



## Maturing Public-Private Partnerships

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### Developed For

U. S. Department of Homeland Security  
Federal Emergency Management Agency (FEMA)  
Homeland Security National Training Program  
National Training and Education Division (NTED)  
National Preparedness Directorate  
Tech World Building, Room 2107  
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Washington, DC 20472

### Developed By

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### FEMA Course Offerings

FEMA's National Training and Education Division (NTED) offers a full catalog of courses at no cost to help build critical skills that responders need to function effectively in mass consequence events. Course subjects range from Weapons of Mass Destruction (WMD) terrorism, cybersecurity, and agro-terrorism to citizen preparedness and public works. NTED courses include multiple delivery methods: instructor-led (direct deliveries), train-the-trainers (indirect deliveries), customized (conferences and seminars), and web-based. Instructor-led courses are offered in residence (i.e., at a training facility) or through mobile programs, in which courses are brought to state and local jurisdictions that request the training. A full list of NTED courses can be found at [www.firstrespondertraining.gov](http://www.firstrespondertraining.gov).

### FEMA Mission & Values

FEMA's mission is to support our citizens and first responders to ensure that as a nation we work together to build, sustain, and improve our capability to prepare for, protect against, respond to, recover from, and mitigate all hazards. FEMA's Core Values are Compassion, Fairness, Integrity, and Respect.



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Maturing Public-Private Partnerships Instructor-Led Workshop

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### **Mid-Atlantic Center for Emergency Management (MACEM) Mission & Values**

MACEM's mission is to be a preferred partner and resource for all entities, public and private, in meeting challenges in all phases of emergency management. MACEM's Values include Honor, Education, Innovation, and Service.



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**Provided Separately**

- ReadySanDiego Case Study Materials**
- SAFER-Santa Rosa Case Study Materials**



## Workshop Information

### Overview and Description

The 2014 Quadrennial Homeland Security Review identified the need for education and training activities to build the skills necessary for successful public-private partnerships. In addition, research performed by the Mid-Atlantic Center for Emergency Management (MACEM) revealed that certain gaps exist with regard to public-private partnership goals and effectiveness. These include no common definition, no standardization of structures and mechanisms, insufficient lessons learned and best practices, and limited understanding of the advantages of and inadequate knowledge and skills for building public-private partnerships.

The Maturing Public-Private Partnerships Workshop is a three-day, in-person instructional training. Topics covered in this Workshop include the historic foundations of public-private partnerships; what makes a successful partnership and typical problem areas; standardized methods to align interests and outcomes and leverage collaboration and communications; procedures to build strong pre-incident partnership teams and shared situational awareness during events; and innovative models, legal considerations, and workshop tools. This Workshop will require in-person dialogue between stakeholders to explore lessons learned and fully vet best practices. The Workshop culminates in the presentation of personal partnership improvement plans that each participant will develop during the three days of training.

### Purpose

This Workshop will address the need for activities to build the skills necessary for successful public-private partnerships. Much of the existing training related to public-private partnerships focuses on defining and generally understanding public-private partnerships. This Workshop will provide skills and techniques to develop, implement, and sustain public-private partnerships.

### Target Audience

The target audience for this Workshop is personnel from Federal departments and agencies, including Sector-Specific Agencies, state, local, tribal, and territorial governments who have a likelihood of collaborating on public-private partnership efforts. In addition, this Workshop will target state, local, and tribal emergency services personnel from public and private first responder agencies who likely participate or should participate in public-private partnerships.

### Terminal Learning Objective

By the end of this three-day instructional Workshop, participants will be able to apply innovative techniques and strategies for integrated public-private partnerships that bolster societal security, resilience, and preparedness for all hazards.

### Practical Exercises and Assessment

Practical Exercises: Content will be presented in an engaging way employing examples, case studies, multi-media elements, and thought-provoking questions. Small group activities and



classroom discussion will leverage characteristics of adult learners, as will the use of Job Aids, checklists, and other resources as appropriate.

