National Emergency Training Center
16825 S. Seton Avenue
Emmitsburg, MD 21727-8998

FEMA

R629

Dear National Fire Academy Student:

Congratulations on being accepted into the U.S. Fire Administration/National Fire Academy's (USFA/NFA's) *Youth Firesetting Prevention and Intervention* (YFPI) course. The purpose of the course is to provide you with the knowledge and skills necessary to identify children and adolescents involved in firesetting and how to establish programs to meet their needs. The course framework guides practitioners through the process of developing a comprehensive strategy to combat the misuse of fire and incendiary devices by youths.

Course units include

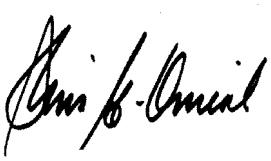
- **National Fire Protection Association (NFPA) 1035, *Standard for Professional Qualifications for Fire and Life Safety Educator***--Examination of the roles and responsibilities of the Juvenile Firesetter Intervention Specialist I and II.
- **The Extent of the Problem**--Examine data on youth firesetting; discuss national trends and the use of incendiary devices by adolescents.
- **Who Sets Fires and Why**--Research on motivations and classifications of children and adolescents who set fires.
- **Identification, Intake, and Screening**--Procedures for identifying children and adolescents involved in firesetting, how to collect background information on the juvenile and family regarding the incident, and how to conduct an effective interview.
- **Abraxas Youth Center**--Visit a residential firesetting treatment center for male adolescents and have the opportunity to interview the residents.
- **Intervention Strategies**--Various intervention strategies will be discussed with emphasis on the components of an effective educational intervention.
- **Program Development**--Administrative functions and procedures, partners, and resources will be discussed.
- **Program Evaluation**--How to develop an evaluation plan to measure effectiveness of your program.

It is important to note that this is a 6-day course, and the first day of class begins on Sunday at 8 a.m. Classes meet daily from 8 a.m. to approximately 5 p.m. with graduation scheduled on Friday at 4 p.m. You will be provided lodging for Friday night.

Attached is the precourse assignment which is a prerequisite for attending this course. You are to email a **copy of the completed checklist** to Mary Marchone at mary.marchone@fema.dhs.gov This document must be sent no later than 1 week prior to the course. You are to bring the completed assignment with you to class.

Should you need additional information related to the course content or requirements, please feel free to contact Ms. Mary Marchone, Fire Prevention Management Curriculum Training Specialist, at (301) 447-1476 or email at mary.marchone@fema.dhs.gov

Sincerely,



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

August 2012

YOUTH FIRESETTING PREVENTION AND INTERVENTION

PRECOURSE ASSIGNMENT

Introduction

Welcome to the National Fire Academy's (NFA's) *Youth Firesetting Prevention and Intervention* (YFPI) course. This course will empower you with understanding the motivations behind youth firesetting behaviors, factors that may influence its occurrence, and strategies for intervention. It will also provide guidance on developing or expanding a youth firesetting prevention and intervention program.

Whether or not your community currently has a youth firesetting prevention and intervention program, an important prerequisite **before** you come to NFA is to explore the past history, current experience, and projected future impact of youth firesetting at the local level. This task will require you to examine local community demographics, fire experience history, and what your department and community have done to prevent and address youth firesetting behaviors. Investing the time to do this task will prepare you for a successful NFA experience. You will continue to use this information after your departure from NFA; most specifically, as you process the YFPI culminating assignment that calls for producing a plan to create a youth firesetting prevention and intervention program in your community.

You do not have to do the precourse assignment by yourself. NFA encourages you to get other members of your organization and the community involved in the process. The task of gathering data relating to youth firesetting can sometimes be a challenging process.

The most effective youth firesetting prevention/intervention programs use a collaborative approach that involves the fire department, juvenile justice (law enforcement) officials, schools, parents, social services, mental health providers, and other support services from the community. That said, if you are not sure where or how to get the information for the precourse assignment, ask other people or agencies for help.

