Youth Preparedness

Funding Guide for Youth Preparedness Programs

FEMA

U.S. DEPARTMENT OF HOMELAND SECURITY

YOUTH PREPAREDNESS

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Contents

INTRODUCTION

Youth preparedness is an integral component of building communities resilient to disaster, and developing a youth preparedness program is a valuable service to the community. Training children on preparedness empowers them to act more confidently during an actual emergency, encourages them to spread the message of preparedness to their families and communities, and helps to develop future generations of prepared adults.

To create a successful program, you will need the proper resources—from training materials to instructors to a facility in which to hold your trainings/meetings. This *Funding Guide* outlines a comprehensive four-step approach to securing funding, including identifying the resources you need, engaging potential funders, and keeping records of donations. The document is intended for anyone operating or developing a youth preparedness program,

whether or not the program is part of a larger organization. Much of the material in this document has been excerpted from the Federal Emergency Management Agency (FEMA) Community Emergency Response Team (CERT) document titled *CERT Resource Development Guide*[1] and materials used for FEMA's *Implementing Youth Preparedness in Your Organization* workshops, including the *Youth Preparedness: Implementing a Community-Based Program* document. That document and other resources are available from FEMA at http://www.ready.gov/kids/tools. Individuals starting or running youth preparedness programs are encouraged to refer to that document for more guidance on developing a program. Additional information about resource development and funding, including templates and sample documents, can be found in the *CERT Resource Development Guide*. Appendix A of this document also provides a variety of funding-related resources for youth preparedness programs.

[1] This document is not yet available online.

SECURING FUNDING

The following four steps can help you identify and secure the resources your program needs.

IDENTIFY THE RESOURCES YOU NEED

Every program has resource needs—some are financial and some are not. Resources can include:

- Personnel (for example, program manager, instructors, and administrative support)
- Facilities (for example, space for training sessions and exercises)
- Equipment, supplies, and training materials
- Other goods and materials (for example, refreshments for events, promotional materials)

Determine what you will need to start your program and keep it running. Or, if you have an existing program, envision where you would like it to be in five years, and identify the resources you will need to get it there.

A good way to start is by completing the following sentence: "Wouldn't it be great if _____ ?" You can then identify the resources you will need to get to that envisioned state.

Resources can be recorded in the first column of a table (such as Table 1) and the quantity or amount needed of each resource can be listed in the second column. Table 1 includes sample content.

In addition to identifying the resource and amount/quantity needed, you will want to assign a priority to each resource and record the priority in the table. Possible priority categories are as follows:

- Must-have: This resource is essential for the program.
- Should-have: The program can function without this resource, but not having it would decrease the efficacy of the program.
- Nice-to-have: It would be good to have this resource, but it is not essential.

TABLE 1: SAMPLE RESOURCE PRIORITY TABLE FOR NEW YOUTH PREPAREDNESS PROGRAMS

Resource	Amount/ Quantity	Priority	Source (Financial)	Source (Non Financial)
Instructors	1	Must-have		Local volunteers, educators, or first responders
Course material: handouts	25	Should-have	Donation to do the printing	Check FEMA's *Catalogue of Youth Disaster Preparedness Education Resources* (available at http://www.ready.gov/kids/tools) for programs that can provide handouts
Emergency supply kits (provided to each participant for free)	25	Nice-to-have	Grants, fundraising	In-kind donation(s) from local store(s)
Facility	1	Must-have		Local community center
Recognition of completion (e.g., certificates)	25	Nice-to-have		In-kind printing donation

Once you have identified resources and their priorities, think through potential sources you can use to help with each item. These sources can provide financial or non-financial resources. In the table, identify some possible sources of support, at least at a high level.

