YOUTH PREPAREDNESS:
Implementing A Community-Based Program

This document is a publication of The National Office of Citizen Corps
FEMA Individual and Community Preparedness Division

FEMA

ACKNOWLEDGEMENTS

FEMA's Individual and Community Preparedness Division places tremendous value in the relationships cultivated with its partners to support our mission while deepening the impact of preparedness activities as a crucial element to our whole community approach. Such important partnerships as the ones with the American Red Cross and the U.S. Department of Education help everyone maximize resources, meet obligations, and strengthen our communities overall ability to prepare for, protect against and mitigate all hazards.

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1. INTRODUCTION

1.1 Why Youth Preparedness?

Emergencies can happen at any time and often without warning. While emergency personnel do their best to quickly respond to emergencies, it could take time for them to arrive on the scene. The best way to help citizens be safer during an emergency is to help them prepare before one occurs.

Children comprise approximately 25 percent of our population and are the future of our communities. They can play an important role during emergencies, but many programs do not consider children in their planning. It is important that children know what to do in an emergency and that all disaster planning, preparedness, response, and recovery efforts include children's unique needs and assets.

Establishing a youth preparedness program in your community is an involved effort, but there are many resources available that can help your organization implement one.

1.2 Strengths Youth Bring to Preparedness

While children have unique needs during an emergency, they can also play a very important role when it comes to preparedness.

- **Children are positive influencers.** Children involved in youth preparedness programs can effectively spread important messages about preparedness to their family members. They can be change agents. Participating in emergency preparedness activities such as helping parents create a disaster supply kit, collecting items for the kit, making a family preparedness plan, or creating a list of emergency numbers not only empowers children but also educates adults about preparedness.
- **Children can become leaders.** By participating in youth preparedness programs, children are empowered to become leaders at home and in their schools and communities. Children who've participated in preparedness programs across the nation have responded in emergency situations and have taught others about preparedness.
- **Prepared children are more confident during an actual emergency.** Studies and anecdotal evidence support the idea that children who have learned about emergency preparedness experience less anxiety during an actual emergency. The knowledge of what to do during an emergency empowers them to act with confidence and enables them to become active participants in emergency efforts.

1.3 Understanding Challenges

There are some challenges to bear in mind when implementing a youth preparedness program. For example:

- Children are often overlooked in being an active member of family preparedness activities. They can and should take an active role.
- Many adult preparedness programs exist, but for children to be effectively prepared, they need to receive age-appropriate materials and messaging. Many community preparedness programs don't offer this.
- Youth preparedness initiatives require resources. From funding and program materials to instructors and staff, successful youth preparedness programs may require resources, and this can be a challenge for startup programs with little funding and personnel. This guide will show you how you can circumvent limited resources.

1.4 Benefits

As a practitioner dedicated to the welfare of children, you'll notice positive changes in the community as your program is implemented.

- Enriching education – Children have the opportunity to receive an education filled with practical applications of the concepts they've learned in school.
- Behavioral changes – As children are learning about preparedness and bringing the information to their families, a behavioral shift will occur, making family preparedness a priority.
- Community cohesion – Working with business, leaders, and other organizations will create a unified team of citizens within the community dedicated to a common goal.
- First Responder familiarity – For many youth, seeing first responders, police officers, and emergency personnel incite fear or uncertainty. Youth preparedness programs that enable first responders to work with children help cultivate positive relationships and help children understand that first responders play a positive role in their communities.

1.5 Purpose of This Guide

FEMA developed this guide for communities and community-based organizations so you can begin implementing effective youth preparedness programs. The main purpose of this guide is to:

1. Define the key elements of what makes youth preparedness programs effective.
2. Provide information and direction to communities and community-based organizations on how to successfully implement, evaluate, and sustain effective youth preparedness programs using readily available resources.
3. Provide information about existing resources so organizations do not have to start from scratch.

2. GETTING STARTED

2.1 Assess Your Community's Needs and Risks

The first step in implementing a youth preparedness program in your community is to decide what to include in your program. For example, will it include information about a particular type of disaster, family preparedness, or emergency response? What are your goals?

Before making this decision, you first need to assess your community's needs and risks. Communities across the nation are at risk for specific types of disasters and emergencies. For example, tornados frequently occur in areas of the Central United States while hurricanes are common on the eastern and Gulf coasts.

Quickly brainstorm challenges facing your community. Is your area prone to heat waves during the summer or blizzards during the winter? Are there particular areas or citizens within the community that may be more at risk? Has your organization or another organization developed a community map – a visual representation of your community that could include items such as flood zones, special needs, and socio-economic backgrounds of particular neighborhoods? Consider the demographics of your region to help you determine the community's needs and risk. This may help you decide what to include in your program.

Disasters or hazards may include:

- Flood
- Fire
- Thunderstorm
- Excessive heat
- Earthquake
- Hurricane
- Landslide
- Tornado
- Wildfire
- Winter storm
- Terrorism
- Dam failure
- Hazardous material spill or leak
- Chemical spill or leak
- Nuclear power plant emergency
- Tsunami
- Volcano

Local emergency management agencies (EMAs) often identify pre-determined hazards in your community, and your local EMA website will provide many valuable resources as you implement your preparedness program. Consider contacting your local EMA to discuss your program and determine if they can provide resources.

> **Natural disasters** and **large-scale emergency events** are not the only types of emergencies that families should be prepared for. It's important for **families to be prepared** and have a plan for emergencies such as house fires or medical emergencies.

In addition, when deciding what type of program to implement, examine similar programs that other organizations within or outside of your community currently offer. Take a look at programs organizations such as your local American Red Cross chapter, the fire and rescue department, the police department, and community response teams are implementing.

Things to consider:

- Can the programs they offer complement your program?
- Can they be potential partners?
- How will your program differ from their program?

2.2 Create a Mission Statement

Once you've assessed your community's needs and risks, the next step is to create a mission statement for your program. The mission statement should answer these questions:

- Why does this program exist?
- How will this program benefit my organization?
- How will this program benefit the public?
- How will this program benefit the children who participate in it?

A mission statement ensures that everyone within your organization, partners, and the general public understand the purpose of your youth preparedness program.

2.3 Create a Vision

After you've developed your mission statement, create a vision for your program. How is this different than a mission statement? Simply put, a mission statement tells what your program does, and a vision is what the future looks like because you complete the mission successfully.

> **Always Ready Kids (ARK) Mission Statement:**
> The ultimate goal of ARK is to catalyze a shift in our culture's approach to disasters from reactive to proactive.

http://www.alwaysreadykids.org/

To create a vision, answer these questions:

- What will the program be doing in five years?
- What will the program accomplish?
- What impact will the program make on the community?

Both your mission statement and vision should provide a clear look at your program now and in the future.

2.4 Establish Goals

Once you've developed your mission statement and vision, it's time to establish goals that will help you achieve them. Set specific long-term and short-term goals that are measurable, and create objectives that will help you meet these goals. Use resources that already exist within your community to set your goals. For example, talk with groups like neighborhood associations, law enforcement, and the fire department. Or visit the websites of other organizations that have established youth preparedness programs in their communities to see what their goals are.

Make sure your goals are manageable, especially during the startup phase. As your program evolves and grows, your goals may change, and you will likely have a greater amount of resources and capacity needed to accomplish more complex goals.

