Tribes.

Learning Objective

- Identify one legal best practice your Tribal Nation can implement.

Training Audience

This training is intended for individuals involved in emergency preparedness, response, and recovery. The intended audience includes Tribal public health practitioners, Tribal judges, Tribal legal workforce members, Tribal leaders, and Tribal emergency management.

Preparing for the Training

Initial Steps

It is essential to ensure “buy-in” from the Tribal Community. To gain interest and involvement, representatives from the Tribal Nation(s) must be contacted as early in the planning process as possible. In an effort to avoid conflicts with dates on which potential speakers and participants might be otherwise engaged, it is critical to consider Tribal calendars as well as scheduled meetings or conferences in which public health and emergency management experts might be involved. Specific identification and engagement of speakers is one of the first tasks to be accomplished.

The Training Manager is responsible for:

- Identifying a date, making sure to avoid already scheduled events, meetings, and conferences.
- Securing a venue. The size of the venue depends on the number of training attendees. The training space should be large enough to accommodate all attendees, ideally with classroom style seating- tables/desks as well as chairs.
- Identifying and securing speakers for each session.
- Identifying training attendees and facilitating registration.
- Providing snacks and/or drinks, if appropriate.
- Printing/providing material to attendees. Name tags or table tents are recommended if the attendees are not familiar with each other.
- Finalizing all training details.

Training Material

Training materials should be provided to training attendees at the training in a folder, on a flash drive, or in an online shared folder. If unable to provide the material via one of these methods, the material should be mailed or emailed to attendees. If a folder is not provided to attendees the day of the training, material should be distributed to the attendees prior to the training. If providing a folder, note paper can also be included.

At a minimum, materials to be included in the folder are:

- Agenda
- Speaker biographies
- List of resources
- Copies of each presentation given during the training
- Evaluation

A template agenda has been created. Once a training date, location, and speakers have been identified, please update this information on the template. Suggested break time is included in the template agenda. One ten to fifteen minute break should be provided every one to two hours. If attendees have come some distance for the training, give suggestions on places to have lunch or dinner that are within relevant per-diem rates. At the designated start time, the Training Manager or designated speaker should introduce himself or herself and the training. Other distinguished officials or sponsors can give welcoming comments to help set the right tone of the training.

Speaker biographies should be provided to training attendees. A template speaker biography handout has been provided.

Each session has an accompanying list of resources referenced during the session. Training Managers are encouraged to invite speakers to add additional resources for inclusion. TLPP has curated a list of additional relevant resources. These resources can be found in the Resource Library at tlpp.pitt.edu.

Slide templates have been developed to assist speakers with planning their presentations. When utilizing these template slides, it is important that the attribution information included in each slide set is preserved. Likewise, each slide set contains an acknowledgement slide at the end recognizing the value of the grant award to the University of Pittsburgh Graduate School of Public Health from the Centers for Disease Control and Prevention, Center for State, Tribal, Local and Territorial Support's Public Health Law Program, through a sub-award from ChangeLab Solutions. This attribution and acknowledgement information may be updated, but the original information should be retained. A complete set of slides by topic should be provided to each presenter. However, because speakers are professionals in their fields, they may wish to add material to the slides, or change slide content. Further, since the speakers likely have a range of experience developing PowerPoint slides, offering format standards for PowerPoint slides can be very important to ensuring the quality of the program. The following standards are supported by the University of Pittsburgh Center for Instructional Development and Distance Education and may be included in material that is disseminated to the speakers to assist them with the development of their material:

- A. Think of Your Slide as an **Outline**
 - ✓ Slides *support* your presentation; they should not *be* your presentation
 - ✓ Use simple, brief statements to highlight major points, rather than blocks of text or complete sentences
 - ✓ Use no more than 9 lines on a slide, about 9 words per line
- B. Use the Established Format and Color Scheme
 - ✓ The templates' type style, size, and colors for headings, subheadings, body text, and highlights have been effective in other settings
 - ✓ Maintain this format so your audience had a consistent guide to follow
- C. Use Type Effectively
 - ✓ Use various styles to differentiate and accentuate text
 - ✓ Use color for emphasis and do not underline or shadow text
 - ✓ Use all capital letters to emphasize a particular point
- D. Use a Legible Font/Type Size
 - ✓ Minimum type size is **24** point for easy viewing from all locations
 - ✓ Edit text by reducing words or create additional slides
 - ✓ Use a non-serif font such as Arial or Tahoma as the serifs tend to blur on some screens

- E. Using Charts and Graphs
 - ✓ Follow established type and color guidelines
 - ✓ Avoid thin lines
 - ✓ Avoid use of 3-D bar graphs—it can obscure data
 - ✓ Use color rather than patterns to differentiate data
- F. Using Graphics
 - ✓ Choose an image and style of artwork appropriate to your presentation
 - ✓ Use clip art in a small size as a graphic enhancement and use clip art sparingly
 - ✓ Maintain a consistency of style

Finally, to obtain information regarding the perceived quality of the overall training as well as each presenter/presentation, an evaluation should be conducted. A template evaluation has been provided. Ask participants to complete and submit their evaluation prior to leaving the training. To assist in improving this training, please send electronic copies of the evaluations to tpp@pitt.edu. If mailing a copy of the evaluations is preferred, please use this address:

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Additional Information and Support

Please direct any comments, questions, and suggestions to:

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Rev. April 2019