Assessment: Assessment of learning outcomes is built into the Workshop through a capstone activity. Each participant will participate in the development of a process model which is utilized to develop a new public-private partnership in emergency management. Participants will present their plans for peer discussion and review facilitated by the course instructors.

### Lesson Outlines

<b>Lesson 1</b>	<p><b>Introduction</b></p> <p><b>Scope:</b> This lesson provides an overview of the course subject matter, progression, general expectations, and required materials. It will introduce the topic of public-private partnerships by providing the history, purposes, and goals of public-private partnerships.</p> <p><b>Enabling Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• Explain the purpose of the Maturing Public-Private Partnerships Workshop.</li> <li>• Describe the objectives of the Maturing Public-Private Partnerships Workshop.</li> <li>• Relate the history of public-private partnerships and the specific experience in emergency management.</li> </ul> <p><b>Estimated Time:</b> 1 hour, 30 minutes</p> <p><b>Practical Exercises:</b> Practical exercises will include the introductions and small group activity with report out establishing basic knowledge and understanding of the public-private partnership concept including a definition and Critical Factors.</p> <p><b>Assessment Strategy:</b> Participant interaction and involvement in small group discussions including introductions and developing concept knowledge and understanding in public-private partnerships will serve as the initial assessment.</p> <p><b>Key References:</b> Key references for the production of this lesson include:</p> <ul style="list-style-type: none"> <li>• Abou-bakr, A. J. (2013). <i>Managing disasters through public-private partnerships</i>. Washington, DC: Georgetown University Press.</li> <li>• Shaw, G. L., &amp; Muncy, B. L. (2014). Chapter 4: public/private partnerships in emergency management. <i>Critical Issues in Disaster Science and Management</i></li> </ul>
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	These references are more specifically described in Appendix A of this publication.
<b>Lesson 2</b>	<p><b>P3 Today</b></p> <p><b>Scope:</b> This lesson examines successful and unsuccessful public-private partnerships (P3) to identify problem areas and partnership advantages.</p> <p><b>Enabling Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• Define public-private partnerships.</li> <li>• Analyze successful public-private partnerships in emergency management including at least one local success.</li> <li>• Distinguish potential challenges and problem areas to emergency management public-private partnerships.</li> <li>• Summarize the advantages of public-private partnerships in emergency management.</li> </ul> <p><b>Estimated Time:</b> 3 hours</p> <p><b>Practical Exercises:</b> Practical exercises will include small group activity with report out to the class demonstrating the comprehension of public-private partnerships in emergency management through analyzing existing partnerships.</p> <p><b>Assessment Strategy:</b> Participant interaction and involvement in small group discussions developing concept knowledge and understanding in public-private partnerships and demonstrating comprehension of public-private partnerships in emergency management will serve as the assessment for this lesson.</p> <p><b>Key References:</b> Key references for the production of this lesson include:</p> <ul style="list-style-type: none"> <li>• Busch, N. E., &amp; Givens, A. D. (2012). Public-private partnerships in homeland security: Opportunities and challenges. Homeland Security Affairs.</li> <li>• Public-Private Partnerships, FEMA website.</li> <li>• Feinman, C. (2014, June 18). A blossoming public-private partnership.</li> <li>• IAEM &amp; NIMSAT. (2012). Compendium of public-private partnerships for emergency management. Lafayette, LA: National Incident Management Systems and Advanced Technologies.</li> <li>• Landow, P., &amp; Ebdon, C. (2012) Public-private partnerships, public authorities, and democratic governance. Public Performance &amp; Management Review. 35(4).</li> <li>• U.S. Department of Homeland Security. (2014). <i>2014 Quadrennial Homeland Security Review</i>, Rep.</li> </ul> <p>These references are more specifically described in Appendix A of this publication.</p>