Examples could include:

FINANCIAL RESOURCES

- Federal or other grants
- Local government
- Private sector donations
- Sponsorship
  - Civic and service organizations
  - Public interest groups
  - Foundations
  - Unions
  - Local CERT
  - Local Citizen Corps Council
- Fundraising

NON-FINANCIAL RESOURCES

- Personnel
  - Program manager
    - Educators
    - Parents
  - Instructors
    - First responders
    - Educators
    - Volunteers (such as CERT members, AmeriCorps participants, etc.)
    - Local Citizen Corps Council members
  - Administrators
    - Educators
    - Parents
    - Volunteers (such as CERT members, AmeriCorps participants, etc.)
  - Promoters
    - Local Citizen Corps Council members
    - Parents
    - Students

- Existing materials/curricula (see box below about Leveraging Existing Materials)
  - *Catalogue of Youth Disaster Preparedness Education Resources*
- In-kind donations
  - Printing
  - Graphic design
  - Facilities/space for training sessions and exercises
  - Equipment
  - Emergency supply kits
  - Local ads/media placements
  - Volunteers' donations of time

LEVERAGING EXISTING MATERIALS

Other organizations (especially national organizations) that promote youth preparedness may be willing to share materials and information at little or no cost. Using these resources can both decrease your budgetary requirements and ensure that the material taught by your program is in line with what other programs are teaching. FEMA has compiled a list of possible sources in the *Catalogue of Youth Disaster Preparedness Education Resources*. The *Catalogue* can be found at http://www.ready.gov/kids/tools.

CREATE A BUDGET

Once you have a good idea of your required resources, create a detailed budget that identifies the cost of each resource. Identify costs as closely as possible. Depending on the stage of program development, you may want to create a budget for the first year or five years from now (or both). If your goal is to expand the program, try to incorporate accurate growth projections into your planning for the fifth year. Check both online and at local stores to identify accurate costs when pricing materials.

Provided in Table 2 are some considerations for how to approach resourcing over multiple years. For programs that are just starting out, it may be better to focus on low- or no-cost options for resources. If the goal is to expand the program, however, then it may be reasonable to anticipate more extensive resources and larger expenses by the fifth year.

TABLE 2: BUDGET CONSIDERATIONS FOR YOUTH PREPAREDNESS PROGRAMS

Resource	Considerations for Year 1	Considerations for Year 5
Instructors	Emergency responders may be able to donate time to the program as part of their jobs.	Private or government funding may be used to hire instructors.
Program manager, administrative personnel	The program manager may start the youth program as an add-on to other preparedness projects. Parents/guardians may support the program in administrative roles.	Private sector and/or federal funding may cover the program manager's salary. Administrative support may also be included within the budget.
Background checks	Local police/sheriff may be willing to conduct background checks for free.	
Facility	The program may be able to get space donated by government agencies, schools, or community and/or faith-based organizations.	
Course material: lesson materials, handouts, games, instructor guides	Materials available from FEMA or other organizations can be used for free.	Develop supplemental and/or more in-depth materials for the program.
Emergency supply kits	The program manager may choose not to provide kits the first year.	A local store may be willing to donate the components of the kits.
Technology: laptop and projector	A parent/guardian or local school may be willing to lend a laptop and projector.	The program manager may purchase a dedicated laptop and projector for the program.
Promotional materials	Social media can be leveraged for free. Posters may be used to advertise the program at local schools or community gathering places. A local newspaper may be willing to run a story about the program.	Formal annual reports may be developed and disseminated to donors and sponsors. The program manager may run ads in a local newspaper, if the program is open to the public.
Evaluation tools	Similar programs may be willing to share their resources.	An outside consultant could be hired to evaluate the program and its impact on the community. A local college or university also may be willing to conduct the evaluation.

ENGAGE POTENTIAL FUNDERS AND OTHER DONORS

Once you know the resources you will need and you have a general idea of the types of organizations or individuals that may be interested in contributing to the program, you need to develop an approach for reaching out to potential funders. If you are going to use fundraising as a component of your funding approach, you should decide how to organize the fundraiser, who to involve, and what goods or services (such as emergency supply kits, snacks, or car washes) to provide during the fundraiser.

