

# YOUTH PREPAREDNESS

## Program Implementation Workbook



Youth preparedness is important to the resilience of any community. As a 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. You’ve walked through FEMA’s *Youth Preparedness: Implementing A Community-Based Program* guide (available at <http://www.ready.gov/youth-preparedness>) as you have worked to define your mission statement, secure partners and instructors, and put together a promotional plan. 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

As you have worked to establish your youth preparedness program, you may have realized that youth preparedness may mean different things to different people. That said, a successful program must first define clear goals and establish a baseline of understanding of what the program hopes to address.

Check off each action item as it is completed:

- Join the National Preparedness Community (<http://community.fema.gov>) to participate in the conversation on preparedness and learn what other programs are doing.
- Implement or revisit 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>).

Disclaimer:

This guidance is provided as a resource for implementing your youth preparedness program. It is not meant to serve as specific legal or accounting advice. Please consult an attorney or accountant for guidance applying to your specific situation.

Now assess each of the following items:

Items to Consider	Yes/No	Follow-up Steps
Have I identified the mission and vision of my program? (e.g. Why does my program exist?)		Write out mission statement:
Have I identified the short-term and long-term goals of my program?		List short-term goals (6 months – 1.5 years): <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul> List long-term goals (1.5 years – 5 years): <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>

Items to Consider	Yes/No	Follow-up Steps
<p>Am I tracking progress to ensure that the program is pacing well towards these goals?</p>		<p>List out tracking methods here (e.g. a timeline that lists out accomplished tasks and next steps):</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
<p>Have I identified the risks specific to my community (e.g. hurricanes, earthquakes)? Is my program properly addressing these risks?</p>		<p>List risks here:</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul> <p>Evaluate whether each risk listed above it properly addressed. If not, take a moment to consider how you will incorporate this into your program:</p>
<p>Have I secured all the necessary financial and non-financial resources (e.g., materials, staffing, facilities, accommodation needs of children with access and functional needs, funding)?</p>		<p>If your answer is “No,” list out the additional resources that you need to secure:</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
<p>Have I thought about applying for 501(c)(3) nonprofit status? (Visit the IRS website for more information on the steps required to become a 501(c)(3) organization <a href="http://www.irs.gov/Charities-&amp;-Non-Profits/Charitable-Organizations">http://www.irs.gov/Charities-&amp;-Non-Profits/Charitable-Organizations</a>).</p>		<p>If you choose to pursue that course, what are your next steps?</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>

Items to Consider	Yes/No	Follow-up Steps
<p>Have I reviewed FEMA’s Youth Preparedness Funding Guide (available at <a href="http://www.ready.gov/youth-preparedness">http://www.ready.gov/youth-preparedness</a>) for additional ideas on how to secure funding and resources (e.g., grants, in-kind donations, fundraising)?</p>		<p>Identify additional, potential funding sources and the next steps for securing funding from respective sources:</p> <p>Source 1: Next Steps:</p> <p>Source 2: Next Steps:</p> <p>Source 3: Next Steps:</p>
<p>Have I thoroughly reviewed FEMA’s Youth Preparedness Guide to Risk Management (available at <a href="http://www.ready.gov/youth-preparedness">http://www.ready.gov/youth-preparedness</a>) and made certain to address any and all issues, including but not limited to: (Check completed items.)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reading and understanding state laws related to volunteering and working with children.</li> <li><input type="checkbox"/> Screening and completing background checks on all adults who will have contact with youth.</li> <li><input type="checkbox"/> Keeping a first aid kit stocked and available.</li> <li><input type="checkbox"/> Ensuring that facilities and equipment meet safety standards.</li> <li><input type="checkbox"/> Implementing a “Code of Conduct” for everyone participating in the program.</li> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> Developing protocols for how adults and minors interact in the program.</li> <li><input type="checkbox"/> Protecting sensitive and personal information, especially the names and contact information of youth and adult program participants.</li> <li><input type="checkbox"/> Securing permission slips/waivers of liability, signed by the parent/guardian and the minor.</li> <li><input type="checkbox"/> Ensuring that instructors are appropriately credentialed for the trainings they provide.</li> <li><input type="checkbox"/> Developing protocols for when and to whom youth can be released at the end of each session, if relevant.</li> <li><input type="checkbox"/> Checking with appropriate legal or accounting professionals, if needed.</li> </ul>		<p>Based on the items selected, are there any follow-up items that need to take place?</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>

