



FEMA

R378

Dear National Fire Academy Student:

Congratulations on being accepted into the U.S. Fire Administration/National Fire Academy's (USFA/NFA's) *Demonstrating Your Fire Prevention Program's Worth* (DYFPPW) class.

The purpose of this new 6-day course is to provide fire prevention specialists with the tools and skills to be able to evaluate their fire prevention programs and services. The course provides a systematic method to improve and account for evaluation actions by involving procedures that are useful, feasible, ethical, and accurate.

The course framework guides fire prevention professionals in their use of prevention evaluation. It is a practical tool, designed to summarize and organize essential elements of prevention program evaluation. The course takes the approach that evaluation of fire prevention programs can be conducted primarily within the fire prevention office.

The main themes of the course include

- misconceptions regarding the purposes and methods of prevention evaluation;
- the essential elements of prevention program evaluation;
- the steps for conducting effective prevention evaluation; and
- the demonstration and use of software in fire prevention evaluation.

DYFPPW presents tools and skills in a logical sequence for conducting effective public safety education and inspections/code effectiveness evaluations. Examples of four types of evaluation are presented throughout the course.

1. Formative Evaluation--looking at what needs to be done in fire prevention, gathering data and making prevention decisions.
2. Process Evaluation--measures of the quantity and quality of inspection service or prevention program delivery to a target population (immediately following).
3. Impact Evaluation--short-term measures of the presence of hazards in the target population or changes in behavior or knowledge in the target population.
4. Outcome Evaluation--long-term measures of the fire loss deaths, injuries, property damaged, etc.

You will be asked to bring one item with you to class:

A laptop computer is required for this class. **Please bring to class a laptop computer with Microsoft® Office that has a 2007 version of Excel program capabilities (2003 Excel version computers are acceptable).** You will be responsible for the computer and its programs while at NFA. **The NFA will not purchase or reimburse for the purchase of a computer or its programs.**

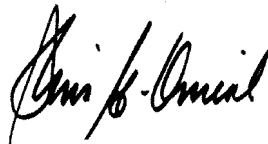
We realize students will have varying levels of experience with the Excel program. Only one day of the class deals with using the Excel program. The NFA has developed a demonstration program using Excel with examples from prevention evaluation. We will either send you a CD or direct you to the NFA Web site when this program is ready for your taking. It is a simple demonstration of Excel that should only take a short while to complete. Your notification will either be by letter or email.

**Additionally, you will be asked to complete and submit a precourse assignment. You also must complete a precourse assignment as either an inspector/code official or public fire educator and submit your assignment to NFA at least 2 weeks prior to the start of the class.** Directions regarding this assignment are contained within this enclosure.

End-of-class graduation ceremonies are an important part of the course and you are expected to attend. Please do not make any travel arrangements to leave campus until after i tcf wcvkqp0

It is important to note that this is a 6-day course, and the first day of class begins on Sunday at approximately 8 a.m. Orientation normally commences at 8 a.m.; however, make sure you confirm this when you check-in. Subsequent classes will meet daily from 8 a.m. to 5 p.m. with graduation scheduled on Friday at 4 p.m. Because of this schedule, you will be provided lodging for Friday night. Evening classes may be required. Should you need additional information related to course content or requirements, please contact Mr. Gerry N. Bassett at (301) 447-1094 or email [gerry.bassett@fema.dhs.gov](mailto:gerry.bassett@fema.dhs.gov) or Mary Marchone at (301) 447-1476 or [mary.marchone@fema.dhs.gov](mailto:mary.marchone@fema.dhs.gov)

Sincerely,



Dr. Denis G. Onieal, Superintendent  
National Fire Academy  
U.S. Fire Administration

Enclosure

## Precourse Assignment for the Community Educator

Complete and send 3 worksheets to the NFA only if you have chosen to learn about prevention evaluation as a community educator throughout class.