Grants are one type of funding source for you to consider. If you are awarded a grant, it can cover a significant portion of your start-up costs, though it may require significant time and resources to obtain. Bear in mind, however, that grants are often not available for ongoing funding.

Sponsorship is another type of funding source that may be an option for your program. By finding sponsors, you may be able to fund all or a part of your program on an ongoing basis.

GRANTS

Grants are funds that are given from one group to another and do not need to be paid back. The provider is generally a government department, private corporation, or foundation, while the recipient is often a non profit organization, an educational institution, or an individual. A grant is often targeted towards a specific cause, like emergency preparedness.

You can find grant opportunities online, but also consider talking to local and national companies, non profits, foundations, or government departments about possible grant opportunities.

Please note that grant funding is temporary; you will have to secure permanent or ongoing funding to sustain your program long term. Having a diversified funding stream is key!

More information about applying for grants can be found on page 47 of the CERT *Resource Development Guide* or via the resources found in Appendix A of this document.

SPONSORSHIPS

Sponsorship refers to a relationship in which an organization provides funding or in kind donations to another organization, generally in return for recognition of those donations. An individual can also be a sponsor. The organization being sponsored often recognizes its sponsors in published materials, on banners at events, on branded materials, and/or in public statements.

When approaching potential sponsors, keep in mind that you need to both identify sponsors that will reflect well on your program and articulate what the organization/individual will gain from sponsoring your program. In some cases, the sponsor may be looking for publicity or public recognition, while in other cases the sponsor may act out of goodwill or a desire for community involvement. Local businesses are often a good place to start when seeking sponsorship. When you approach potential sponsors, be sure to clearly explain for what you are asking, and set expectations for what a sponsorship would entail. Keep in mind that if you are looking for multiple sponsors, you want to make sure that you do not have sponsors that are competitors.

Before you move on to targeting specific potential funders, you should develop a standard pitch that includes general information about your program and why someone might want to contribute to or get involved with it. Think through why your program is valuable, what you intend to accomplish, what resources you need, and how you will evaluate success and report back to supporters, then document that information in a pitch. Having a standard pitch will allow you to be prepared any time you encounter a potential funder. Anyone involved with your program or who might be discussing the program should know the pitch as well, so they are prepared to discuss the program with potential funders whenever the opportunity arises. Provided below is a sample pitch.

Sample Pitch

Hi, my name is Mary, and I am the organizer of a youth preparedness program at our local community center. Our program educates youth in our community about disaster preparedness and response. We focus on skills like fire safety and basic medical operations.

Children comprise approximately 25 percent of our nation's population and are the future of our communities. They can play an important role in disaster preparedness and have the unique ability to help their communities be safer, stronger, and more resilient before, during, and after a disaster or emergency event. As such, we all have a vested interest in engaging and empowering youth to become active participants in individual, family, and community preparedness. Preparedness training helps:

1. Prepare children to respond in an emergency or disaster situation, if they are ever in the position to need to do so;

2. Spread the message of preparedness to parents and families; and

3. Develop future generations of prepared adults.

The main goal of our youth preparedness program is to train young people, ages 7-10, in disaster preparedness and basic disaster response. The kids learn about things like evacuating, sheltering in place, and family preparedness. We have been running this program for four years now, and we have had 236 kids go through the training so far. Our goal is to train another 300 kids over the next three years. I really think this is possible, and, ultimately, it could help save lives in an emergency.

There are, of course, some small costs associated with running a youth preparedness program. We need resources for training materials, instructors, and facilities. We ask that you join the preparedness movement and consider making a donation in the form of money, supplies, event space, or time. Through the youth preparedness program, we hope to equip youth participants with knowledge to last a lifetime—and this knowledge can make a difference in the safety of families, friends, and communities.

Here is a brochure that explains more about our program, and one of my business cards so you can contact me with any questions.

Thanks!