## 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. 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?

Re-examine the *Engaging Partners* worksheet in FEMA’s *Youth Preparedness: Implementing A Community-Based Program* guide (available at <http://www.ready.gov/youth-preparedness>), and then consider the following items:

Items to Consider	Yes/No	Follow-up Steps
<p>Which partners do I need to engage to help build my program? (Check off all potential partners to consider):</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Local and/or state Emergency Manager(s) <a href="http://www.ready.gov/today">http://www.ready.gov/today</a></li> <li><input type="checkbox"/> Local and/or state Citizen Corps Council(s) <a href="http://www.ready.gov/citizen-corps">http://www.ready.gov/citizen-corps</a></li> <li><input type="checkbox"/> Local Community Emergency Response Team(s) (CERT) <a href="http://www.fema.gov/community-emergency-response-teams">http://www.fema.gov/community-emergency-response-teams</a></li> <li><input type="checkbox"/> American Red Cross</li> <li><input type="checkbox"/> First responders (e.g., police, sheriffs, firefighters, Emergency Medical Technicians [EMTs])</li> <li><input type="checkbox"/> Local businesses and chambers of commerce</li> <li><input type="checkbox"/> Nonprofit organizations and/or public interest groups (e.g., civic and service organizations, faith-based organizations, athletic organizations)</li> <li><input type="checkbox"/> Local disability organizations</li> <li><input type="checkbox"/> Parents/guardians of the youth in my program, or parent-teacher organizations</li> <li><input type="checkbox"/> Other state agencies (e.g., public health, social services)</li> <li><input type="checkbox"/> Health care providers (e.g., hospitals, clinics)</li> <li><input type="checkbox"/> Local educational institutions (e.g., elementary, secondary, university, extension program, community college)</li> <li><input type="checkbox"/> Childcare facilities</li> <li><input type="checkbox"/> Media (e.g., local newspaper, local nightly news, local public access channel)</li> <li><input type="checkbox"/> Legal professional</li> <li><input type="checkbox"/> Accountant</li> </ul>		<p>List your top five partners below and specify how you can collaborate with each partner or request guidance from them:</p> <p><b>E.g. Partner:</b> Arlington Learning Center</p> <p><b>E.g. Collaboration efforts:</b> Upon introducing my program to the center, they offered the use of their space for my program’s weekly meetings.</p> <p><b>E.g. Partner:</b> Middleton Teen CERT</p> <p><b>E.g. Collaboration efforts:</b> Middleton’s Teen CERT offered helpful guidance on working with youth. In turn, I will work to create awareness about Teen CERT in case my youth participants are interested in joining Teen CERT in the future.</p> <p>Partner 1: Collaboration Efforts:</p> <p>Partner 2: Collaboration Efforts:</p> <p>Partner 3: Collaboration Efforts:</p> <p>Partner 4: Collaboration Efforts:</p> <p>Partner 5: Collaboration Efforts:</p>

Items to Consider	Yes/No	Follow-up Steps
<p>Have I created a tracking document to organize contact information, contributions, and any other pertinent information for each current partner program (or sponsor organization)? Have I included a separate section to track potential future partners (and/or sponsors)?</p>		<p>If your answer is “No,” create a tracking document to track information like:</p> <ul style="list-style-type: none"> <li>• Program name</li> <li>• Contact name &amp; contact info</li> <li>• Donation or grant given (or requested)</li> <li>• Materials or support given (or requested)</li> <li>• Date of initial contact</li> <li>• Date of most recent communication</li> <li>• Any other important insights about the partner that might help you develop a deeper relationship</li> </ul> <p>Be sure to take proper precautions to protect all sensitive and personal information related to partners, donors, and sponsors.</p>
<p>If necessary, have I developed Memoranda of Understanding (MOUs) with each of my partners? (Consider seeking legal guidance when drafting MOUs.)</p>		<p>List top five partners below. Consider whether or not an MOU is needed for each (circle yes/no). For those partners where you circled “yes,” list next steps below.</p> <p>Partner 1: MOU needed: yes/no</p> <p>Partner 2: MOU needed: yes/no</p> <p>Partner 3: MOU needed: yes/no</p> <p>Partner 4: MOU needed: yes/no</p> <p>Partner 5: MOU needed: yes/no</p> <p>Next steps:</p>