### Worksheet 1 Fire Risk Profile Directions

#### Section 1: Fire Profile

1. You have two choices to complete this worksheet.
  - a. You may complete this worksheet with a particular type of fire (i.e., smoking, cooking, heating, arson, etc.) in your community. Breaking it down by type of fire is always better because the cause of fire and who is affected determines a specific public education program used.
  - b. If your community is small and you are unable to collect meaningful data on particular types of fires for the profile then you should complete this worksheet as representing the totality of your community's fire problem. In some cases, you may want to go back several years to get an accumulated set of meaningful numbers.
2. The information on the rest of the profile sheet should relate to either your community's fire profile or a particular type of fire.
3. We have selected a fire profile because our emphasis at the United States Fire Administration is reducing the fire problem. However, we also realize that fire departments are involved in a number of other risk reduction problems in the community. If you feel that a better choice is an injury problem or disaster problem then please complete the fire profile worksheet for that other profile by placing an appropriate title in place of fire and complete the worksheet for that particular problem. If you choose another type of problem, then your search for information will obviously involve other databases. We do however encourage you to stick with the fire profile.
4. If you so desire and we encourage you, please complete additional fire profile worksheets for other types of fires in your community (if you have that data). Two additional worksheets are enclosed if you need them. Your requirement will be to complete one fire profile worksheet (Parts 1 and 2). Obviously, completing more than one fire profile will be more work but the benefit will be a more complete community fire profile. Completing more than one profile means that you are able to select program need between two or more types of fires for your community's program needs.

## **Section 2: Target Audience for Fire Profile**

1. Now that you have identified a fire problem (either through a particular type of fire or your overall community fire problem, the next part determines the decisions about who is being affected by the fires (the target audience). Public education programs must be aimed toward those persons most affected by the problem. In order for you to develop a target audience profile for your identified fire problem, you need to answer several questions.
2. This part involves more analysis of the identified fire problem. You must answer some questions about the target audience associated with the fire problem identified in your fire profile. In this exercise, you will get more specific about who really needs this program. Please return to your profile sheet to answer questions regarding the target audiences location, gender, ethnicity, age, time of occurrences, family structure. In other words, let's see if we can develop patterns for identifying our target audience.
3. Do your best with this part because although it is not easy it will be very helpful in determining a program need for this fire profile. At the end of this part, you should be able to write a description of your target audience for the given fire problem. If not, your audience may be more generic and applicable for the entire population. If your answers include a more descriptive target audience, then you can target your prevention program need to a more specific and identified target audience.

**NOW GO TO WORKSHEET 1 AND COMPLETE THE INFORMATION ON THE WORKSHEET.**

**Worksheet 2**  
**Community Educator**  
**Precourse Assignment, Part 2**  
**Recommendations for New Program**

**Directions for Completing Worksheet 2**

Good job! Now you have completed your Fire Risk Profile Sheet. The hard part is deciding whether you now have a legitimate program need for your community. It is hard because it is subjective, and it requires an honest evaluation of the information on your Fire Risk Profile sheet in order for you to arrive at good conclusions.

The first thing you should do is to make sure that you capture everything that you wanted to collect. It is easy to overlook something. Does this information make sense to a "third party?" When you look at this several times, maybe you see different things.

The most important point to remember about this program recommendation worksheet is that it is all about your community and your fire organization. It is not about you. Can a reasonable person conclude as you would conclude?

Try to put yourself into the position of a fire chief, a fire marshal or a city or county council member. Ultimately, program needs are determined by a group of people, often in positions of authority.

When you attempt to answer some of these questions, try to understand exactly what your data is saying. Please realize that your data can be misinterpreted or represent several conclusions. Ultimately, you are the key person who will deal with a likely outcome.

Do not try to do this yourself. Other persons in your office or in the community may also have a piece of the puzzle.

Finally, you will notice the last question asks if you believe that your justification is adequate or needs more work. Be honest! You will have opportunities to return to your community to do more work on this in the future.