Also, content presented in the YFPI course closely corresponds with National Fire Protection Association (NFPA) 1035, *Standard for Professional Qualifications for Public Fire and Life Safety Educator*. There is a section of NFPA 1035 that incorporates the Job Performance Requirements (JPRs) expected of a Level I and II Youth Firesetting and Intervention Specialist. If your department is a member of NFPA, please obtain a copy of NFPA 1035 and review it prior to initiating this precourse assignment.

There are five sections of the precourse assignment
Part 1. Assessment of community demographics.
Part 2. Assessment of your local youth firesetting problem.
Part 3. • Study of your departmental mission statement. • If you have a program, study of your youth firesetting prevention and intervention program mission statement. • Investigation of your State's fire/arson laws. • Examination of your State's *Age of Accountability* Law. • If you have a program, documentation of standard operating procedures (SOPs). • If you have a program, bringing copies of the youth firesetting intake and screening forms.
Part 4. Exploration of your department's fire safety programs that help prevent youth firesetting behaviors.
Part 5. Completion and submission of the precourse assignment checklist. (Note: This document must be submitted to NFA no later than a week prior to the YFPI course.)

Since sections one and two of the precourse assignment will likely require the most research, you should begin working on collecting the information as soon as possible. The other sections of the assignment can be completed in whatever order works best for you.

PART 1: ASSESSMENT OF COMMUNITY DEMOGRAPHICS

Information from this section will be used throughout the YFPI course.

Introduction

The National Fire Academy is an institution of higher education dedicated to serving the emergency services. Many NFA courses require completing a pre-course assignment. The purpose of this requirement is so you come to the academy with baseline information that can be utilized to enhance your learning experience and create an action plan to apply in your home community.

A core component of most precourse assignments includes a community risk assessment of the service area you are responsible for. This assessment entails locating, collecting, and evaluating both people and problem-related data.
This tutorial provides an introduction of how to gather both. Let's start with people-related data.

People-related Data

People-related data can create a demographic profile of your community. In addition to showing where people live, it can identify how they live. A good profile will explain the social, cultural, and economic composition of the area you protect.

One of the most reliable sources of demographic information is the U.S. Census Bureau. Data for the Decennial Census is collected by the Bureau every ten years. Data from the Decennial Census is utilized to determine congressional districts. The Decennial Census seeks to determine the *number of people* who live in a community.