2.5 Secure Resources

After establishing your goals, you're ready to secure the resources you'll need to get started. The first step will be to determine what type of resources you'll need. For example:

1. How many and what type of instructors will you need initially? How many will you need on a continual basis?
2. What type of equipment and materials will you need (e.g., emergency supply kits, instructor guides, handouts, promotional materials, etc.)?

> "**Initially an organization** should find a niche market when starting to implement a youth preparedness program. Make sure the program isn't duplicating efforts. Other programs may focus on the same information, but try to distinguish your program in terms of target age group, target population (camps, after school programs, scout troups, etc.) and delivery methods.
>
> *Keisha Husbands*
> *Ready New York Outreach Coordinator*
> *www.nyc.gov/html/oem/html/get_prepared/ready.shtml*

3. Where will you train the instructors?
4. Where will you present the programs (e.g., schools, community center, etc.)?
5. What are anticipated costs for instructors, training facilities, and equipment?
6. What is the demographic makeup of the community? (e.g., size, economic makeup, languages spoken (will you need translation services?), etc.)

After you've answered these and other questions, develop a budget and determine the best approach to fund your program. Consider creating more than one budget such as a dream budget, a middle budget, and a limited budget. This could help you determine where to allocate the actual resources you receive. Note that it may be difficult to get funding in the startup years, and working with partners to get monetary support and in-kind donations will be important. While it may seem overwhelming at first, there are a number of resources available to guide you through this very important step.

2.5.1 Organizational Commitment

During this initial phase, take a close look at your organization's and partners' commitment to the effort. Do individuals at all levels support the program? Does the staff within your organization have the capacity and support to implement and sustain the program? If not, brainstorm strategies for creating or maintaining this support.

2.5.2 Non-Financial Resources

PEOPLE

To run an effective program, you need people who support your program's mission and vision—administrative staff, trainers, promoters, and volunteers. Most successful youth preparedness initiatives are supported by a core of community volunteers—from parents to teachers to first responders. You'll need a champion or champions dedicated to recruiting people and volunteers from your community. In the start-up years, some programs have very few people to help, and many have started with just one person leading the effort. As your program grows, your team is also likely to grow.

Another resource is the AmeriCorps VISTA program. This is a national service program offered by the Corporation for National & Community Service that provides volunteers committed to serve full-time for a year at nonprofit organizations or local government agencies. Visit http://www.americorps.gov/about/programs/vista.asp to learn more and apply to become a VISTA sponsor.

Connect also with your local Citizen Corps Council. It may be able to provide assistance and put you in touch with people who are interested in becoming a part of your program. Visit http://www.citizencorps.gov/ to find your local council. You may also find a comprehensive youth clearinghouse of resources on this website.

EXISTING MATERIALS

Creating new materials from scratch can be time consuming and expensive. There are a number of existing resources from established youth preparedness programs you can use. Download the Catalogue of Youth Disaster Preparedness Education Resources here: http://www.citizencorps.gov/ready/kids.shtm to get a list of programs that may be willing to share materials with you. In addition, be on the lookout for youth resources that will soon be available on the Citizen Corps website at www.citizencorps.gov. Before using materials, review them for age appropriateness and to ensure the corrective actions listed are current. Chapter 4: Identifying Your Curriculum includes more information about selecting and adapting materials.

2.5.3 Financial Resources

GRANTS

The Homeland Security Grant Program (HSGP) is comprised of sub-programs that assist State and local governments in building and enhancing capabilities to prevent, protect, mitigate against, respond to, and recover from disasters. Funding for community preparedness is authorized within each HSGP sub-program, except Operation Stonegarden, to include specific funding activities associated with school preparedness and planning efforts and programs for youth education and participation.

LOCAL GOVERNMENT

Many communities are committed to emergency preparedness and response. Your local government may be able to allocate part of their budget to your program. Work with community leaders and follow your local government's process for budget requests.

PRIVATE SECTOR

Some corporations, businesses, foundations, and service clubs may be able to offer monetary support or in-kind donations to your program. Research companies and foundations that have departments that focus on security and emergency preparedness. If they offer in-kind donations, try to get donations for items your program needs, such as training supplies, printed materials, or equipment.

The next chapter, ENGAGING PARTNERS, has more information on how to get support from local organizations.

2.5.4 501c(3) Not-for-Profit Status

Some youth preparedness programs have established themselves as not-for-profit organizations, or 501c(3) organizations. Programs with 501c(3) status are able to raise funds through tax-deductible donations. There are a number of forms and applications required to achieve this status.

Visit the IRS website http://www.irs.gov/charities/charitable/ for more information on the steps required to become a 501c(3) organization.

WORKSHEET: GETTING STARTED

STEP 1: Assess Community Needs and Risks

What risks are specific to your community?

Does the type of area in which you live (e.g., mountains, coastal, rural, urban) present risks?

Are there at-risk populations in your community that are vulnerable to emergencies or disasters?

Do any current programs address these risks?

Can they be potential partners?

How will your program differ?

STEP 2: Create a Mission Statement

Why does your program exist?

How will it benefit the public?

How will it benefit your organization?

STEP 3: Create a Vision

What will the program be doing in five years?

What will it accomplish?

What impact will it have on the community?

STEP 4: Establish Goals

What are your long-terms goals?

What are your short-term goals?

What objectives will help you meet these goals?

STEP 5: Secure Resources

What support will your organization provide?

Where will you find personnel such as volunteers, instructors, and administrative staff?

What materials will you use?

Which grants will you apply for?

Will the local government help financially?

What types of donations or in-kind contributions can you get from the private sector?

Will you apply for 501c(3) not-for-profit status?

3. ENGAGING PARTNERS

3.1 Why Is Engagement Important?

Youth preparedness cannot be the responsibility of only one organization. It requires the collaboration of a variety of organizations and the support of individuals who believe in your mission and vision. This collaboration not only results in a more effective and comprehensive program, but it also provides you with additional resources and promotional opportunities that would not be available otherwise. Many partners may be able to offer beneficial subject matter expertise.

3.2 Assess the Situation

When thinking about potential partners, take some time to assess your current situation. What resources do you need to get your program started? For example:

- Do you need additional staff or trainers?
- Do you need facilities in which to train your instructors or present the curriculum?
- Do you need help with printing or distributing materials?
- Do you need additional funding?

Answers to these questions will help clarify how potential partners can help you meet your program's goals.

3.3 Identify Partners

Once you've assessed your situation, the next step is to identify potential partners within your community. Think of individuals, businesses, government officials, faith-based organizations, service groups, and associations that share your mission or have a vested interest in the program or a portion of the program. For example, the local Humane Society could help with a module on pet preparation during an emergency, or the department of health could help create materials about disease transmission. The checklist at the end of this section can help you determine who to reach out to in your community.

If you're unsure of important partners, your local Citizen Corps Council can help you make connections. Find more information at www.citizencorps.gov.

3.4 Create Interest

After selecting potential partners, you're ready to reach out to them. Develop message points that show how the partners can benefit from a relationship and how they can be part of an important movement. Be sure to have solid answers to the question, "Why is your program so important?" In addition, develop ways you plan to recognize partners for their contributions (e.g., calling them out in your newsletter, on your website, etc.).

When you're ready to meet with potential partners, try to do it in person. Doing so can help establish a solid rapport and give you the ability to immediately address any questions or concerns potential partners may have. You may also consider scheduling a working group meeting for the purpose of introducing the program and its benefits to potential partners.