**NOW GO TO WORKSHEET 2 AND COMPLETE THE INFORMATION ON THE WORKSHEET.**

**Worksheet 3**  
**Community Educator**  
**Precourse Assignment, Part 3**  
**Selecting an Existing Program for Evaluation**

**Directions**

The course will empower you with skills to not only evaluate new programs but also analyze the performance and impact of existing ones. To develop the latter skill set, you will need to gather information about a program that has been operating for a prolonged period of time. Preferably, *at least* 1 year, longer if possible.

As stated earlier, you must select a public education program that is conducive for evaluation. Examples would be programs that seek to do one (or hopefully more) of the following:

- Change knowledge levels and attitudes
- Create behavioral change
- Support incentives for preventive interventions
- Reduce the fire injuries/deaths/dollar loss

In the course, you will have an opportunity to write evaluation objectives for your existing course. This includes all levels of evaluation-process, impact and outcome.

The ultimate goal of the exercise will be for you to objectively evaluate how well your program works. You will use concepts gained through the course to suggest modifications that may improve the operation of your program.

To help you facilitate the gathering of information, please follow the format on the worksheet.

**NOW GO TO WORKSHEET 3 AND COMPLETE THE INFORMATION ON THE WORKSHEET.**

**NOTE: Fillable Form**

Name: \_\_\_\_\_  
Daytime Phone: \_\_\_\_\_  
Email: \_\_\_\_\_  
Course Dates: \_\_\_\_\_

**Worksheet 1  
Fire Risk Profile  
For the Community Educator Only**

Section 1: The Fire Profile

(Check appropriate box)  
Type of Fire/Fire Cause:

or

Overall Community Fire Problem

Frequency of occurrence  (What percent of total number of fires is caused by the problem?)  Duration  How long has it being going on?	
Morbidity / Mortality  (Number of annual injuries and/or deaths are caused by the problem)	
Rate of Rise  (Is the number of incidents rising?)	
Geographic Distribution  (What parts of the community are most affected by the problem?)	
Cost in dollars  (How much is this risk costing the community each year?)	

## Section 2: The Target Audience for the Type of Fire/Fire Cause

<p>What populations are most affected by this cause of fire?</p>	
<p>Location</p> <p>Can you identify specific locations where this fire is occurring?</p> <p>Are these areas in impoverished locations?</p>	
<p>Gender</p> <p>Is gender a factor in these incidents?</p>	
<p>Ethnicity</p> <p>Are there any patterns in ethnicity with this fire problem?</p>	
<p>Age</p> <p>Is the problem occurring in age brackets?</p> <p>Are children under 5 or older adults a factor?</p>	
<p>Time of Occurrence</p> <p>Are the incidents happening at specific similar times? Evening, day, etc.</p>	
<p>What do target populations know about this problem?</p>	



Any commonalities of family structure, living arrangements?	
Can you identify any events that lead to these fires?	
Can you develop a profile for the target audience using the information above?	
What is that profile?	

Next go to Worksheet 2, Recommendations for a New Program. Please read directions first prior to completion.

**NOTE: Fillable Form**

Name: \_\_\_\_\_  
Daytime Phone: \_\_\_\_\_  
Email: \_\_\_\_\_  
Course Dates: \_\_\_\_\_

**NOTE: Only complete this worksheet if you are able to focus on another type of fire problem other than the specific type of fire on your first worksheet.**

**Worksheet 1  
Fire Risk Profile  
For the Community Educator Only**

Section 1: The Fire Profile

(Check appropriate box)

Type of Fire/Fire Cause: \_\_\_ or Overall Community Fire Problem

Frequency of occurrence  (What percent of total number of fires is caused by the problem?)  Duration  How long has it being going on?	
Morbidity / Mortality  (Number of annual injuries and/or deaths are caused by the problem)	
Rate of Rise  (Is the number of incidents rising?)	
Geographic Distribution  (What parts of the community are most affected by the problem?)	
Cost in dollars  (How much is this risk costing the community each year?)	