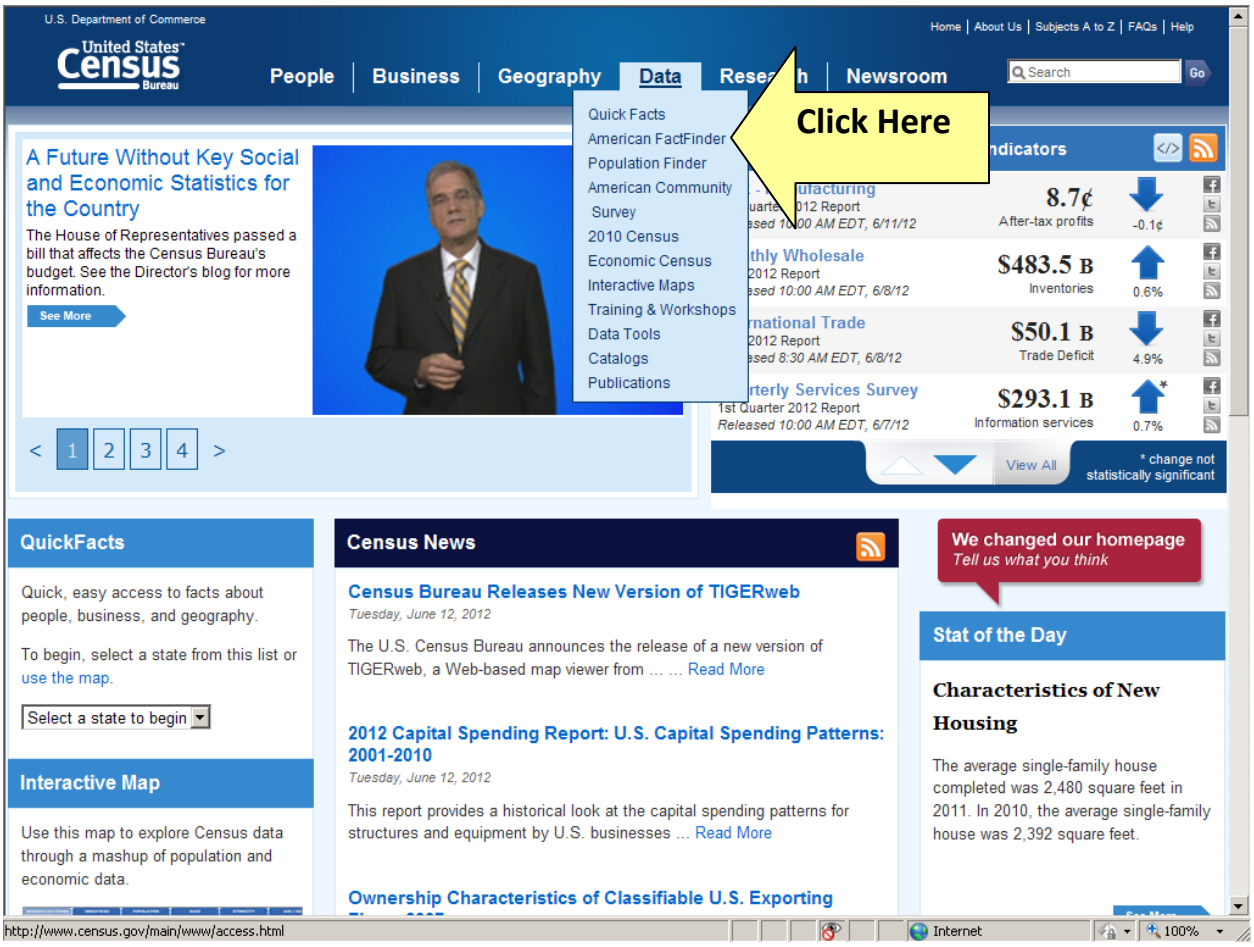
A second type of census, the American Community Survey (ACS), is as an on-going task of the Bureau. The American Community Survey is mailed to over three million U.S. residents annually. The Bureau's goal is to survey each U.S. resident every seven years to create demographic profiles of local communities. ACS data is important to risk reduction specialists because it provides information about *where and how* people live.

Data from the American Community Survey is available to the public through the American FactFinder database. FactFinder is an important tool for risk reduction practitioners because it allows us to explore demographic data both community-wide and by census tracts. Census tracts are defined geographical areas within a city, town, county, or village. Each tract carries a numerical identification.

Census bureau data is collected and analyzed by trained professionals. It is made available for public use though the Bureau's website. Part One of this tutorial will show you how to use the Bureau's site.