In addition to your standard pitch, you will want to develop tailored pitches for individual potential funders.

Working off of your list of possible sources for financial and/or non-financial resources, identify the individuals or organizations most likely to assist you. You will want to research which individuals or organizations are most likely to be interested in supporting your program. Identify the point of contact within each organization, and determine the best way to reach that contact.

Think about what might motivate each potential funder to contribute to your program. You can do some research to identify possible motivators, including checking potential funders' websites to see whether their mission, goals, or values align with your program; reviewing former grant winners' projects to see whether they indicate the grantor might be interested in a program like yours; or speaking with individuals affiliated with the potential funder (such as employees, if the potential funder is a business, or members, if the potential funder is an organization). Possible motivators could include:

- Positive impact on the community

- Increasing community preparedness, if that is part of the potential funder's mission

- Promoting resilience in youth, if that is part of the potential funder's mission

- Good publicity

- Sustainable impact on the community, as your program is likely to have ongoing demand (and an ongoing impact on those who are trained)

Record the potential motivators in a table like Table 3 (you should make a separate table for each potential funder).

Identify information or data you could use to align your pitch with the potential funders' motivators. You will want to use both quantitative and qualitative data. If your program is just getting started, many of these types of data will not yet be available. However, you should consider your goals for the program and how you will be able to show the impact of the program to funders in the future. Types of information/data could include:

QUANTITATIVE

- Number of students trained

- Pre-test/post-test scores

- Survey data (for example, awareness of emergency preparedness among program participants and non-participants)

QUALITATIVE

- Testimonials and anecdotes (for example, increased confidence among participating youth or accounts of family or community impact)

Record these types of data in the table.

Outline the talking points intended for each potential funder and record them in the table as well. Be sure to highlight how your program will benefit the community, the ways in which your program aligns with the funder's motivators, and a specific request for resources. Especially if you are looking for sponsorships, you may be able to ask for resources that would cover more than one year of program activities. Use your talking points to develop a tailored pitch for each potential funder.

Potential Funder

	pecific Resource/Amount Requesting:

Motivators

Data Corresponding to Motivators

Talking Points

1.

2.

3.

Tailored Pitch

Once your standard and tailored pitches are developed—practice, practice, practice! The more comfortable you become delivering the pitches, the more effectively you will be able to interact with potential funders. You may want to first approach a potential funder with an email, then follow up with a phone call. You also may want to be prepared with a 30 second "elevator pitch"—essentially, a condensed version of your standard pitch—that allows you to succinctly describe the program and your resource needs. You never know when you will meet someone who might be interested in contributing, and a quick pitch could lead to a longer conversation.

TRACK DONATIONS AND COMMUNICATION WITH FUNDERS

Once you have reached out to potential funders, keep track of who donates what to your program. It is also important to keep a list of those who decline to donate—this may help you better tailor future pitches, or may simply serve as a reminder not to expend further efforts in that direction. Develop a record-keeping system that will allow you to track donations and follow up with funders.

All funders should be thanked within five business days of their donations. Beyond thanking them, make sure to maintain contact with your funders. Let them know about significant achievements in your program. You also may want to provide updates, as appropriate, to individual funders as to how their specific donation is being used and benefitting the program. Larger-scale communication is also a good way to establish a bond with funders. Some programs send newsletters, while others develop more complex donor stewardship programs. Holiday cards, online funder recognition, and gifts for major funders are all possible approaches for making funders feel appreciated by and connected with your program. You also want to be sure to publically acknowledge funders at events such as the first class and the graduation ceremony.

If you are a 501(c)(3) organization, you also will need to track donations for tax purposes.

WHAT IS A 501(C)(3) ORGANIZATION?

If part of your funding strategy includes receiving donations from individuals, companies, or organizations, it may see greater success if you are eligible to receive tax deductible donations. If you are eligible to receive tax deductible donations, both monetary and in kind donations, such as donated supplies, can be a tax write off for the donor.

