

# YOUTH PREPAREDNESS

## Program Implementation Checklist



Youth preparedness is important to the resilience of any community. As the leader of a youth preparedness program, you are furthering the preparedness effort within your community, and there are many things for you to consider to make certain that your program achieves the best results possible. The below activities will help ensure that you are on the right track as you launch your program, or as you assess whether or not your recently launched program has taken all of the necessary steps into consideration. As you work through the process of developing or refining your program, be sure to keep in mind the unique needs of people with disabilities and others with access and functional needs. There may be individuals—including youth and adults (e.g., participants, trainers, leaders, parents)—within your program who have needs that you can meet if you properly plan.

### I. GETTING STARTED

Please check off each item as it is completed:

- I have completed the steps included in the *Getting Started* worksheet in FEMA’s *Youth Preparedness: Implementing A Community-Based Program* guide (available at <http://www.ready.gov/youth-preparedness>).
- I have properly identified short- and long-term goals for my program. **List all below:**
  - Short-term goals (6 months - 1.5 years):
    - 1.
    - 2.
    - 3.
  - Long-term goals (1.5 years – 5 years):
    - 1.
    - 2.
    - 3.
- I have identified the risks or hazards that are present in my community. **List all below:**
  - 1.
  - 2.
  - 3.
  - 4.
  - 5.

Now that you have identified these risks, evaluate whether or not your program properly addresses them. Are there things the program could do better to address each risk/hazard?

Risk	Is this being properly addressed? Y/N?	What additional steps do I need to take to address this risk?
1.		
2.		
3.		
4.		
5.		

- I have identified all of the additional resources that I need to secure. (Consider materials, staffing, funding or in-kind donations, promotional support, and other needs.) **List below:**
  - 1.
  - 2.
  - 3.
- I have reviewed FEMA’s Youth Preparedness Funding Guide (available at <http://www.ready.gov/youth-preparedness>) for additional ideas on how to secure funding and resources.  
I have thought about whether applying for 501(c)(3) nonprofit status would or would not be a good idea for my program. **Review the FAQs<sup>1</sup> provided by the Internal Revenue Service in order to determine what the process involves and what the next steps are.**
- I have thoroughly reviewed FEMA’s Youth Preparedness Guide to Risk Management (available at <http://www.ready.gov/youth-preparedness>) and made certain to address any and all issues. Consider issues including but not limited to:
  - Securing permission slips/waivers of liability, signed by the parent/guardian and the minor.
  - Screening and completing background checks on all adults who will have contact with youth.
  - Implementing a “Code of Conduct” for everyone participating in the program.
  - Developing protocols for ensuring that youth and adults (including participants, leaders, trainers, and parents) with disabilities and others with access and functional needs, including accommodation needs, can participate in the program.
  - Developing protocols for how adults and minors interact in the program.
  - Reading and understanding state laws related to volunteering and working with children.
  - Keeping a first aid kit stocked and available.
  - Ensuring that facilities and equipment meet safety standards.
  - Protecting sensitive information, especially the names and contact information of youth and adult program participants. Be sure to collect emergency contact information for youth participants’ parents/guardians.
- I have consulted with appropriate legal and accounting professionals, as necessary.

## II. ENGAGING PARTNERS

Youth preparedness requires the collaboration of a variety of organizations and individuals who believe in your mission and vision. These potential partners may provide you with guidance, subject matter expertise, and other (non-financial) resources. They may even help connect you with other sponsorship or promotional opportunities. Be certain to identify potential partner organizations and existing preparedness programs within your community as well as the larger emergency preparedness community. Reach out to these partners and existing programs to notify them about your program, learn from their existing preparedness efforts, and, when possible, map out coordination efforts. Be sure to take proper precautions to protect all sensitive and personal information related to partners, donors, and sponsors. Aligning your planning efforts to those of existing programs and other partners will minimize duplicated efforts and may help reinforce future partnership opportunities. Have you properly engaged these respective parties?

Please check off each item as it is completed:

- I have completed the *Engaging Partners* worksheet in FEMA’s Youth Preparedness: Implementing A Community-Based Program guide (available at <http://www.ready.gov/youth-preparedness>).
- I have identified and/or engaged the necessary partners to help me build my program.