Use *American FactFinder*

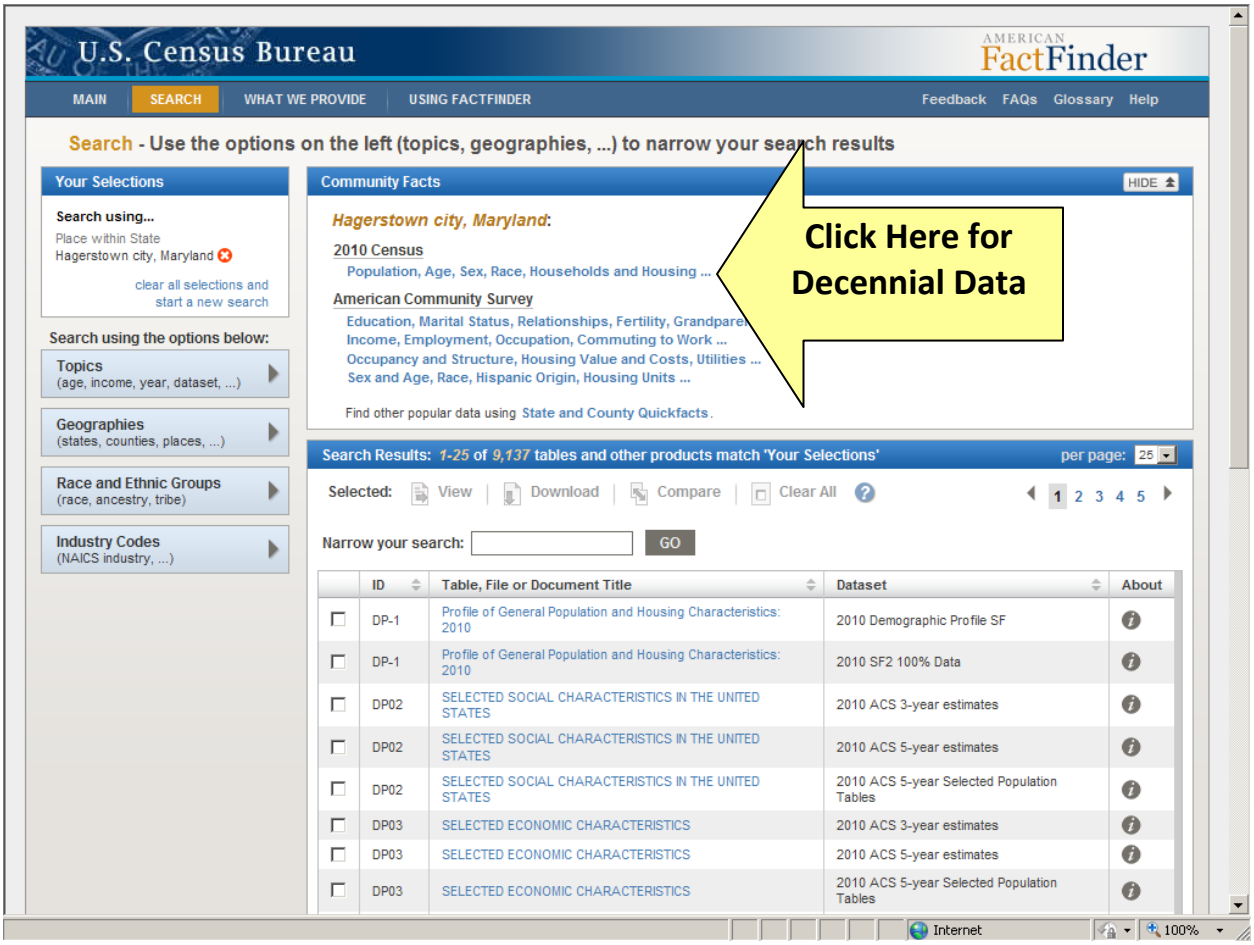
1. To get started, go to the Bureau's website located at www.census.gov. Once you are there, you should see a screen that looks like the one displayed in the screen shot shown below. Go to the Data section on the top of the Census Bureau's home page. Click on the ***American FactFinder*** link.