<b>Lesson 3</b>	<p><b>Standardization</b></p> <p><b>Scope:</b> This lesson develops the model process for developing, implementing, administering, and sustaining public-private partnerships in emergency management. It also begins the development of application of the process in simulated environments.</p> <p><b>Enabling Learning Objectives:</b></p> <ul style="list-style-type: none"><li>• Differentiate the common definitions of public-private partnerships in emergency management.</li><li>• Explain the development process to align stakeholder interest and promote shared outcomes.</li><li>• Appraise how PADRES (Publicly Accessible, Dedicated, Resourced, Engaged and Sustainable) and Collective Impact serve as mechanisms to leverage collaboration and communications.</li></ul> <p><b>Estimated Time:</b> 5 hours</p> <p><b>Practical Exercises:</b> Practical exercises will include small group activity with report out to the class demonstrating the comprehension of the development, implementation, administration, and sustainment of public-private partnerships in emergency management through designing a process model.</p> <p><b>Assessment Strategy:</b> Participant interaction and involvement in small group discussions developing concept knowledge and understanding in public-private partnerships and demonstrating comprehension of the development, implementation, administration, and sustainment of public-private partnerships in emergency management will serve as the assessment for this lesson.</p> <p><b>Key References:</b> Key references for the production of this lesson include:</p> <ul style="list-style-type: none"><li>• Busch, N. E., &amp; Givens, A. D. (2012). Public-private partnerships in homeland security: Opportunities and challenges. Homeland Security Affairs.</li><li>• Center for Strategic and International Studies. (2013) Public-private partnerships for critical infrastructure protection.</li><li>• Engel, E., Fischer, R., &amp; Galetovic, A. (2011). Public-private partnerships to revamp U.S. infrastructure. The Hamilton Project.</li><li>• IAEM &amp; NIMSAT. (2012). Compendium of public-private partnerships for emergency management. Lafayette, LA: National Incident Management Systems and Advanced Technologies.</li><li>• Kania, J. K., &amp; Kramer, M. (2011). Collective impact. Stanford Social Innovation Review. Winter 2011.</li></ul>
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	<ul style="list-style-type: none"> <li>Annie E. Casey Foundation. (2014). Laying the groundwork for collective impact: A working paper.</li> </ul> <p>These references are more specifically described in Appendix A of this publication.</p>
<b>Lesson 4</b>	<p><b>Maturing Public-Private Partnerships</b></p> <p><b>Scope:</b> This lesson presents strategies and procedures for building strong public-private partnership teams to include pre-incident teams and shared situational awareness during an event.</p> <p><b>Enabling Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>Establish the mechanisms for community resilience.</li> <li>Define and utilize metrics in relation to public-private partnerships.</li> <li>Anticipate potential emergency management public-partnership opportunities and value.</li> <li>Appraise non-contractual relationships in emergency management public-private partnerships.</li> <li>Define the characteristics of a strong partnership team.</li> <li>Relate the importance of communications and the sharing of situational analysis during a disaster.</li> <li>Synthesize the input of members to support the team process.</li> </ul> <p><b>Estimated Time:</b> 4 hours, 30 minutes</p> <p><b>Practical Exercises:</b> Practical exercises will include small group activity with report out to the class demonstrating the comprehension of the potential for development, implementation, administration, and sustainment of public-private partnerships in emergency management including the identification of stakeholders and the importance of communications. Individual exercise will include utilization of specific tools in the process model for public-private partnership in emergency management.</p> <p><b>Assessment Strategy:</b> Participant interaction and involvement in small group discussions developing concept knowledge and understanding of the public-private partnership potential in emergency management along with the use of communications in the development, implementation, administration, and sustainment of public-private partnerships in emergency management will serve as the assessment for this lesson.</p> <p><b>Key References:</b> Key references for the production of this lesson include:</p> <ul style="list-style-type: none"> <li>Busch, N. E., &amp; Givens, A. D. (2012). Public-private partnerships in homeland security: Opportunities and challenges. Homeland Security</li> </ul>