<sup>1</sup> IRS FAQs on applying for 501(c)(3) nonprofit status  
<http://www.irs.gov/Charities-&-Non-Profits/Frequently-Asked-Questions-About-Applying-for-Tax-Exemption>

**Check off all potential partners:**

- Local and/or state Emergency Manager(s) <http://www.ready.gov/today>
- Local and/or state Citizen Corps Council(s) <http://www.ready.gov/citizen-corps>
- Local Community Emergency Response Team(s) (CERT) <http://www.fema.gov/community-emergency-response-teams>
- American Red Cross <http://www.redcross.org/>
- First responders (e.g., police, sheriffs, firefighters, Emergency Medical Technicians [EMTs])
- Nonprofit organizations and/or public interest groups (e.g., civic and service organizations, faith-based organizations, athletic organizations)
- Individuals within my community with emergency management, leadership, or planning skills
- Local disability organizations
- Parents/guardians of the youth in my program
- Other state agencies (e.g., public health, social services)
- Health care providers (e.g., hospitals, clinics)
- Local schools (e.g., elementary, secondary, university, extension program, community college)
- Childcare facilities
- Media (e.g., local newspaper[s], local nightly news, local public access channel[s])
- Other \_\_\_\_\_

I have created a tracking document to organize contact information, contributions, and any other pertinent information for each current partner (or sponsor), and I have included a separate section to track potential future partners (or sponsors). **Consider information like:**

- Program name
- Contact name & contact information
- Donation or grant given (or requested)
- Materials or support given (or requested)
- Date of initial contact
- Date of most recent communication
- Any other important insights about the partner that might help you develop a deeper relationship
- If necessary, I have developed a Memorandum of Understanding (MOU) for each existing partner. **I have engaged legal counsel for legal guidance when drafting MOUs.**
- I have assessed current partners to determine whether or not additional partners are needed. Consider nonprofit organizations, public interest groups, health care providers, local government agencies, educational groups, disability organizations, and others.

	Organization Name	Contact Name & Information
1.		
2.		
3.		

### III. IDENTIFYING YOUR CURRICULUM & IMPLEMENTING YOUR PROGRAM

An effective, accessible, and youth-appropriate curriculum is a fundamental part of any successful program. So, too, is the instructor’s ability to effectively engage youth participants. There are many existing programs that have tried and trusted curricula for you to use—and you should do exactly that.

Please check off each item as it is completed:

- I have completed the *Identifying Your Curriculum* worksheet and read through the *Implementing Your Program* section of FEMA’s *Youth Preparedness: Implementing A Community-Based Program* guide (available at <http://www.ready.gov/youth-preparedness>).
- I have identified the hazards and risks specific to my area, as well as the aligned mitigation techniques. Information is available via <http://www.ready.gov/be-informed>, and <http://www.ready.gov/today>, or through your state or local Emergency Manager.
- I have reviewed the *Youth Preparedness Catalogue: Disaster Preparedness Education Programs and Resources* (available at <http://www.ready.gov/youth-preparedness>) and selected the curriculum (or multiple curricula) that best suits the identified needs of my community. **NOTE: Special consideration should be made to ensure that your chosen curriculum is age-appropriate for your youth participants. Curricula include but are not limited to:**
  - Student Tools for Emergency Planning (STEP) (fourth and fifth grade students) [FEMA-R1-STEP@fema.dhs.gov](mailto:FEMA-R1-STEP@fema.dhs.gov)
  - Teen Community Emergency Response Team (Teen CERT) (students ages 13-17) (available at <http://www.fema.gov/community-emergency-response-teams>)
  - 9-1-1 for Kids® <http://www.911forkids.com> (pre-kindergarten to elementary school students)
  - American Red Cross’s Masters of Disaster (Individual curricula serve kindergarten through second grade students, third grade through fifth grade students, and sixth grade through eighth grade students.) <http://www.redcross.org/disaster/masters/>
- If not included in my primary curriculum, I have chosen supporting materials and/or messaging that properly addresses additional subjects and hazards including but not limited to:
  - Disease prevention
  - Search and rescue
  - First aid
  - Water safety
  - Fire safety
  - Terrorist acts
  - Active shooter situations
  - School violence prevention
  - Disability inclusion
- Program instructors have been properly trained on the chosen curriculum and on working with children.
- I am confident that all materials are age-appropriate for my youth members, and that all materials reinforce positive and encouraging messaging.
- All program materials have taken into consideration the needs of individuals with access and functional needs.
- I have developed a master schedule that will be properly updated with items like locations, dates and times, topics, and instructors for each session.

## IV. PROMOTING YOUR PROGRAM

The importance of promoting your program cannot be overstated. Promotional and marketing activities have a critical role in the long-term success of your program, as well as in generating greater community involvement. Depending on your target audience(s), you may want to consider translating materials into languages other than English, to reach the English as a Second Language (ESL) population.