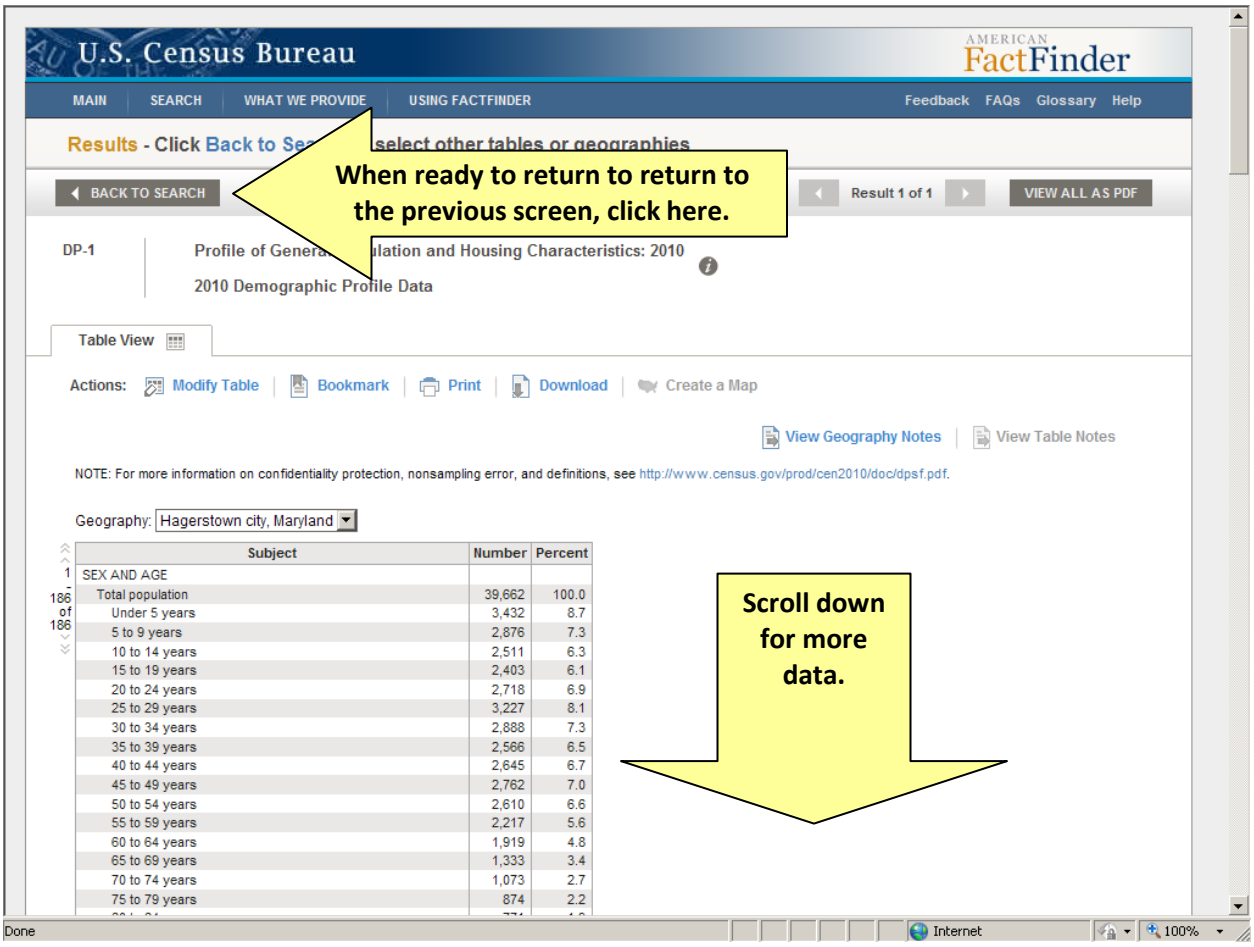
2. Upon arriving at the FactFinder site, you should see the screen displayed below. Enter the name of your community (city *or* county – plus the state); then hit Go.

3. For the sake of this tutorial, we entered Hagerstown, Maryland as the example community. The following series of screen shots will walk you through the various types of demographical data that is available about a community at-large.

   We will begin by examining data from the Decennial Census and then ascend to data from the American Community Survey.