	<p>Affairs.</p> <ul style="list-style-type: none"> <li>• The Center on Philanthropy &amp; Public Policy. (2014). Catalyzing collaboration: The developing infrastructure for federal public-private partnerships. Los Angeles, CA: The Center on Philanthropy &amp; Public Policy.</li> <li>• MacLeod, A. (2015). <i>An examination of the contemporary meaning of utility of resilience</i>. Continuity Central.com</li> <li>• Engel, E., Fischer, R., &amp; Galetovic, A. (2011). Public-private partnerships to revamp U.S. infrastructure. The Hamilton Project.</li> <li>• Ferber, T., &amp; White, E. (2014). Making public policy collective impact friendly. Stanford Social Innovation Review. Fall 2014.</li> <li>• The Infrastructure Security Partnership. (2013, February). Preliminary Findings from the Regional Resilience Workshop Series. Alexandria, VA: Infrastructure Security Partnership.</li> <li>• National Association of State Chief Information Officers. (2006). Keys to collaboration: Building effective public-private partnerships.</li> </ul> <p>These references are more specifically described in Appendix A of this publication.</p>
<b>Lesson 5</b>	<p><b>Lessons Learned and Best Practices</b></p> <p><b>Scope:</b> This lesson develops the comprehension and application of PADRES and Collective Impact in successful public-private partnerships in emergency management, while identifying the characteristics of model partnerships’ elements of success, strong characteristics, and future opportunities.</p> <p><b>Enabling Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• Evaluate the basic components of the design, implementation, administration, sustainment, and evaluation of successful public-private partnerships in emergency management, with consideration of PADRES and Collective Impact.</li> <li>• Illustrate innovative public-private partnership models including best practices in emergency management.</li> <li>• Recognize the legal considerations and challenges in the formation and operation of public-private partnerships in emergency management.</li> <li>• Create a process to ensure the sustainability of public-private partnerships in emergency management.</li> <li>• Outline a model emergency management public-private partnership training process including specific training tools.</li> </ul> <p><b>Estimated Time:</b> 4 hours</p> <p><b>Practical Exercises:</b> Practical exercise will include small group activity with report out to the class demonstrating the utilization of the strategies for sustaining</p>



	<p>partnerships in the process model for developing, implementing, administering, and sustaining partnerships.</p> <p><b>Assessment Strategy:</b> Participant interaction and involvement in small group discussions developing awareness and utilization of PADRES and Collective Impact in developing productive and sustainable public-private partnerships in emergency management. Participants will demonstrate the ability to identify and utilize characteristics of best practices in partnerships.</p> <p><b>Key References:</b> Key references for the production of this lesson include:</p> <ul style="list-style-type: none"> <li>• Brose, D. A. (2015). Developing a framework for measuring community resilience: Summary of a workshop.</li> <li>• Department of Defense. (2012). Public-private partnering for sustainment guidebook.</li> <li>• Koontz, T. M., &amp; Thomas, C. W. (2012). Measuring the performance of public-private partnerships: A systematic method for distinguishing outputs from outcomes. <i>Public Performance &amp; Management Review</i>. 35(2).</li> <li>• U.S. Chamber of Commerce Foundation. (2014). <i>Changing the game: How business innovations reduce the impact of disasters</i>. Washington, DC: U.S. Chamber of Commerce Foundation.</li> </ul> <p>These references are more specifically described in Appendix A of this publication.</p>
<b>Lesson 6</b>	<p><b>Conclusions</b></p> <p><b>Scope:</b> Students will apply innovative techniques and strategies for integrated public-private partnerships by presenting their personal public-private partnership plans. Major course take-aways will be identified through classroom discussion facilitated and led by the instructor, partnership improvement plan developed by the student, and resource materials provided as part of the course.</p> <p><b>Enabling Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• Develop the vision and implementation plan for a viable emergency management public-private partnership in your environment.</li> <li>• Predict developmental and sustainability challenges to your public-private partnership.</li> <li>• Distinguish the important concepts in developing, implementing, administering, sustaining, and evaluating public-private partnerships in emergency management.</li> <li>• Appraise the content and delivery of the Maturing Public-Private Partnerships Workshop.</li> </ul> <p><b>Estimated Time:</b> 2 hours</p>