## Section 2: The Target Audience for the Type of Fire/Fire Cause

<p>What populations are most affected by this cause of fire?</p>	
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<p>Gender</p> <p>Is gender a factor in these incidents?</p>	
<p>Ethnicity</p> <p>Are there any patterns in ethnicity with this fire problem?</p>	
<p>Age</p> <p>Is the problem occurring in age brackets?</p> <p>Are children under 5 or older adults a factor?</p>	
<p>Time of Occurrence</p> <p>Are the incidents happening at specific similar times? Evening, day, etc.</p>	
<p>What do target populations know about this problem?</p>	

Any commonalities of family structure, living arrangements?	
Can you identify any events that lead to these fires?	
Can you develop a profile for the target audience using the information above?	
What is that profile?	

Next go to Worksheet 2, Recommendations for a New Program. Please read directions first prior to completion.

**NOTE: Fillable Form**

**Name:** \_\_\_\_\_  
**Daytime Phone:** \_\_\_\_\_  
**Email:** \_\_\_\_\_  
**Course Dates:** \_\_\_\_\_

**Community Educator  
Precourse Assignment  
New Program Recommendation Worksheet 2**

This worksheet must be completed and sent to NFA along with Worksheets 1 and 3. Please read directions prior to completing this worksheet. The information on this worksheet must be derived from your Fire Profile Worksheet.

Read and study your Risk Profile Sheet. Then read the guidance for the new program recommendation worksheet found on the previous page.

Can you identify an overall goal of a new program from the risk profile sheet?	
What risk should this program address?	
Can your need be expressed in terms of numbers, words or both?	
What behaviors does the program identify, if any?	
Is there a compelling or "big" reason or reasons for engaging the public in this fire effort?	

Will a suggested program span at least 3 years, including planning, development, delivery and evaluation?	
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My overall opinion of this program need?

More work needed

Adequate justification provided

Justification there, still problems

Other

Next, go to Worksheet 3 for the Community Educator. Read the directions prior to proceeding.

**NOTE: Fillable Form**

**Name:** \_\_\_\_\_  
**Daytime Phone:** \_\_\_\_\_  
**Email:** \_\_\_\_\_  
**Dates of Class:** \_\_\_\_\_

**Community Educator  
Worksheet 3  
Select Existing Public Education Program to Evaluate**

Please read the direction prior to completing this worksheet.

What is the program's title?	
Length of time in operation	
Overall goal of program	
Main objectives of program	
Why did your organization develop this program?	
What actions did your organization take to develop and implement this program?	
Target populations served by program  Primary  Secondary (if applicable)	
How do you market the program to target populations?	

What research strategies were used to help identify the most effective marketing strategy?	
Number of annual activities (programs, lessons, inspections, citations, etc.)	
Annual outreach of program (number of people served).	
How are those who deliver the program evaluated?	
What do your customers say about the program?	
How do you currently evaluate this program?	

Complete all 3 Worksheets for the Community Educator and submit to the National Fire Academy 2 weeks prior to class.

Send all three Community Education Worksheets 2 weeks prior to course to:

Gerry Bassett/Mary Marchone  
National Fire Academy  
16835 S. Seton Avenue  
Emmitsburg, MD 21727  
Fax: \*301+447-1594  
Phone: \*301+447-1094  
Email: [gerry.bassett@hgo.c@lhs.gov](mailto:gerry.bassett@hgo.c@lhs.gov)  
[mary.marchone@hgo.c@lhs.gov](mailto:mary.marchone@hgo.c@lhs.gov)

Email (with attachments)"is preferred. Regular mail is acceptable.

Also, please do not forget to complete and bring with you to class "A Snapshot of Your Community," and complete your short demonstration of the Excel program.



## Precourse Assignment for the Inspector

Complete and send two Worksheets to the NFA only if you have chosen to learn about prevention evaluation as an inspector throughout class. The fillable forms for each worksheet follow the directions.