3.5 Secure Partners

Once you've reached out to partners, it's time to bring on the ones that will benefit your program and contribute to your overall mission. The goal is to establish a long-term relationship that is mutually beneficial. Be specific about what you are asking them to contribute and do, and make sure the expectations and goals of the partnership are clearly spelled out in writing. Consider creating mutual aid memorandums or agreements of understanding to formalize the agreement all parties reach.

3.6 Assigning Roles and Responsibilities

After you've selected partners, it's important to define each one's roles and responsibilities. This is important because it helps make certain there is no duplication of effort and that everyone is clear on what is expected of them. If there are time-sensitive items, ensure that deadlines are clear.

PARTNERSHIP CHECKLIST

Use this list to help you determine whom you should approach to establish partnerships for your program. These are suggestions and will likely vary depending on your community.

Type of Organization	Possible Contacts	Notes
Not-for-Profit Organizations	___Civic and service organizations ___Community groups (e.g., Rotary, Kiwanis, Jaycees) ___Other:	
Public Interest Groups	___The American Red Cross chapters ___Neighborhood Watch groups ___American Association of Retired Persons chapters ___Parent-teacher organizations ___Chambers of commerce ___Homeowners' associations ___Environmental groups ___Other:	
Health Care Providers	___Hospitals ___Medical clinics ___Managed-care facilities ___Emergency medical services ___Other:	
Local Government Agencies	___Local authorities ___Elected and appointed officials ___Police departments ___Fire departments ___Public works departments ___Planning and zoning boards ___Other:	
Education groups	___School superintendent ___School board members ___University and community colleges ___Vocational and technical schools ___Daycare, childcare, and elderly-care providers ___Other:	

Adapted from: Citizen Corps, Community Emergency and Response Team (CERT)
http://www.citizencorps.gov/cert/start-1-3c.shtm

4. IDENTIFYING YOUR CURRICULUM

There are a variety of youth preparedness programs for children of all ages from grades Pre-K to 12. Many have existing curricula you can use and adapt to meet your program's mission and goals. This section will provide tips for identifying and adapting a curriculum for your program.

4.1 Determine Your Audience(s)

First, determine the audience you want your program to target. Students of all ages can and have successfully participated in youth preparedness programs. Some programs choose to focus on one or two age groups in their startup phase and then add additional age groups as the program continues.

The audience you choose depends on a number of factors, including:

- Your community's needs and risks
- Your available resources
- Your program's mission and goals

Superintendents, school principals, and teachers may also have a preference for age or grade based on testing schedules and curriculum needs. Here are some things to consider:

GRADES K-5

In elementary school, children tend to communicate more with parents about their schoolwork than children at higher grade levels. In fact, some programs require parental involvement, from asking them to sign a take-home letter that describes the program to asking parents to help the student create an emergency plan and an emergency kit for the home.
In addition, children in elementary school who receive preparedness education feel more empowered to make a difference and help when an emergency occurs.

> Challenges to Consider:
> Children in this age group tend to experience disaster-related anxiety even if they've never been in an emergency, so it's important that messaging stay positive and empowering. In addition, attention spans are typically lower, so when working with children in this age group, consider presenting information in shorter blocks of time with a lot of hands-on participation. In addition, because of their age, you can't go very "deep" into the content, and by extension, neither can their families.

GRADE 6-12

Like students in elementary school, middle and high school students can involve their families in preparedness, but they can also participate in activities that help prepare their communities. Students in this age group have the opportunity to become leaders and gain valuable skills they can use throughout their lives.

Challenges to Consider:
Because their schedules tend to involve more after school work and extra-curricular activities, it's important that they're "sold" on the benefits of disaster preparedness and participating in the program from the very beginning if the program is a stand alone after school program. In addition, if students in this age group are receiving certification of some sort (e.g., CPR certification), you'll need to involve local experts and trainers to present information. Finally, it may take more effort to get this age group excited and motivated about the program than younger children.

> "Programs need to not only be age-appropriate, but need to consider other factors as well. Are there children in the audience that have been traumatized by recent disaster? Is the program going to suggest measures and actions that cannot be afforded by the families of these children? What are the current or permanent threats in your geographic area?
>
> *Eddy Weiss*
> *Chasing4Life*
> *www.chasing4life.org*

4.2 Determine Overall Message and Goals

Once you've selected your audience(s), you can begin identifying the appropriate curriculum to use for your program.

The curriculum you use depends on the overall message and goals you want to present to your audience (e.g., helping teens develop emergency and leadership skills).

4.3 Select Key Topic Areas

Select the topic areas for your curriculum that will help your program most effectively achieve the mission, vision, and goals you developed. If there are community-specific hazards, needs, or risks that you identified earlier, be sure to include strategies for addressing them in your curriculum. Research the programs listed in Citizen Corps' Catalogue of Youth Disaster Preparedness Education Resources (http://www.citizencorps.gov/ready/kids.shtm) to find relevant topic areas.

> “Pick a program that can provide incentives. Kids like certificates. Make them ahead of time, and present them when a class is finished. If possible, ask a local leader to sign them.
>
> *Mark Rosenblum, Program Director*
> *Mid America Teen Community Emergency Response Team*

Topics may include but are not limited to:

- Natural Disasters
- Floods
- Tornados
- Hurricanes
- Thunderstorms
- Winter storms
- Heat waves
- Disease prevention
- Family preparedness
- Pets in disasters
- Home evacuation plan
- Emergency kits
- Emergency personnel
- Knowing whom to trust in an emergency
- First Aid and CPR
- Medical triage
- Fire safety
- Water safety
- Poison safety
- Internet safety
- Leadership
- Search and rescue
- Terrorism
- School violence prevention
- Community service / volunteerism

Once you've chosen your content, check it against current FEMA and Red Cross resources to ensure the protective actions described are up to date. For more information, please refer to the FEMA Are You Ready? Guide (http://www.fema.gov/areyouready) or the American Red Cross's Preparedness Fast Facts (http://www.redcross.org).

4.4 Identify Instructors

Now that you've selected key topic areas, select the instructors who will teach them. Instructors may include local teachers, first responders, trained police officers, or community volunteers. Depending on the topic area, you may decide to enlist "guest instructors" to teach a particular topic for which they have expertise (e.g., a firefighter for fire safety). Consider what you would include in a train-the-trainer session and incorporate that into your timeline.

Tips:

- Keep availability in mind. For example, if your program is school-based, instructors must be available during the school day.
- Require background checks on instructors for safety precautions. Most schools will require this.
- Select motivated instructors who are positive and enthusiastic about working with children.

4.5 Engage Schools

If your program is school-based, you'll need to work with administrators and educators to get the program into their schools. Examples of ways to engage them include:

- Present information about your program at a school board meeting or principals' meeting.
- Visit principals at schools your target audience attends.
- Write a letter to educators or develop a flyer describing your program, the curriculum, and its benefits to the school and students. If teachers will be responsible for presenting the curriculum, be clear about how much time it will take to prepare for and present the program.
- Hold an informational session where educators can learn about the program and ask questions.
- If it's helpful, you may use national FEMA preparedness materials found on CitizenCorps.gov.
- Leverage school partnerships your team of partners has already made.

> " If a 5-or 10-minute presentation of a proposed disaster preparedness program at the local Board of Education office does not open doors for you, then find a teacher willing to give you a chunk of time to present in his/her classroom. Teachers have planning periods during the day; this is a good time to drop off your information-packed flyer, and make your "pitch." When you think about that "pitch" you plan on making to the school board or teacher, ask yourself this question: "Other than the obvious benefit of disaster preparedness, what is (school, teacher) getting from this?" If you can't answer that question, then you need to re-group until you can.