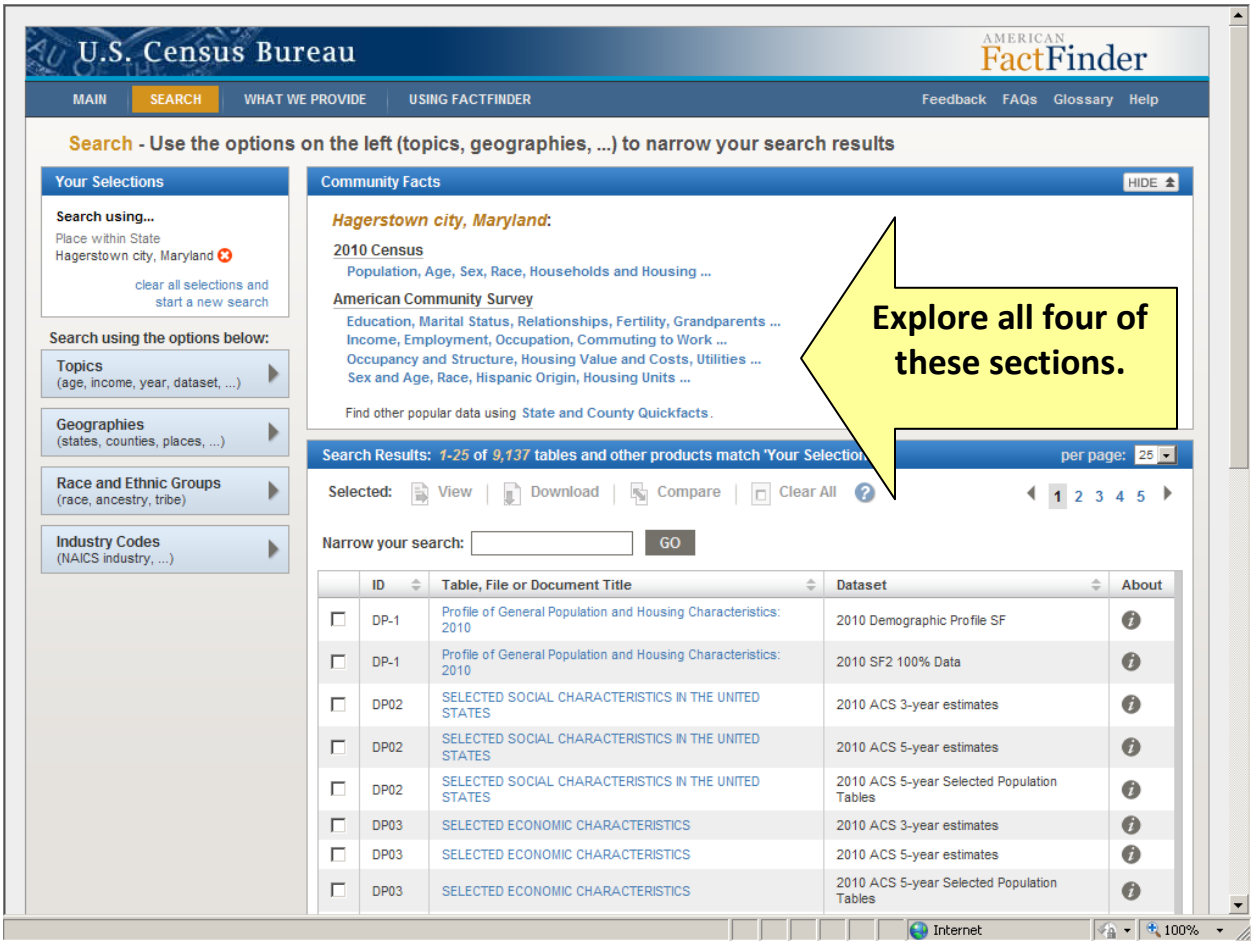
4. The screen shot displayed below represents only a small portion of what is available pertinent to the 2010 Decennial Census. Be sure to scroll down and see all of the data available on both people and housing characteristics.



Subject	Number	Percent
SEX AND AGE		
Total population	39,662	100.0
Under 5 years	3,432	8.7
5 to 9 years	2,876	7.3
10 to 14 years	2,511	6.3
15 to 19 years	2,403	6.1
20 to 24 years	2,718	6.9
25 to 29 years	3,227	8.1
30 to 34 years	2,888	7.3
35 to 39 years	2,566	6.5
40 to 44 years	2,645	6.7
45 to 49 years	2,762	7.0
50 to 54 years	2,610	6.6
55 to 59 years	2,217	5.6
60 to 64 years	1,919	4.8
65 to 69 years	1,333	3.4
70 to 74 years	1,073	2.7
75 to 79 years	874	2.2