### Directions for Completing Worksheet 1 (Two Parts) For Fire Inspector/Code Official Only

#### Part 1 (Worksheet 1)--Fire Profile

1. You have two choices to complete this worksheet.
  - a. You may complete this worksheet with a particular type of fire (i.e., smoking, cooking, heating, arson, etc.) in your community. Breaking it down by type of fire is always better because the cause of fire and who is affected determines a specific public education program used.
  - b. If your community is small or you are unable to collect meaningful data on particular types of fires for the profile then you should complete this worksheet as representing the totality of your community's fire problem. In some cases, you may want to go back several years to get an accumulated set of meaningful numbers.
2. The information on the rest of the profile sheet should relate to either your community's fire profile or a particular type of fire.
3. We have selected a fire profile because our emphasis at the United States Fire Administration is reducing the fire problem. However, we also realize that fire departments are involved in a number of other risk reduction problems in the community. If you feel that a better choice is an injury problem or disaster problem then please complete the fire profile worksheet for that other profile by placing an appropriate title in place of fire and complete the worksheet for that particular problem. If you choose another type of problem, then your search for information will obviously involve other databases. We do however encourage you to stick with the fire profile.
4. If you so desire and we encourage you, please complete additional fire profile worksheets for other types of fires in your community. If you have that data, your requirement will be to complete one fire profile worksheet (parts 1 and 2). One additional worksheet is enclosed if you need it. Your requirement will be to complete one fire profile worksheet (Part 1 and 2). Obviously, completing more than one fire profile will be more work but the benefit will be a more complete community fire profile.

## **Part 2 (Worksheet 1)--Target Audience for Fire Profile**

1. Now that you have identified a fire problem (either through a particular type of fire or your overall community fire problem, the next part determines the decisions about who is being affected by the fires (the target audience). Inspection and public education programs must be aimed toward those persons most affected by the environment or the type of fire. In order for you to develop a target audience profile for your identified fire problem, you need to answer several questions.
2. This part involves more analysis of the identified fire problem. You must answer some questions about the target audience associated with the fire problem identified in your fire profile. In this exercise, you will get more specific about who really needs this program. Please return to your profile sheet to answer questions regarding the target audiences location, gender, ethnicity, age, time of occurrences, family structure. In other words, let's see if we can develop patterns for identifying our target audience.
3. Do your best with this part because although it is not easy it will be very helpful in determining a program need for this fire profile. At the end of this part, you should be able to write a description of your target audience for the given fire problem. If not, your audience may be more generic and applicable for the entire population. If your answers include a more descriptive target audience, then you can target your prevention program need to a more specific and identified target audience.

**NOW GO TO WORKSHEET 1 FOR THE INSPECTOR AND COMPLETE THE INFORMATION ON THE WORKSHEET.**

## **Directions for Completing Worksheet 2--Fire Inspector/Code Official Only**

By now you should have completed your Fire Risk Profile Worksheet 1 for your community.

During the six-day course, you will review your inspection program and apply the four types of evaluation to it. The evaluation types are formative, process, impact and outcome. There are many components to this class, all of which will assist you in developing tools and skills to determine the effectiveness of your inspection program.

The worksheet starts you thinking about your inspection/code program. The questions relate to training of inspectors, the inspection program, frequency of inspections, probability and consequences of fires occurring, and the methods used to evaluate your inspection program. When you attempt to answer these questions, think about your own experiences as an inspector, data and records that may be available to assist you, as well as asking other inspectors in your office. All of these questions relate to measuring your inspection program.

Please bring any supporting documentation regarding your fire prevention program component to assist with evaluation of an existing fire prevention program component to be used in activities throughout the course.