From "Tips for Starting a Youth Preparedness Program" by Joanie Newman, American Red Cross AmeriCorps member, Central West Virginia Chapter

4.6 Adapt Materials

While there is a wealth of materials available for use, you'll likely need to adapt some of them to meet your goals. Some things to keep in mind:

- Ensure your materials are audience appropriate (i.e., don't use a high school curriculum for elementary school children).
- Avoid using "scare tactics" or negative messaging.
- Do use positive messaging that empowers children to act during an emergency and creates a team mentality.
- Adapt the length of the session so that it is compatible with the attention span of your audience. If your program is school-based, ensure each session fits within a typical class period.
- Align the curriculum with state standards of learning if your program is school-based. Work with educators or your state's department of education to see how your curriculum can support standards. Some programs are already aligned with state standards.
- Keep children engaged by incorporating a variety of activities, including opportunities for hands-on participation into your curriculum.
- For school-based programs, create a scalable curriculum so there can be some flexibility to work within teacher schedules and the school day and calendar. For example, break up lengthy modules and offer multiple sessions.

4.7 Inclusion

When using existing materials or developing supplemental materials and exercises, design them to be accessible to everyone, including youth and adults with access and functional needs. For more information on providing access to individuals with disabilities, and for general information on accessibility guidelines, please refer to the Section 504 of the US Rehabilitation Act Programs and Activities Accessibility Handbook (http://www.fcc.gov/cgb/dro/504/504_handbook.pdf).

For guidance on creating Section 508 of the US Rehabilitation Act compliant online materials, refer to the Electronic and Information Technology Accessibility Standards (http://www.access-board.gov/sec508/standards.htm).

For further information on emergency management and compliance with the Americans with Disabilities Act, review the Citizen Corps Community Preparedness Webinar, a product of the Community Preparedness webinar series (http://www.citizencorps.gov/news/webcasts.shtm).

4.8 Train Instructors

Once your curriculum is ready, you'll need to spend some time training the instructors who will present the information to children. Instructors need to know what is expected of them, what they'll be teaching, and how to approach these topic areas with a young audience. Trained instructors also ensure children are receiving consistent messaging.

Some programs have downloadable instructor guides. Other programs have in-person train-the-trainer sessions or online train-the-trainer courses.

Whatever method you choose, key topics to address include:

- Overview of program (purpose, mission, goals)
- Overview of curriculum
- Program materials
- Key messaging
- Tips for working with children
- Evaluation methods and strategy
- Contact information of relevant program staff

Finally, if you decide to have a working group for your program, your instructors should be part of the group.

CHECKLIST – ADAPTING MATERIALS

You'll likely need to adapt some of your materials to meet your program goals. Use this checklist to make certain your curriculum is meeting your and your audience's needs.

_____ Are your materials audience appropriate?

_____ Is the messaging positive, empowering children to act during an emergency?

_____ Is the length of each session appropriate for your audience?

_____ If school-based, does the length of each session fit within a typical class period?

_____ If school-based, does your curriculum align with state standards of learning?

_____ Are there a variety of activities that engage children?

_____ Are the activities and exercises adapted so that children with functional needs can participate?

Next steps:

5. IMPLEMENTING YOUR PROGRAM

Your curriculum is ready. Your instructors are trained. Now it's time to put your program into action!

5.1 Establish a Schedule

Develop a master schedule for the program. The schedule should include:

- Locations of each session
- Audiences for each session
- Date and time for each session
- Instructor who will teach each session

Disseminate this schedule to all relevant personnel and instructors.

After the schedule is created, things may change due to an unexpected school or community event. It's important to keep your schedule flexible and work with the host organization's needs, but make sure all administrative duties are completed well before publicizing the program and the schedule.

5.2 Disseminate Materials

Once you've established your master schedule, disseminate all required materials to instructors or the location in which the session will be held before the day of the session. Ensure you have a plan for printing, shipping, or transporting the materials and a means for any costs that may be involved during this step.

5.3 Present the Program

You're now ready to present the program!

6. PROMOTING YOUR PROGRAM

Once your program is implemented, continue raising awareness of it among your community to keep it thriving. Even if you have limited funds, a solid promotion plan will help you reach your audiences.

6.1 Assess the Situation

Take a realistic look at the situation and answer the following questions:

- How much funding do you currently have to develop and distribute materials?
- What will partners be willing to donate (money, portions of grant allocations, in-kind donations, non-financial resources, etc.)?
- Which individuals will help in development of materials and participate in promotional activities?
- How can the local media help? Do you have a success story to promote?

6.2 Determine Goals and Objectives

Identify the goals and objectives of your promotional efforts. What do you hope to achieve through your efforts, and how will you achieve it?

Possible outreach goals include:

- Presence in more schools
- More funding
- Additional instructors
- More media coverage

More than likely, it's all of the above.

6.3 Identify Target Audiences for Promotion

Who are the groups of people you need to achieve the goals you identified (e.g., partners, educators, first responders, parents, etc.)?

Each audience will vary, so answer these questions for each one:

- What are their needs, values, and beliefs?
- How will their support of your program benefit them?

- What are their "hot spots"— points that will either encourage them or discourage them from providing support?
- How do the benefits of your program align with their goals?

6.4 Develop Messaging

After you've identified your audiences, develop messaging for each one. Messaging for parents will likely be very different than messaging for first responders. Effective messaging should:

- Be informative – raise awareness of your program
- Be persuasive – sell your audience on why they should support the program
- Be sincere – do not make false promises or exaggerate benefits
- Look for milestone opportunities (e.g., 1,000 students trained, 5,000 guides distributed)

If you have available resources, test your messaging on members of the target audience to see how they respond, and make adjustments as necessary. Remember, the best way to promote your program is to have a good, successful program.

6.5 Identify message outlets

After you've developed your messaging, determine how you can effectively deliver it. Think about where your audience gets their information—this could be different for each of your audiences. Possible outlets could be newspapers, committee meetings, social networking sites, news websites, television, or community events. Think about how your partners can help reach some of these audiences. Decide how you can deliver your message most effectively.

> " Invite stakeholders to participate and give them a meaningful role. Word spreads among other community members if committed stakeholders are involved. Use the media, including social media, to promote your program and keep your partners interested by recognizing their contributions and efforts in public ways.
>
> *Victoria L. Calder, Ph.D.*
> *Director, Texas School Safety Center*
> *http://www.txssc.txstate.edu/K12/*

6.6 Identify materials and activities

There are a number of activities and materials you can use to promote your program. Some require more planning, development, and funding, while others can be quickly executed. Here is just a sample listing of types of activities and materials with tips on how to create them and use them.

6.6.1 Conferences and Events

Conferences and events such as educator conferences, volunteer fairs, and community events are great ways to get "face time" with potential partners, citizens, and community leaders.

- Set up a booth or table that has information about your program. Materials could include something as simple as a one-page flyer with contact information, a more detailed brochure, or an information packet.
- Ask two to three people from your organization or instructors to attend if possible. First responders can really help sell the program, so if they're the trainers for your program, try to have them attend. One person can stay at the booth or table while others walk around and promote the program to other attendees.