Section 501(c)(3) of the Internal Revenue Code (IRC) identifies organizations that may, after proper application and processing, be eligible to receive tax deductible donations. These organizations are usually called charitable or non profit organizations.

Organizations that may apply for 501(c)(3) status must exist to promote one (or more) of the following purposes: "charitable, religious, educational, scientific, literary, testing for public safety, fostering national or international amateur sports competition, and preventing cruelty to children or animals."[2]

Your youth preparedness program may be eligible to apply for 501(c)(3) status since it exists to enhance education.

There are both benefits and drawbacks to becoming a 501(c)(3) organization. Being recognized as a non profit may allow you to apply for grants or other financial resources that are only available to non profits, and is likely to make your organization a more appealing group to which to donate. However, applying for, receiving, and maintaining 501(c)(3) status can be time consuming and resource intensive. It requires the establishment of a corporate structure for the organization and entails fees to and yearly filing with the Internal Revenue Service (IRS). Depending on the size and specifics of your youth preparedness program, the focus on acquiring and maintaining non profit status may substantially detract from your ability to effectively fulfill your core mission   helping to prepare youth.

If you do not want to become a 501(c)(3) organization, you may still be eligible for tax deductible donations if:

- You coordinate the handling of donations through a local government Tax ID number or

- You solicit a 501(c)(3) organization in the community or government to act as a fiscal agent for your program.

For more information about becoming a 501(c)(3) organization, please see the IRS website at http://www.irs.gov/Charities & Non Profits/ Application for Recognition of Exemption and the CERT Resource Development Guide, pages 13 17.

[2] Department of the Treasury, Internal Revenue Service. *Instructions for Form 1023*. http://www.irs.gov/pub/irs-pdf/i1023.pdf. Rev. June 2006. p. 7

MAINTAINING THE PROGRAM

Once your youth preparedness program is up and running, you likely will have to address funding as an ongoing issue. If you used a grant to start the program, you will most likely need to develop a separate, ongoing funding strategy to maintain the program. If you have received a sponsorship, that relationship may provide ongoing funding. If you have chosen to pursue donations and/or fundraising, you will need to conduct those efforts on a continual basis. If you have become a 501(c)(3) organization, maintaining that status will be an ongoing effort. Remember that if you want to expand or enhance your program, you will need to identify the changes you would like to make and raise funds accordingly. Revisiting the steps outlined in this document on a periodic and ongoing basis will allow you to identify where you are, where you want to be, and how you are going to fund those changes.

YOUR GREATEST RESOURCE—THE YOUTH IN YOUR PROGRAM

As you work through the process of securing funding, remember that you have a great resource at your disposal   the youth in your program! Identifying the required resources and developing a budget can be a great educational activity to do in conjunction with your youth participants. Children and young adults also can be influential in reaching out to potential funders, and they should certainly be involved in thanking those who donate. Of course, any contact with potential or actual funders should be under supervision, and any youth involvement should be age appropriate.

CONCLUSION

The size of your program will determine the amount of effort needed to identify and acquire funding. If you are starting a program from scratch, try to leverage no- or low-cost resources whenever possible. As your program grows, however, you may need to allocate dedicated team members to focus on funding so that you can most effectively manage the resource aspect of your program.

APPENDIX A: RESOURCES

The following resources can provide additional information about funding youth preparedness activities. The following information and links to third party sites are provided for your reference only. FEMA does not endorse any non-government website, company, or application.