Items to Consider	Yes/No	Follow-up Steps
<p>Can I request help sourcing outstanding resources from my partners (e.g., program management support, tools and/or materials, instructional support, promotional support, funding or in-kind donations)?</p>		<p>Name the individual partners from whom you hope to secure resources, and which resource(s) you might secure from each partner:</p> <p>Partner 1: Resource:</p> <p>Partner 2: Resource:</p> <p>Partner 3: Resource:</p> <p>Partner 4: Resource:</p> <p>Partner 5: Resource:</p>
<p>Have I determined who within my organization will lead partner engagement efforts?</p>		<p>If your answer is “No,” name potential candidates below:</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>

# 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 that you may use—and you should do exactly that.

**Check off each action item as it is completed:**

- Take another look at the hazards and risks specific to your area, as well as the mitigation techniques for these kinds of emergencies. Information is available via <http://www.ready.gov/be-informed>, and <http://www.ready.gov/today>, or through your state or local Emergency Manager.
- Review the Youth Preparedness Catalogue: Disaster Preparedness Education Programs and Resources (available at <http://www.ready.gov/youth-preparedness>) in order to reacquaint yourself with existing youth preparedness materials and curricula and find the one that best suits the needs of your community and the goals of your program. Special consideration should be made to ensure that your chosen curriculum is age-appropriate for your youth participants. Curricula listed in the Catalogue include but are not limited to:
  - Teen Community Emergency Response Team (Teen CERT) (students ages 13-17) (available at <http://www.fema.gov/community-emergency-response-teams>)
  - Student Tools for Emergency Planning (STEP) (fourth and fifth grade students) FEMA-R1-STEP@fema.dhs.gov
  - 9-1-1 for Kids<sup>®</sup> (pre-kindergarten to elementary school students) <http://www.911forkids.com>
  - 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>
  - Review the Identifying Your Curriculum worksheet in FEMA’s Youth Preparedness: Implementing A Community-Based Program guide (available at <http://www.ready.gov/youth-preparedness>).

Now consider the following items as you seek to incorporate existing curricula into your program:

Items to Consider	Yes/No	Follow-up Steps
<p>Does my program’s curriculum and messaging properly address the goals of my program?</p> <p>While some training is specific to regional hazards or members’ needs (e.g., access and functional needs), other preparedness topics are universal like:</p> <ul style="list-style-type: none"> <li>• Fire safety</li> <li>• Search and rescue</li> <li>• First aid and CPR</li> <li>• Water safety</li> <li>• School violence prevention</li> <li>• Disease prevention</li> <li>• Disability inclusion</li> </ul> <p>Don’t forget to include these subjects in your curriculum as well.</p>		<p>If your answer is “No,” identify other curricula in the Catalogue that might better suit your program’s needs. Programs with a broader preparedness focus may need to extract particular parts across several curricula in order to properly implement a comprehensive approach. List these additional curricula here:</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>

Items to Consider	Yes/No	Follow-up Steps
<p>Are all materials age-appropriate for my youth members? Do they reinforce positive messaging (e.g., “Preparing for an emergency is the best way to ensure recovery.”) as opposed to scare tactics (“Natural disasters are a matter of life and death so it’s best to be prepared.”)?</p>		<p>If your answer to either question is “No,” list the actions you will take to adapt your curriculum:</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
<p>Have my instructors been properly trained on the curriculum and on working with children?</p>		<p>If your answer to either question is “No,” list the actions you will take to ensure proper training for your instructors:</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
<p>Has scheduling and instructor availability worked well?</p>		<p>If your answer is “No,” do you need to consider different hours for your program? List all potential solutions:</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
<p>Is the length of each session appropriate for my audience? (e.g., consider that the attention spans of 5-10 year old participants may vary greatly from that of 12-17 year old participants.)</p>		<p>If your answer is “No,” list the actions you will take to adapt your curriculum:</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>



Items to Consider	Yes/No	Follow-up Steps
<p>If applicable, have I considered approaching administrators and educators to promote student participation in my program?</p>		<p>If your answer is “Yes,” name the schools you intend to approach:</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
<p>Is my program’s master schedule being properly updated with information related to each session, including but not limited to locations, dates and times, topics for each session, and instructors for each session?</p>		<p>If your answer is “No,” how will you remedy this situation?</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>

## IV. PROMOTING YOUR PROGRAM

The importance of promoting your program cannot be overstated. Promotional and marketing activities play a critical role in the long-term success of your program, as well as in generating greater community involvement.