6.6.2 Website

A website can be a powerful tool to educate others about your program, enlist volunteers and partners, and provide resources for instructors and program participants. At a minimum, your website should include:

- Program overview
- Mission and vision statement
- Benefits of program
- Contact information
- Consider adding an acknowledgements section that thanks partners, volunteers, and donors for their contributions.
- Add testimonials or success stories from parents, program participants, educators, or community leaders.
- If your organization already has a website, save costs by adding a section about your program to this existing site.
- Enlist volunteers from local high schools, colleges, or universities to design and program your website. This could be an excellent class project, or a personal project an aspiring designer or web programmer can add to his or her portfolio.
- Upload your curriculum and instructor guides so instructors can quickly access materials.

> **Never include photos** or videos of minors unless you have signed consent forms from their parents or guardians. This applies to all online and print materials you use.

6.6.3 Blog

A blog can be a great way to share information about your program, publicize events, and provide up-to-date news.

- Use a free blog platform so that costs are not incurred.
- Establish a blog team so one person is never responsible for all of the content.
- Assign an editor to edit grammar and spelling, and to ensure all posts are on target with your messaging.
- Enlist experts from the community to provide guest posts about preparedness. For example, ask a local firefighter to offer fire safety tips.
- Write posts that showcase partners and donors.
- Post a family plan or other assignment that a program participant completed.

6.6.4 Social Media

Social media outlets like Facebook and Twitter can be excellent ways to broadcast information and news about your program.

- If you have a blog, link it to your Facebook and Twitter feed, so users know when new blog posts are up.
- Host chats about preparedness, allowing participants to ask questions. Consider asking an expert or a panel of experts to answer questions.
- Post news about upcoming events and fundraisers.
- Post short preparedness tips.
- Adhere to your organization's social media policy if they have one.
- Quote a student answer to a question on Twitter to garner interest and participation.

6.6.5 E-mail Campaigns

E-mail can be an effective way to quickly send messages to a large audience.

- In lieu of a printed newsletter, which can incur significant printing and shipping costs, create an e-mail newsletter that is sent on a regular basis.
- Include links to your website, social media presences, and contact information.

- Send e-mails on a regular basis (weekly, monthly, etc.) to keep your audience informed.
- Don't send too many e-mails. Some users unsubscribe from e-mail lists simply because they feel they receive too many from a particular organization.
- Use social media or your blog for quick updates, and save e-mails for longer updates or announcements.
- Consider asking a guest author such as a school principal to write an e-mail to other participants.
- As your list grows, consider using an e-mail marketing service to help you manage your lists. Many have free trials and a relatively low monthly fee after the trial expires. Advantages include:
    - List categorization - you have the option to send relevant content to specific audiences (e.g., instructors, partners, educators)
    - Easy subscribe/unsubscribe features for list members
    - Customizable templates so your e-mails are eye-catching
    - List storage - you don't have to worry about losing your e-mail lists if your computer crashes

6.6.6 Print Materials

If you go to a lot of conferences and events or want to leave program information with potential partners and educators, consider creating print materials such as brochures, flyers, posters, and marketing packets.

- Costs for printing and shipping can get expensive. Work with partners to get in-kind donations or negotiate discounts with local printers.
- Ask volunteer designers and copywriters to help design the materials. Students in local high schools, colleges, and universities may be willing to help create materials they can add to their portfolios.
- At events, conferences, and meetings, bring extra materials in case more participants show up than you anticipated.
- Always include contact information, including your website address if you have one.

6.6.7 Press Releases

Press releases are written statements you can use to make important announcements about your program. Local media outlets such as newspapers, television, and radio stations can pick them up for a news story if they are interested.

- Write a brief, concise headline that clearly describes the topic of your press release.
- Grab the reader's attention with an introductory sentence.

- Communicate the "who, what, when, where, why, and how" of the story in the body.
- Include a brief overview of your organization and program, linking to your website.
- Include a "call-to-action" at the end of the story. What do you want readers to do (e.g., attend an event, volunteer, become an instructor, etc.)?
- Include contact information at the end so reporters know how to get in touch with your organization if they need more information.

CHECKLIST – PROMOTIONAL ACTIVITIES AND MATERIALS

Which materials will you use to promote your program?

____ Conferences and Events
Event 1:
Event 2:
Event 3:

____ Website
Existing website
New website

____ Blog

____ Social Media
Which social media tools?
Twitter
Facebook
LinkedIn
Others ___________________

____ E-mail campaigns

____ Print materials
Which types?
Brochure
Flyer
Newsletter
Poster
Others ___________________

____ Press releases

Next Steps:

6.7 Create a Plan

Once you've decided which activities you'll participate in and which materials you'll create, develop a plan. Your plan should include tasks, deadlines, the budget assigned to each task, and the people or partners responsible for ensuring each task is complete. If you're creating printed materials, be sure to include sufficient time for printing and shipping in your plan. Assign a "project manager" to ensure everyone is staying on target with their deadlines and on budget.

6.8 Develop Materials

When your plan is in place, you're ready to create your materials. If you're speaking at events, ensure all materials are printed and delivered before the day of the event.

6.9 Begin Promotion

Once you begin promotional efforts, take time to assess your activities. Ask questions such as:

- Are you moving toward your goal?
- Are your materials helping you get to your goal?
- Are your audiences receiving the messages?
- Are the time and money spent on promotion worth the return on investment?
- What challenges have you experienced?
- What successes have you experienced?

Use what you learn to improve your promotional efforts and meet your goals.

7. EVALUATING YOUR PROGRAM

7.1 Why Evaluate?

With a well-planned evaluation, you can:

- Assess whether the program is benefiting youth, their families, and your community
- Test the effectiveness of your program strategies and materials
- Demonstrate to funders and stakeholders success stories and lessons learned
- Produce facts and figures to measure the achievement of goals and objectives
- Share the results in publications and presentations to increase likelihood of receiving continued funding
- Inform the revision of your program materials and strategies

You should ideally begin evaluation while the program is in the earliest development stages. Evaluation is an ongoing process that periodically provides input into how well the program met or is meeting its goals.

> “ Program evaluation is critical to assess what the participants gained – knowledge, skills, changed attitudes—both are important when funders become involved because they want to know that their money is being used wisely. More importantly, outcomes inform improvements in the process and in curriculum improvement.
>
> *-Victoria L. Calder, Ph.D.*
> *Director, Texas School Safety Center*
> *http://www.txssc.txstate.edu/K12/*

7.2 Develop an Evaluation Plan

The first step in evaluation is to create a plan. Your plan should include:

7.2.1 Objectives

What do you hope to achieve with the evaluation? For example, you may want to measure the effectiveness of the program to increase the knowledge and encourage behaviors or you may want to foster positive attitudes of youth in regards to disaster preparedness. The program evaluation can also help identify issues relative to the management, delivery and promotion of the program. Objectives should be S.M.A.R.T. (Specific, Measurable, Appropriate, Realistic, and Time-framed).

7.2.2 Research Questions

A research question informs the focus of the evaluation and guides the subsequent steps in the development of your evaluation plan. Basic evaluation research questions include:

- How is your program being managed and implemented?
- How effective is your program in achieving its goals?
- How can your program be better?

You should also include the data or indicators required for each research question.

7.2.3 Data Sources

To answer your research questions, you'll need to gather or review data related to your program. Data sources may include program participants, training records, or post-workshop quizzes. You may also need to conduct additional research like interviews, focus groups, or observations to get the data you need.