GENERAL INFORMATION

Girl Scout Council of the Nation's Capital. *Volunteer Essentials.*
http://www.gscnc.org/files/pdf/pubs/volunteeressentials.pdf

National Parent Teacher Association (PTA). *Fundraising.*
http://www.pta.org/about/content.cfm?ItemNumber=3054

FEMA CERT. *CERT Resource Development Guide.*

FEMA CERT. *Teen CERT: Launching and Maintaining the Training.*
http://www.fema.gov/library/viewRecord.do?id=6218

POTENTIAL FUNDING SOURCES

Alcoa Foundation.
http://www.alcoa.com/global/en/community/foundation/info_page/about_working_foundation.asp

American Honda Foundation.
http://corporate.honda.com/america/philanthropy.aspx?id=ahf

Ashoka's Youth Venture. *Dream It Do It Challenge.*
http://www.youthventure.org/dream-it-do-it-challenge

Bill & Melinda Gates Foundation.
http://www.gatesfoundation.org/grantseeker/Pages/default.aspx

Child Welfare Foundation.
http://www.cwf-inc.org/index.php?q=grantseekers/overview

Corporation for National & Community Service.
http://www.nationalservice.gov/

DoSomething.org.
http://www.dosomething.org/grants

Foundation Center.
http://www.foundationcenter.org and http://foundationcenter.org/pnd/specialissues/content.jhtml?id=4700158

Grants.gov.
http://www.grants.gov/

The Heinz Endowments.
http://www.heinz.org/Interior.aspx?id=350

National Education Association.
http://www.nea.org/grants

PeyBack Foundation.
http://www.peytonmanning.com/peyback-foundation/grants

Robert Wood Johnson Foundation.
http://rwjf.org/en/about-rwjf.html

Sprint Foundation.
http://www.sprint.com/responsibility/ourcommunities/sprint_foundation/grant-guidelines.html

The Starbucks Foundation Youth Leadership Grants.
http://www.starbucks.com/responsibility/community/opportunity-youth/grant

State Farm Youth Advisory Board.
http://www.statefarmyab.com/apply/national-grants/

Usher's New Look Foundation. *Powered by Service.*
http://ushersnewlook.org

Youth Service America.
http://www.ysa.org/grants

INFORMATION ABOUT WRITING GRANT PROPOSALS

About.com. *How to Write a Grant Proposal: From Summary to Budget.*
http://nonprofit.about.com/od/foundationfundinggrants/tp/grantproposalhub.htm

Bourne, Philip E. and Leo M. Chalupa. *PLOS Computational Biology.* "Ten Simple Rules for Getting Grants." February 2006.
http://www.ploscompbiol.org/article/info:doi/10.1371/journal.pcbi.0020012

Center for Injury Prevention Policy & Practice. *Hints for Grant or Funding Applications.*
http://www.cippp.org/pubs/fundhints.htm and *Tips for Successful Grant Writing.*
http://www.cippp.org/pubs/granttip.pdf

Foundation Center. *Learn about Proposal Writing.*
http://www.foundationcenter.org/getstarted/learnabout/proposalwriting.html

National Education Association. *Write a Grant.*
http://www.nea.org/home/10476.htm

The University of North Carolina at Chapel Hill, The Writing Center. *Grant Proposals (or Give me the money!).*
http://writingcenter.unc.edu/handouts/grant-proposals-or-give-me-the-money/

Western Sustainable Agriculture Research & Education. *Grant Writing Tips.*
http://www.westernsare.org/Grants/Writing-a-Successful-Grant/Grant-Writing-Tips

SOURCES OF MATERIALS

American Red Cross. *Be Red Cross Ready.*
http://www.redcross.org/flash/brr/English-html/default.asp

American Red Cross. *Masters of Disaster.*
http://www.redcross.org/prepare/location/school/preparedness-education

FEMA. *Catalogue of Youth Disaster Preparedness Education Resources.*
http://www.ready.gov/kids/tools

FEMA. *Teen CERT.*
http://www.fema.gov/community-emergency-response-teams/teen-community-emergency-response-team
and http://www.fema.gov/community-emergency-response-teams/training-materials

FEMA. *Youth Preparedness.*
http://www.ready.gov/kids/get-involved

U.S. Department of Education, Readiness and Emergency Management for Schools (REMS) Technical Assistance (TA) Center.
http://rems.ed.gov/

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.