**NOTE: Fillable Form**

**Name:** \_\_\_\_\_  
**Daytime Phone:** \_\_\_\_\_  
**Email:** \_\_\_\_\_  
**Course Dates:** \_\_\_\_\_

**Worksheet 1  
Fire Risk Profile  
For the Inspector/Code Official Only**

**Part 1: The Fire Profile**

(Check appropriate box)  
Type of Fire/Fire Cause:

or

Overall Community Fire Problem

Frequency of occurrence  (What percent of total number of fires is caused by the problem?)  Duration  How long has it being going on?	
Morbidity / Mortality  (Number of annual injuries and/or deaths are caused by the problem)	
Rate of Rise  (Is the number of incidents rising?)	
Geographic Distribution  (What parts of the community are most affected by the problem?)	
Cost in dollars  (How much is this risk costing the community each year?)	

## Part 2: The Target Audience for the Type of Fire/Fire Cause

<p>What populations are most affected by this cause of fire?</p>	
<p>Location</p> <p>Can you identify specific locations where this fire is occurring?</p> <p>Are these areas in impoverished locations?</p>	
<p>Gender</p> <p>Is gender a factor in these incidents?</p>	
<p>Ethnicity</p> <p>Are there any patterns in ethnicity with this fire problem?</p>	
<p>Age</p> <p>Is the problem occurring in age brackets?</p> <p>Are children under 5 or older adults a factor?</p>	
<p>Time of Occurrence</p> <p>Are the incidents happening at specific similar times? Evening, day, etc.</p>	
<p>What do target populations know about this problem?</p>	

Any commonalities of family structure, living arrangements?	
Can you identify any events that lead to these fires?	
Can you develop a profile for the target audience using the information above?	
What is that profile?	

Next go to Worksheet 2 unless you have an additional type of fire/fire cause. If this is the case please complete the extra Worksheet 1. If not, please go to Worksheet 2. This again is for the Inspector/Code Official only.

**NOTE: Fillable Form**

**Name:** \_\_\_\_\_  
**Daytime Phone:** \_\_\_\_\_  
**Email:** \_\_\_\_\_  
**Course Dates:** \_\_\_\_\_

**Extra Worksheet 1  
Fire Risk Profile**

**For the Inspector/Code Official Only**

**NOTE: Only use for second type of fire/fire cause, if not go to Worksheet 2**

Part 1: The Fire Profile

(Check appropriate box)

Type of Fire/Fire Cause: \_\_\_\_\_ or Overall Community Fire Problem

Frequency of occurrence  (What percent of total number of fires is caused by the problem?)  Duration  How long has it being going on?	
Morbidity / Mortality  (Number of annual injuries and/or deaths are caused by the problem)	
Rate of Rise  (Is the number of incidents rising?)	
Geographic Distribution  (What parts of the community are most affected by the problem?)	
Cost in dollars  (How much is this risk costing the community each year?)	

## Part 2: The Target Audience for the Type of Fire/Fire Cause

<p>What populations are most affected by this cause of fire?</p>	
<p>Location</p> <p>Can you identify specific locations where this fire is occurring?</p> <p>Are these areas in impoverished locations?</p>	
<p>Gender</p> <p>Is gender a factor in these incidents?</p>	
<p>Ethnicity</p> <p>Are there any patterns in ethnicity with this fire problem?</p>	
<p>Age</p> <p>Is the problem occurring in age brackets?</p> <p>Are children under 5 or older adults a factor?</p>	
<p>Time of Occurrence</p> <p>Are the incidents happening at specific similar times? Evening, day, etc.</p>	
<p>What do target populations know about this problem?</p>	



Any commonalities of family structure, living arrangements?	
Can you identify any events that lead to these fires?	
Can you develop a profile for the target audience using the information above?	
What is that profile?	

**NOTE: Fillable Form**

**Name:** \_\_\_\_\_  
**Daytime Phone:** \_\_\_\_\_  
**Email:** \_\_\_\_\_  
**Course Dates:** \_\_\_\_\_

**Worksheet 2**  
**Pre-Course Assignment for the Inspector Only**

If possible, complete the information below from the most recent year statistics. Smaller departments may want to provide information over a 3-year period to assist with an effective evaluation. State agencies should look at data supplied to the state or utilized by state agencies.