7.2.1 Other Plan Elements

- Timeframe for data collection, analysis, reporting, and program revision
- Personnel and financial resources needed for the evaluation
- Roles and responsibilities of staff and volunteers in preparing for and conducting the data collection, analysis, and reporting

7.3 Develop Participant Strategy

Before deciding on the methods you'll choose, select implementation sites and participants to take part in the evaluation. The subjects of the evaluation can and should include students, parents, teachers or instructors, as well as program managers and any others involved in administering or approving the implementation of the program.

The strategy should target sites and participants that represent the programs' reach including:

- Different grades or age groups
- Various settings (e.g., schools or summer camps)
- Types of instructors
- Any other variables of the program delivery that needs to be examined.
- An established participant strategy will help inform the most appropriate quantitative and qualitative research methods for the formative, process, impact, and outcome evaluations.

7.4 Determine the Types of Evaluation You Will Conduct

There are four key types of program evaluation:

- Formative
- Process
- Impact
- Outcome

Use the chart below to determine which type of evaluation you will use. For instance, if you are assessing your program's ultimate goals, you will want to develop an outcome evaluation. Consider conducting all four types for a comprehensive evaluation.

TYPES OF EVALUATION

Evaluation Type	What It Can Show	When to Use	Why Is It Useful	Methods to Use
Formative	- Whether proposed messages or formats of the curriculum materials are likely to be understood by your youth audience - How the program curriculum should be delivered - What kind of instructors youth will be most responsive to (e.g., a school teacher or representative of local emergency management) - Details that program developers may have overlooked about materials, strategies, or ways of distributing information (e.g., difficulties in getting the program into schools)	- During the development of a new program - When an existing program: • Is being modified • Has problems with no obvious solutions • Is being used in a new setting, with a new population, or to target a new problem or behavior	- Allows programs to make revisions before the full effort begins - Maximizes the likelihood that the program will succeed	Qualitative methods such as personal interviews with open-ended questions, focus groups, and participant observation

Evaluation Type	What It Can Show	When to Use	Why Is It Useful	Methods to Use
Process	- How well a program is working: • Effectiveness of promotion and outreach strategies • Resources needed to administer and promote the program • Usefulness of program orientation resources • Effectiveness of curriculum delivery strategies • Usefulness of curriculum and supplemental materials - Identifies early any problems that occur in reaching out to youth and professionals working with youth - Allows programs to evaluate how well their plans, procedures, activities, and materials are working and to make adjustments before logistical or administrative weaknesses become entrenched	Ideally, as soon as the program begins operation	- Allows programs to make revisions before the full effort begins - Maximizes the likelihood that the program will succeed	Quantitative methods, such as surveys tracking number of youth participants and implementation sites and qualitative methods such as in-depth interviews with instructors to assess the usefulness of program materials
Impact	- The degree to which a program is meeting its intermediate goals (e.g., the increase of youth's knowledge of preparedness) - Changes in youth's knowledge, attitudes, or beliefs about the value of preparedness	When the program is being implemented	- Allows management to modify materials or move resources from a nonproductive to a productive area of the program - Tells programs whether they are moving toward achieving their goals	- Baseline measurement: measuring youth's knowledge, attitudes, beliefs, or behaviors before beginning the program or receiving services, using surveys and/or participant assessments - Progress measurement: measuring youth's knowledge, attitudes, beliefs, or behaviors at a predetermined amount of time such as at the end of a school semester or at regular intervals in an ongoing program. Measurements can be made using surveys and/or participant assessments

Evaluation Type	What It Can Show	When to Use	Why Is It Useful	Methods to Use
Outcome	The degree to which the program has met its ultimate goals (e.g., how many homes with participating youth have emergency plans)	- For ongoing programs (e.g., lessons and activities offered throughout the year) at appropriate intervals. - For one-time programs (e.g., a 6-month program) when program is complete	- Allows programs to learn from their successes and failures and to incorporate what they have learned into the program or into their next project. - Provides evidence of success for use in future budget development and requests for funding	Generally the same methods used in impact evaluation are used in outcome evaluation

7.5 Conduct Research

Once you've developed your plan and strategy, you can begin conducting your research. There are two types of data you can collect: qualitative and quantitative.

7.5.1 Qualitative Data

Qualitative data relates to the target population's attitudes, beliefs, insights and views, and usually does not have a numerical value. You can use the information collected to make decisions about program strategies and your target population as well as to develop quantitative research strategies. You can get qualitative data through focus groups, interviews, case studies, and observations. Examples of qualitative methods for a youth disaster preparedness program include:

INSTRUCTOR BLOG

Instructors may use a blog to record their thoughts and reactions to specific components of the program. The blog may serve as a reference for instructors when completing an online survey at the end of their session of implementing the program.

FOCUS GROUPS WITH INSTRUCTORS

The evaluation team may include in-person or phone focus groups with instructors to gather qualitative data on their delivery strategy, potential barriers to implementation, and perception of the program's impact on the students.

IN-DEPTH INTERVIEWS WITH SCHOOL/FACILITY ADMINISTRATORS

In-depth interviews with school/facility administrators will gauge the ease of implementing the program in their schools/facilities. The interviews will entail a discussion of the process of approval of their education authorities and parents, potential barriers to implementation, and recommended strategies for overcoming barriers.

IN-DEPTH INTERVIEWS WITH PROGRAM MANAGERS

In-depth interviews with the program managers provide input into the resources necessary to promote, manage, and implement the program. The interviews will include the discussion of the daily administration of the program, outreach strategies, input into barriers and strategies to program implementation, and recommendations for the future.

7.5.2 Quantitative Data

The second type of data you can collect is quantitative. To put it simply, this is information that can be measured. For example, quantitative data you can collect could include:

- Number of individuals reached
- Number of programs delivered
- Number of people that participated by age, gender, and race
- Pre- and post-test scores before and after your program

As with qualitative data, you can use quantitative data to make decisions about program strategies and the target population. You can also use it to provide a baseline and follow-up data on trends in population beliefs, attitudes, and behaviors.
Examples of quantitative research methods for a youth disaster preparedness program include:

ONLINE INSTRUCTOR SURVEY

At the end of the program implementation session or school year, instructors may complete an online survey providing quantitative data on their opinions of the program lesson and guidance materials, program training, experiences with the lesson delivery, suggestions for program revisions, and perceived effectiveness in increasing youth's disaster preparedness knowledge.

If online surveys are not possible, use paper surveys. It's important to be flexible. Finally, build in time to record and analyze survey data.

STUDENT PRE- AND POST-TESTS

Instructors could administer and submit pre- and post- student tests. The testing will gauge change in students' knowledge, beliefs and attitudes about preparedness, and their preparedness actions and intent to get prepared prior to and then following their participation in the program.

COUNTING SYSTEMS AND SURVEYS

You can use counting systems and surveys to:

- Record the number of contacts with program participants and sites (e.g., number of youth attending each lesson)

- Record the number of contacts with people outside the program (e.g., number of meetings with partners)
- Measure changes in youth's knowledge, attitudes, beliefs, or behaviors by collecting the same information at the beginning and end of the program
- Estimate the amount of time and/or money spent on delivering your program

7.6 Use Evaluation Findings

Once you've completed your data analysis, present the evaluation findings to the program developers, managers, and implementers. Based on your evaluation, you may decide to invest more in some activities and either stop investing in others or change the way those other activities are being conducted, to improve the efficiency and the likelihood that your program will meet all of its goals.