Review the Promoting Your Program section of FEMA’s Youth Preparedness: Implementing A Community-Based Program guide (available at <http://www.ready.gov/youth-preparedness>). As you promote your program, be sure to keep in mind the unique needs of individuals with access and functional needs. Now consider the following items:

Items to Consider	Yes/No	Follow-up Steps
<p>Have I developed targeted promotional messaging that clearly communicates the goals of my program?</p> <p>Consider:</p> <ul style="list-style-type: none"> <li>• Core messaging about the program (e.g., mission, long-term and short-term goals of the program, intended audience members)</li> <li>• Tailored messaging to create program awareness and promote participation among various stakeholders (e.g., local organizations, parents, youth participants)</li> <li>• Promotional messaging to pitch the program to potential partners and/or sponsors (e.g., organizational sponsors, local businesses)</li> </ul>		<p>If your answer is “No,” list talking points below, focusing on items like the benefits of your program, and your program’s primary goals. Use these points to create tailored messaging:</p> <p>Program Messaging:</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul> <p>Stakeholder messaging:</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul> <p>Promotional Messaging:</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
<p>Do I already have promotional materials/efforts in place? If so, have they been effective in spreading the word about my program?</p>		<p>List out the promotional activities that have been successful:</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul> <p>List out the promotional activities that have NOT been successful:</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>

Items to Consider	Yes/No	Follow-up Steps
<p>Have I considered which (additional) promotional initiatives to launch or continue in order to effectively promote my program?</p> <p>Select all of the below that might apply:</p> <p><input type="checkbox"/> Hosting a booth or attending local conferences, events, or community fairs</p> <p><input type="checkbox"/> Building a website</p> <p><input type="checkbox"/> Blogging</p> <p><input type="checkbox"/> Leveraging social media (e.g., Facebook, Twitter)</p> <p><input type="checkbox"/> Launching an email campaign (emails to neighborhood listservs, local schools, etc.)</p> <p><input type="checkbox"/> Developing print materials (e.g., flyers or postcards)</p> <p><input type="checkbox"/> Writing press releases</p> <p><input type="checkbox"/> Other:</p>		<p>For each promotional activity selected, list your next steps:</p> <p>Activity #1:</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol> <p>Activity #2:</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol> <p>Activity #3:</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>
<p>Have I created a budget (if needed) for each of the above promotion initiatives that I hope to implement?</p>		<p>List budgets per promotional item:</p> <p>Item #1: Budget:</p> <p>Item #2: Budget:</p> <p>Item #3: Budget:</p> <p>Item #4: Budget:</p> <p>Item #5: Budget:</p>
<p>Does my overall program budget currently allow me to allocate spending towards the selected promotional efforts?</p>		<p>If your answer is “No,” calculate how much funding you will need to secure below:</p> <p>Total Program Budget:</p> <p>Total Budget Remaining:</p> <p>Budget to Allocate to Promotional Efforts:</p> <p>Additional Funding Needed:</p>

Items to Consider	Yes/No	Follow-up Steps
<p>Can I enlist identified partners to help support my promotional efforts or provide other promotional materials?</p>		<p>If your answer is “Yes,” identify which partners can help with which efforts:</p> <p>Partner #1: Effort:</p> <p>Partner #2: Effort:</p> <p>Partner #3: Effort:</p> <p>Partner #4: Effort:</p>
<p>Do I need additional staff/volunteers in place to manage each (or all) of my promotional efforts?</p>		<p>If your answer is “Yes,” identify the individuals you would like to enlist:</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
<p>Are budgets and promotional calendars being properly managed? Am I accurately tracking successes and opportunities?</p>		<p>If your answer is “No,” to either question, how will you address this situation?</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
<p>Have I secured consent forms from parents or guardians for any photos or videos of youth that I hope to use in promotional materials?</p>		<p>If your answer is “No,” what are your next steps towards securing these permissions?</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>

## V. EVALUATING YOUR PROGRAM

Program managers should create evaluation plans to help drive program improvements and, ultimately, lead to greater success. These plans should be created during the early stages of program development. The *Evaluating Your Program* section of FEMA’s *Youth Preparedness: Implementing A Community-Based Program* guide (available at <http://www.ready.gov/youth-preparedness>) will walk you through the things to consider. Make sure the worksheets in the implementation guide are completed, and then answer each of the questions in the following table:

NOTE: The chart below does not serve as an actual evaluation plan. It will, however, help you think ahead towards evaluation so as to ensure that all aspects of the program successfully align with your program goals. 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 continues to grow and you begin to develop a plan for long-term success.