Please check off each item as it is completed:

- I have reviewed the *Promoting Your Program* section of FEMA's *Youth Preparedness: Implementing A Community-Based Program* guide (available at <http://www.ready.gov/youth-preparedness>).
- I have a plan in place to develop promotional materials and/or other efforts to effectively spread the word about my program. **NOTE: Refer to Section VI for a list of helpful resources.**
  - Hosting a booth or otherwise attending local conferences, events, or community fairs
  - Building a website
  - Blogging
  - Engaging in social media (e.g., Facebook, Twitter)
  - Launching email campaigns (e.g., join a neighborhood listserv, email local schools)
  - Developing print materials (e.g., flyers or postcards to distribute in local schools)
  - Writing press releases
  - Other \_\_\_\_\_
- I have identified the budget and/or partner resources needed to launch the selected promotional activities.
- I have identified the proper person(s) to manage each (or all) of my promotional efforts.
- I have created and secured consent forms from parents or guardians—or have established a procedure for doing so—for any photos or videos of my youth participants that I hope to use in promotional materials.

## V. EVALUATING YOUR PROGRAM

Evaluation plans help drive program improvements and, ultimately, lead to greater success. These plans should be created during the early stages of program development.

NOTE: The questions below do not serve as an actual evaluation plan. They will, however, help you think ahead towards evaluation. You will also want to consider the *Sustaining Your Program* section of FEMA's *Youth Preparedness: Implementing A Community-Based Program* guide (available at <http://www.ready.gov/youth-preparedness>) as your program grows and you begin to develop a plan for longer-term success.

Please check off each item as it is completed:

- I have reviewed the *Evaluating Your Program* section of FEMA's *Youth Preparedness: Implementing A Community-Based Program* guide and have completed the accompanying worksheets.
- I have identified which of the four kinds of evaluation I intend to execute: formative, process, impact, and/or outcome.
- Based on the selected kind(s) of evaluation(s) (above), I have identified the primary, and secondary, audiences to involve in the evaluation process. Audiences to consider include:
  - Parents and guardians
  - Partners and other stakeholders
  - Youth program members
  - Educators
  - The emergency management community

- Other youth preparedness programs
- Community members
- People with disabilities and others with access and functional needs
- Other \_\_\_\_\_

Questions to include for each audience:

(NOTE: Please use a separate sheet of paper if you need more space to draft additional questions.)

- Primary Audience:

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- Secondary Audience:

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- I have developed preparedness knowledge pre- and post-tests to gauge the change in students' knowledge about preparedness.
- I have identified all necessary resources for conducting the evaluation. Items to consider include:
  - What is my budget?
  - What other resources are needed?
  - Who will be responsible?
  - In what format will the evaluation take place? (Online, in-person focus groups, other?)
  - Will I need to secure a venue to conduct the evaluations? (Local school, community center, your program's venue, other?)
- I will make certain to include both qualitative and quantitative evaluation metrics.

## VI. REMEMBER TO LEVERAGE RESOURCES

By completing each of the activities in Sections I-V, you have taken great steps to ensure a successful program launch and/or to put your newly-launched program on the path to success. Keep in mind, however, that a successful program needs to grow and develop over time. As your program evolves, remember to leverage the resources at your disposal, including the emergency management network and available online tools.

Stay connected and updated on the information available on each of the following websites:

- Join the National Preparedness Community <http://community.fema.gov>
- Contact your local or state Citizen Corps Council <http://www.ready.gov/citizen-corps>
- Contact your state or local Emergency Manager <http://www.ready.gov/today> (select your state, then “More,” then “Local Information”)
- Contact your local CERT <http://www.fema.gov/community-emergency-response-teams>
- Learn more about Youth Preparedness <http://www.ready.gov/youth-preparedness>
- Learn more about preparedness for people with disabilities and others with access and functional needs <http://www.fema.gov/office-disability-integration-coordination>
- Find out more about FEMA <http://www.fema.gov>

Reference existing training materials for program leaders:

- CERT Training Materials <http://www.fema.gov/community-emergency-response-teams/training-materials>
- Teen CERT: Launching and Maintaining the Training <https://www.fema.gov/media-library/assets/documents/28048>
- FEMA’s Are You Ready comprehensive guide to preparedness <http://www.ready.gov/are-you-ready-guide>
- IS-909 Community Preparedness: Implementing Simple Activities for Everyone and the 16 training modules to support new and existing neighborhood preparedness initiatives <http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=is-909>

Reference online resources as you roll out your promotional initiatives.

NOTE: The following information and links are provided for your reference only. FEMA does not endorse any non-government website, company, or application.

- Refer to online samples or how-to guides on how to write a press release <http://software.intel.com/en-us/blogs/2012/03/29/how-to-write-an-effective-press-release>
- When creating your blog, consider cost-free or low-cost platforms like Blogger or WordPress <https://www.blogger.com/features> or <http://wordpress.com>
- Familiarize yourself with the basics of social media via the Social Media 101 series from Mashable.com <http://mashable.com/category/social-media-101-series>

This document is intended to be used in conjunction with *Youth Preparedness: Implementing a Community-Based Program* and the supplemental tools for youth preparedness programs. These materials are available at <http://www.ready.gov/youth-preparedness>.