Some questions that you may want to ask after you have collected and analyzed evaluation data include:

- Which outcomes have been reached or are being reached?
- Which intermediate outcomes have been reached, leading one to believe that the program is on its way to reaching the final outcomes?
- For those outcomes or intermediate outcomes that are not being reached, what are the activities and how can we change those activities to make them more effective?
- For those outcomes or intermediate outcomes that are being reached, what can we learn from the activities that we can apply to the less successful activities/outcomes?
- Are resources being dedicated to outcomes or intermediate outcomes that do not seem to be leading to success?
- How can we modify the activities that are wasteful of resources so they are more likely to lead to achieving the desired outcomes?

Devise recommendations for refining program materials, administration practices, implementation strategies, and promotion tactics. Consider holding a strategy session to define steps for moving forward and pilot test any changes with a selection of your program implementers.

Consider disseminating your evaluation findings to partners and stakeholders, while promoting the program successes. A one-page fact sheet containing descriptions of the results will provide decision makers with tangible data about what has been achieved to date. You can also present your findings in newsletters for other stakeholders and potential supporters or volunteers, demonstrating the worth of the program.

Evaluation findings should also demonstrate to government authorities or other funders how resources are being used for particular activities, your evaluation methods, success in achieving program goals, and plans for program revisions to enhance program effectiveness. By using evaluation findings in these ways, you are more likely to get buy-in and support from decision makers, community stakeholders, government authorities, and funders. They will see that their support, time, and resources will not be wasted.

EVALUATION CHECKLIST

____ Develop an evaluation plan that includes:

- ___Objectives
- ___Research questions
- ___Data sources
- ___Timeframe for data collection
- ___Personnel and financial resources needed
- ___Roles and responsibilities

____ Develop participant strategy

____ Decide the types of evaluation you will conduct

- ___Formative
- ___Process
- ___Impact
- ___Outcome

____ Conduct research

____ Analyze results

____ Use evaluation findings

8. SUSTAINING YOUR PROGRAM

You've successfully launched your program and promotional efforts. Now what? To keep the program running, you have to have sustainability strategies in place.

8.1 Create a Sustainability Plan

A sustainability plan can offer a solid guide as you work on sustainability efforts. A written document with clear goals and objectives not only formalizes your sustainability efforts, but it can also strengthen your partners' commitment to the program if they can see your vision for continuing the program. Use the worksheet at the end of this section to guide you as you write your plan.

8.2 Work with Partners and Community Leaders

- Work with the partners you've already established who can help raise awareness of the program and use relevant connections.
- Enlist community leaders who can help spread the message about your program.
- Consider attending town hall meetings, neighborhood association meetings, or chamber of commerce meetings to educate community members about the program.
- Issue a press release to the local media that describes your program, its mission, and benefits to the community. You may want to issue the press release after you've experienced success with the program.
- Refer to the ENGAGING PARTNERS chapter for tips on engaging and sustaining partners.

8.3 Establish a Working Group

Establishing a community-level working group can create buy-in and give ownership to the entire community from local emergency management offices, the American Red Cross, the state department of education, the state police commander, and the fire chief to parents and students themselves. Establish regular meetings and, from the beginning, determine what each partner, group, or organization can bring to the table. Divide up tasks and activities according to strengths of each partner.

> "Practice makes the difference. Create and develop events that teach, refresh, or provide an opportunity to practice.
>
> *-Nathan A. Wolfstein, IV*
> *The "Be More Prepared to Move Quickly" Community Volunteer*
> *Disaster Preparedness Training & Relief Charity Advisor*
> *www.BeMorePrepared.org*

8.4 Gain Exposure

Use promotional techniques listed in the PROMOTING PROGRAM chapter to gain as much exposure as possible. The more people know and hear about your program, the more likely they are to support it. The students, teachers, parents, and principals can serve as spokespersons for the program.

8.5 Explore Various Funding Sources

Now that your program is off the ground, you'll have to continue to explore sources through which to fund it. Refer to the "Secure Resources" section in the GETTING STARTED chapter for ideas on how to find funding.

Once your program has been running for a while, you have an opportunity to promote your successes in funding applications. Including both quantitative and qualitative successes opens your program up to additional opportunities even if partners have said no before or if you've been denied a particular grant in the past.

8.6 Update the Curriculum

As your program grows, community needs may change or content may get outdated. Periodically review content to ensure it is still relevant and is teaching the correct behavior. Mitigation strategies may have changed, so make certain those are up-to-date as well. Using evaluation methods as described in the previous section can help you refine your curriculum. You may even want to consider adding additional modules or topic areas.

CREATING A SUSTAINABILITY PLAN: WORKSHEET

Developing a written sustainability plan can provide you with a clear direction for your sustainability efforts and strengthen partner commitment. Use this worksheet to help you develop your plan.

PROGRAM OVERVIEW

What does your program offer?

What is its mission?

What successes have you experienced?

VISION

What do you hope your program will achieve?

Who will benefit?

CHALLENGES

What challenges have you experienced, and what is your plan to address them?

PARTNERS and ADVOCATES

Who are your partners, and what are their roles?

How will they help you sustain the program?

FUNDING SOURCES

CURRENT:

Who is providing funding for the program?

What kind of funding is provided?

How long will these sources provide funding?

POTENTIAL:

What sources could provide additional funding?

What is your plan to secure this funding?

MANAGEMENT

How is the program currently staffed and managed?

EVALUATION

How will you evaluate your program and show the results?

How will you use the results?

9. RESOURCES

Websites

- Citizen Corps (http://citizencorps.gov/)
- READY.gov (http://www.ready.gov/)
- Readiness and Emergency Management for Schools (http://rems.ed.gov/)
- American Red Cross (http://www.redcross.org/)

Contact Information
The National Office of Citizen Corps –
FEMA Individual and Community Preparedness Division
Techworld Building
800 K. Street NW
Suite 500S, Washington, D.C. 20472-3650
citizencorps@dhs.gov

Quotes and programs highlighted in this guide are used with permission and are not endorsed exclusively by FEMA.

10. APPENDICES

Appendix A: Comprehensive Worksheets / Checklists

GETTING STARTED

STEP 1: Assess Community Needs and Risks

What risks are specific to your community?

Does the type of area in which you live (e.g., mountains, coastal, rural, urban) present risks?

Are there at-risk populations in your community that are vulnerable to emergencies or disasters?

Do any current programs address these risks?

Can they be potential partners?

How will your program differ?

STEP 2: Create a Mission Statement

Why does your program exist?

How will it benefit the public?

How will it benefit your organization?

STEP 3: Create a Vision

What will the program be doing in five years?

What will it accomplish?

What impact will it have on the community?

STEP 4: Establish Goals

What are your long-terms goals?

What are your short-term goals?

What objectives will help you meet these goals?

STEP 5: Secure Resources

What support will your organization provide?

Where will you find personnel such as volunteers, instructors, and administrative staff?

What materials will you use?

Which grants will you apply for?

Will the local government help financially?

What types of donations or in-kind contributions can you get from the private sector?

Will you apply for 501c(3) not-for-profit status?

ENGAGING PARTNERS

STEP 1: Assess the Situation

What resources do you need to get your program started? (e.g. staff, trainers, facilities, printing, funding, etc.)