Items to Consider	Yes/No	Follow-up Steps
<p>Have I identified which kind of evaluation to conduct?</p> <p><input type="checkbox"/> Formative</p> <p><input type="checkbox"/> Process</p> <p><input type="checkbox"/> Impact</p> <p><input type="checkbox"/> Outcome</p>		<p>If your answer is “Yes,” define the objective of the selected evaluation (refer to the <i>Evaluating Your Program</i> section of FEMA’s <i>Youth Preparedness: Implementing A Community-Based Program</i> guide):</p> <p>Now take a moment to assess whether or not this evaluation type provides the greatest insight into the progress of your program within its current stage (e.g., a formative evaluation better serves a soon-to-launch program, whereas an impact evaluation better serves a recently launched program).</p>
<p>Based on the evaluation selected above, have I decided which audiences I will need to involve? Examples include:</p> <p>(Note: You may choose a primary audience, secondary audience, and tertiary audience, depending on what kind of evaluation you hope to execute. Enter numbers 1-3 in the boxes below to indicate priority audiences.)</p> <p><input type="checkbox"/> Parents and guardians</p> <p><input type="checkbox"/> Partners and other stakeholders</p> <p><input type="checkbox"/> Educators</p> <p><input type="checkbox"/> The emergency management community</p> <p><input type="checkbox"/> Other youth preparedness programs</p> <p><input type="checkbox"/> Community members</p> <p><input type="checkbox"/> People with disabilities and others with access and functional needs</p> <p><input type="checkbox"/> Other:</p>		<p>Questions for my primary audience:</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul> <p>Questions for my secondary audience:</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul> <p>Questions for my tertiary audience:</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>

Items to Consider	Yes/No	Follow-up Steps
<p>Have I developed preparedness knowledge pre-and post-tests for my youth program participants?</p>		<p>Questions to include:</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
<p>Have I determined scheduling for my evaluation? Have I thought about what resources will be needed in order to implement the selected evaluation plan?</p> <p><b>Consider:</b></p> <ul style="list-style-type: none"> <li>• When will the evaluation take place?</li> <li>• What is my budget?</li> <li>• What other resources are needed?</li> <li>• Who will be responsible for leading this effort? (This may require the help of more than one team member.)</li> <li>• Other things to consider?</li> </ul>		<p>Think about each of the logistical items listed in the far left column and list out aligned responses below:</p> <ol style="list-style-type: none"> <li>1. When?</li> <li>2. Budget?</li> <li>3. Other resources?</li> <li>4. Person(s) responsible?</li> <li>5. Other considerations?</li> </ol>
<p>Have I decided upon the format of my evaluation, taking both qualitative and quantitative research into consideration? Formats include:</p> <p><b>Qualitative Research:</b></p> <ul style="list-style-type: none"> <li>• Focus groups</li> <li>• Interviews</li> <li>• Case studies</li> <li>• Observation</li> <li>• Surveys</li> </ul> <p><b>Quantitative Research:</b></p> <ul style="list-style-type: none"> <li>• Online surveys</li> <li>• Student pre- and post-testing</li> <li>• Counting systems and surveys</li> </ul>		<p>Once you have determined which format(s) will be adopted, list out next steps:</p> <p>Step 1:</p> <p>Step 2:</p> <p>Step 3:</p> <p>Step 4:</p> <p>Step 5:</p>
<p>Will I need to secure a location for evaluations? Select one of the following:</p> <p><input type="checkbox"/> Local school</p> <p><input type="checkbox"/> Local community center</p> <p><input type="checkbox"/> Faith-based organization</p> <p><input type="checkbox"/> In participants' homes</p> <p><input type="checkbox"/> At your program's venue (if one exists)</p> <p><input type="checkbox"/> Other:</p>		<p>If your answer is "Yes," identify next steps towards securing the location.</p> <p>Step 1:</p> <p>Step 2:</p> <p>Step 3:</p> <p>Step 4:</p> <p>Step 5:</p>

## 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 ensure that your newly launched program is on the path to success. Keep in mind, however, that success cannot be achieved alone. As your program evolves, remember to leverage available resources, 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:

- 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 promotional 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 and 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://www.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>.