<b>Property Use</b>	<b># of Structure Fires</b>	<b># of Civilian Fire Deaths</b>	<b>Flame Beyond Origin Room</b>	<b>Floor Space (S.F.)</b>	<b>Number of Buildings</b>
One/Two Family					
Special Property					
Outbuilding/Shed					
Storage					
Apartment Bldg					
Mercantile					
Hotel/Dorm					
Industrial/Agricultural					
Detention/Correction					
Health Care					
Educational					
Assembly					
Office					
Storage Building					
Parking garage					
Manufacturer					
Total					

Describe the method of determination of the property loss (structure and content) utilized by your department for reporting purposes.

<b>Property Use</b>	<b>\$ Property Loss: Structure</b>	<b>\$ Property Loss: Contents</b>	<b># Fires with Loss over \$25K</b>		
One/Two Family					
Special Property					
Outbuilding/Shed					
Storage					
Apartment Bldg					
Mercantile					
Hotel/Dorm					
Industrial/Agricultural					
Detention/Correction					
Health Care					
Educational					
Assembly					
Office					
Storage Building					
Parking garage					
Manufacturer					
Total					

From the information about your community, select a property that would fit in categories listed below. Probability meaning the likelihood of a fire occurring. Consequences meaning the loss would have significant impact on the community, i.e., significant life loss, economic, historical, political, and/or environmental costs to the community.

For example: Low Probability, Low Consequences, generally isolated or remote kinds of problems.

Low Probability, High Consequences, generally considered key or high hazard situations.

High Probability, Low Consequences, generally considered routine or moderate type problems.

High Probability, High Consequences, generally considered major problems.

Does your Fire Prevention Bureau/Fire Investigation Unit review/share fire report incident narratives to research the probability of reduced fire loss due to mitigation efforts (i.e. fire sprinkler activation, remote station fire alarm monitoring, fire door activation)?

Number of Structure Fires by Property Use with the following Contributing to Ignition Factors:

Ignition Factor 10 – 19:

Ignition Factor 20 – 29:

Ignition Factor 30 – 39:

Ignition Factor 40 – 49:

Ignition Factor 50 – 59:

Ignition Factor 60 – 69:

Ignition Factor 70 – 79:

Number of Violations Issued:

Number of Inspections by Fire Inspection Personnel:

Number of Inspections by Non-Fire Inspection Personnel:

Number of Fire Inspection Personnel:

How are your inspectors trained to do their job? Examples include on-the-job-training, formal inspection training programs, certification, etc.

Give a brief description of your inspection program? Explain what properties are inspected, how often and any other pertinent information?

Explain the process for code violation resolution.

How does your inspection program currently measure effectiveness?

Send Completed Worksheets 1 and 2 for the Inspector/Code Official to:

Mary Marchone/Gerry Bassett  
National Fire Academy  
16825 South Seton Avenue  
Emmitsburg, Maryland 21727

[mary.marchone@fema.dhs.gov](mailto:mary.marchone@fema.dhs.gov) W (301) 447-1476

[gerry.bassett@fema.dhs.gov](mailto:gerry.bassett@fema.dhs.gov) W (301) 447-1094

Fax – 301-447-1372

Email (with attachments) is preferred.

**Checklist for Precourse Work  
R378**

<b>Completed</b>	<b>For all Students--Community Safety Educator and Inspector</b>
	<b>Take the Excel Demonstration (Online)</b>
	<b>Bring to class a laptop with recent Excel program</b>
<b>Completed and Sent</b>	
	<b>Community Safety Educator</b>
	<b>Worksheet 1</b>
	<b>Worksheet 2</b>
	<b>Worksheet 3</b>
	<b>or</b>
	<b>Inspector/Code Official</b>
	<b>Worksheet 1</b>
	<b>Worksheet 2</b>