STEP 2: Identify Partners

Which groups or organizations within your community share your mission or have vested interest in your program or a portion of it? See the partnership checklist on the next page to get ideas for potential partners.

STEP 3: Create Interest

Develop message points that show how partners can benefit from a relationship and how they can be part of an important movement. Use these message points, and reach out the potential partners you identified in step 2.

STEP 4: Secure Partners

Bring on the partners that will benefit your program and contribute to your overall mission.

STEP 5: Assign Roles and Responsibilities

Define what each partner's role will be and associated deadlines.

PARTNERSHIP CHECKLIST

Use this list to help you determine whom you should approach to establish partnerships for your program. These are suggestions and will likely vary depending on your community.

Type of Organization	**Possible Contacts**	**Notes**
Not-for-Profit Organizations	___Civic and service organizations ___Community groups (e.g., Rotary, Kiwanis, Jaycees) ___Other:	
Public Interest Groups	___The American Red Cross chapters ___Neighborhood Watch groups ___American Association of Retired Persons chapters ___Parent-teacher organizations ___Chambers of commerce ___Homeowners' associations ___Environmental groups ___Other:	
Health Care Providers	___Hospitals ___Medical clinics ___Managed-care facilities ___Emergency medical services ___Other:	
Local Government Agencies	___Local authorities ___Elected and appointed officials ___Police departments ___Fire departments ___Public works departments ___Planning and zoning boards ___Other:	
Education groups	___School superintendent ___School board members ___University and community colleges ___Vocational and technical schools ___Daycare, childcare, and elderly-care providers ___Other:	

Adapted from: Citizen Corps, Community Emergency and Response Team (CERT)
http://www.citizencorps.gov/cert/start-1-3c.shtm

IDENTIFY YOUR CURRICULUM

STEP 1: Determine Your Audience

Which age group do you want your program to target?

STEP 2: Determine Overall Message and Goals

What messages do you want to present to your target audience? What are your goals for the program?

STEP 3: Select Key Topic Areas

What topics will help your program most effectively achieve the mission, vision, and goals you developed? Are there community-specific needs that need to be addressed in the curriculum?

STEP 4: Identify Instructors

Select instructors who will present the curriculum to your target audience. Instructors may include local teachers, first responders, law enforcement officials, or community volunteers.

STEP 5: Engage Schools

Work with administrations and educators to get the program into their schools.

STEP 6: Adapt Materials

Adapt the materials you've identified to meet your goals. Ensure audience appropriateness and positive messaging.

STEP 7: Make Materials Accessible

Design materials so they are accessible to everyone, including youth or adults with access and functional needs.

STEP 8: Train Instructors

Train the instructors who will present the information to children. Instructors need to know what is expected of them, what they'll be teaching, and how to approach the subject matter with a young audience.

PROMOTING YOUR PROGRAM

STEP 1: Assess the Situation

How much funding do you have?

What are partners willing to donate?

Who will help develop the materials and participate in promotional activities?

How can the local media help?

STEP 2: Determine Goals and Objectives

What do you hope to achieve through your efforts, and how will you achieve it?

STEP 3: Identify Target Audiences for Promotion

Who are the groups of people you need to reach to achieve your goals (e.g., partners, educators, first responders, parents, etc.)

STEP 4: Develop Messaging

Develop messaging for each audience. It should be informative, persuasive, and sincere.

STEP 5: Identify Message Outlets

Think about where your audience gets their information—this could be different for each of your audiences. Possible outlets could be newspapers, committee meetings, social networking sites, news websites, television, or community events.

STEP 6: Identify Materials and Activities

There are a number of activities and materials you can use to promote your program, including:

____ Conferences and Events
Event 1:
Event 2:
Event 3:

____ Website
Existing website
New website

____ Blog

____ Social Media
Which social media tools?
Twitter
Facebook
LinkedIn
Others ___________________

____ E-mail campaigns

____ Print materials
Which types?
Brochure
Flyer
Newsletter
Poster
Others ___________________

____ Press releases

STEP 7: Create a Plan

Develop a plan that includes tasks, deadlines, budget for each task, and roles and responsibilities.

STEP 8: Develop Materials

Create materials according your plan.

STEP 9: Begin Promotion

Once you begin promotional efforts, take time to assess your activities. Use what you learn to improve your promotional efforts and meet your goals.

____

____

____

EVALUATING YOUR PROGRAM

____ Develop an evaluation plan that includes:

- ___Objectives
- ___Research questions
- ___Data sources
- ___Timeframe for data collection
- ___Personnel and financial resources needed
- ___Roles and responsibilities

____ Develop participant strategy

____ Decide the types of evaluation you will conduct

- ___Formative
- ___Process
- ___Impact
- ___Outcome

____ Conduct research

____ Analyze results

____ Use evaluation findings

SUSTAINING YOUR PROGRAM

Developing a written sustainability plan can provide you with a clear direction for your sustainability efforts and strengthen partner commitment.

PROGRAM OVERVIEW

What does your program offer?

What is its mission?

What successes have you experienced?

VISION

What do you hope your program will achieve?

Who will benefit?

CHALLENGES

What challenges have you experienced, and what is your plan to address them?

PARTNERS and ADVOCATES

Who are your partners, and what are their roles?

How will they help you sustain the program?

FUNDING SOURCES

CURRENT:

Who is providing funding for the program?

What kind of funding is provided?

How long will these sources provide funding?

POTENTIAL:

What sources could provide additional funding?

What is your plan to secure this funding?

MANAGEMENT

How is the program currently staffed and managed?

EVALUATION

How will you evaluate your program and show the results?

How will you use the results?

APPENDIX B : QUALITATIVE EVALUATION METHODS

Type	Purpose	Number of People to Interview/Events to Observe
Personal Interviews	- To have individual, open-ended discussion on a range of issues - To obtain in-depth information from individuals about their perceptions and concerns	The larger and more diverse the target population, the more people must be interviewed
Focus Groups	- To have an open-ended group discussion on a range of issues - To obtain in-depth information about perceptions and concerns from a group	4 to 8 participants per group
Participant Observation	To see firsthand how an activity operates.	The number of events to observe depends on the purpose. To evaluate people's behavior during a meeting may require observing only one event (meeting). However, to see if grab bars are installed correctly may require observing many events (installations).

Resources Required	Advantages	Disadvantages
- Trained interviewers - Written guidelines for interviewer - Recording equipment - A transcriber - A private location	- Can be used to discuss sensitive subjects that the interviewee may be reluctant to discuss in a group - Can probe individual experience in depth - Can be done by telephone	- Time consuming to conduct interviews and analyze data - Transcription can be time-consuming and expensive - One-on-one interviews can lead participants to bias their answers toward "socially acceptable" responses
- Trained moderator(s) - Appropriate meeting room - Audio and/or visual recording equipment	- Can interview many people at once - Response from one group member can stimulate ideas of another	- Individual responses can be influenced by group - Transcription can be expensive - Participants choose to attend and may not be representative of target population - Because of group pressure, participants may give "socially acceptable" responses - Focus groups are harder to coordinate than individual interviews
Trained observers	- Provides firsthand knowledge of a situation - Can discover problems the people involved are unaware of (e.g., that their own actions in particular situations cause others to react negatively) - Can determine whether products are being used properly (e.g., whether a walking device is being adjusted and used correctly) - Can produce information from people who have difficulty verbalizing their points of view	- Can affect the activity being observed - Can be time consuming - Can be labor intensive