	<p><b>Practical Exercises:</b> Practical exercise will include small group activity with report out to the class demonstrating the utilization of the process model to design a new emergency management public-private partnership.</p> <p><b>Assessment Strategy:</b> Assessment of terminal learning objective and course learning outcomes occurs in this lesson. Participants will develop and present a capstone activity that involves the preparation of a partnership implementation plan.</p> <p><b>Key References:</b> Key references for the production of this lesson include:</p> <ul style="list-style-type: none"> <li>• The Center on Philanthropy &amp; Public Policy. (2014). Catalyzing collaboration: The developing infrastructure for federal public-private partnerships. Los Angeles, CA: The Center on Philanthropy &amp; Public Policy.</li> <li>• IBM Corporation. (2014). 21st century emergency management. Somers, NY: IBM Corporation.</li> <li>• KPMG Government Institute. (2014). Reassessing investment and service delivery strategies through increased public-private partnerships. October 2014.</li> <li>• Landow, P., &amp; Ebdon, C. (2012). Public-private partnerships, public authorities, and democratic governance. Public Performance &amp; Management Review. 35(4).</li> <li>• National Research Council of the National Academies. (n.d.). Building community disaster resilience through private-public collaboration.</li> </ul> <p>These references are more specifically described in Appendix A of this publication.</p>
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### Location

The first iteration of this Workshop will be delivered one time each in the 10 FEMA regions with up to 45 participants for each offering. Six additional Workshops will be held at Frederick Community College to leverage proximity to Washington, D.C. and the FEMA Emergency Management Institute.

### Suggested Agenda

Lesson Number	Name	*Time	Day
Lesson 1	Introduction	1.5 hours	1
Lesson 2	P3 Today	3 hours	1
Lesson 3	Standardization	5 hours	1/2
Lesson 4	Maturing Public-Private Partnerships	4.5 hours	2



Lesson 5	Lessons Learned and Best Practices	4 hours	3
Lesson 6	Conclusions	2 hours	3
*Workshop will total 20 hours. Days 1 and 2 will consist of seven hours of instruction each day. Day 3 will consist of six hours of instruction. Each day will also include a one-hour lunch break and additional breaks throughout the day.			

### Instructor to Participant Ratio

Each three-day Workshop will accommodate up to 45 participants. Two instructors will be present at each Workshop.

### Logistics

Course Materials and Equipment	<input type="checkbox"/> Instructor Guide: One copy for each instructor <input type="checkbox"/> Instructor Resource Packet <input type="checkbox"/> Class roster <input type="checkbox"/> Participant Guide: one copy for each student <input type="checkbox"/> Student information sheets, enough for each student (for name, location, phone number, email addresses) <input type="checkbox"/> PowerPoint files CD (one for each lesson) (Transfer the PowerPoint slides for each lesson onto the hard drive of a computer – or a flash drive) <input type="checkbox"/> Workshop evaluation for each participant <input type="checkbox"/> Optional: candy or other small prizes for activities <input type="checkbox"/> Large markers in at least two colors: also consider if you may need White Board markers <input type="checkbox"/> Plain white paper, enough for each participant to have one sheet <input type="checkbox"/> Name tags <input type="checkbox"/> Two pens for each participant <input type="checkbox"/> Sound-equipped computer and screen or large monitor to project PowerPoint slides <input type="checkbox"/> Extension cord <input type="checkbox"/> Easel chart on stand with chart paper <input type="checkbox"/> any other items specific to this Workshop
Workshop Room	The Workshop facility for this event must accommodate up to 45 participants plus two instructors. The Workshop facility



	<p>must meet all applicable Americans with Disabilities Act requirements and have typical electrical, heat/air conditioning, Internet access, and other amenities suitable for the Workshop environment.</p> <p>Instructors will use laptop computers for PowerPoint presentations. Accordingly, the facility must have audiovisual display capabilities and connections.</p>
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### Icons Map

The following icons will be used throughout the Workshop materials:



Learning Objectives



Exercises



Discussions