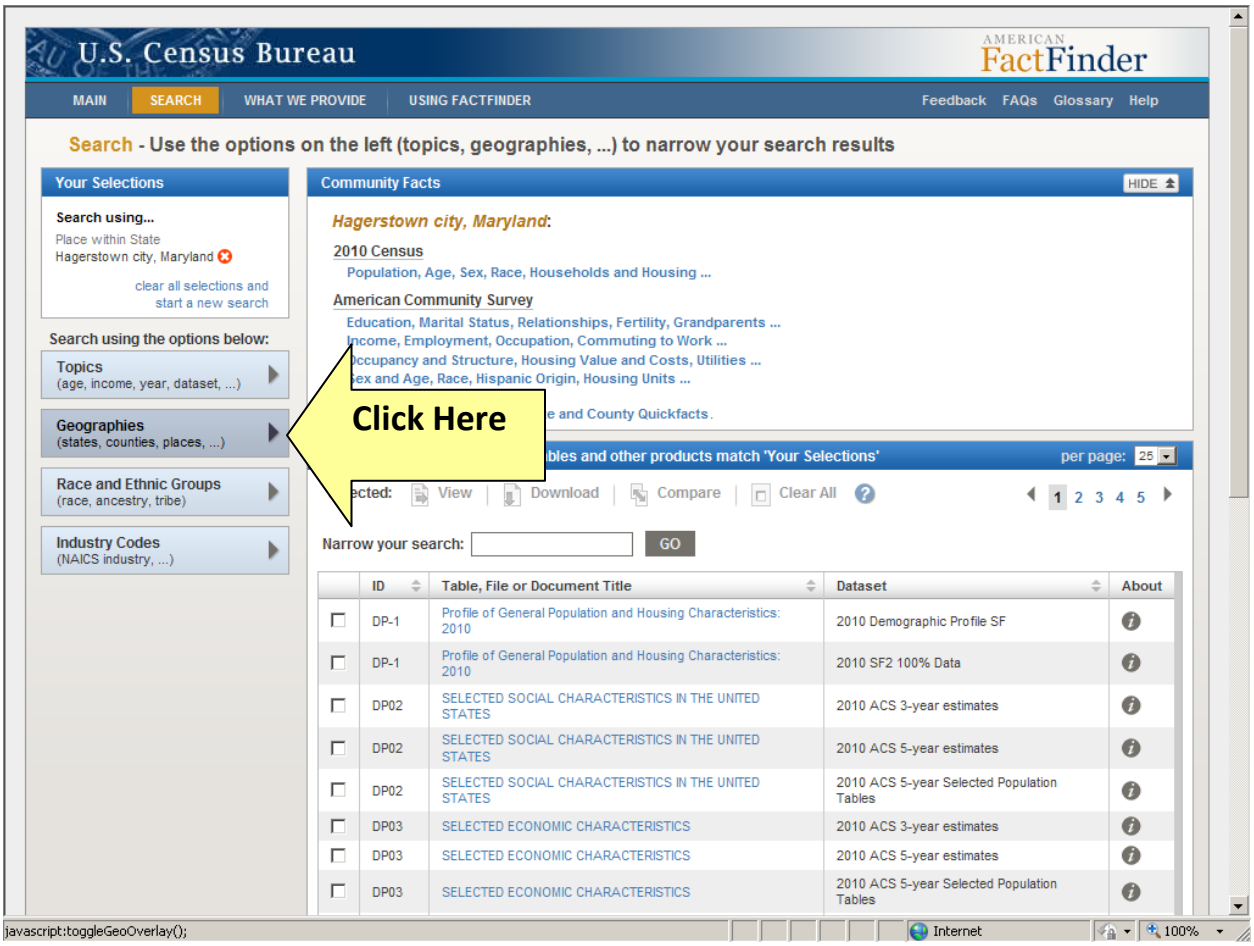
Upon completing the exploration of general census data, go to the top of the screen and click on the Back to Search function.

5. Next, click on each of the four sections that display data from the American Community Survey. The Census Bureau strives to update this data on an on-going basis. Each section will help you build an overall profile of your community at-large.



Note – a smart strategy is to print a hard copy of each section so you can examine and compare all of the data.

6. Now that you have developed a demographic profile of your community at-large, the next step is to learn how to find data on specific geographical areas known as census tracts. Let's go back to the example on Hagerstown, Maryland.
   Locate the Geography category located on the left side of the screen and click it.



7. When the screen that is displayed below appears, perform a three-step process:
   Step 1 – Locate the geographic type, click on it, and select Census Tract.

   Step 2 – Select your state.

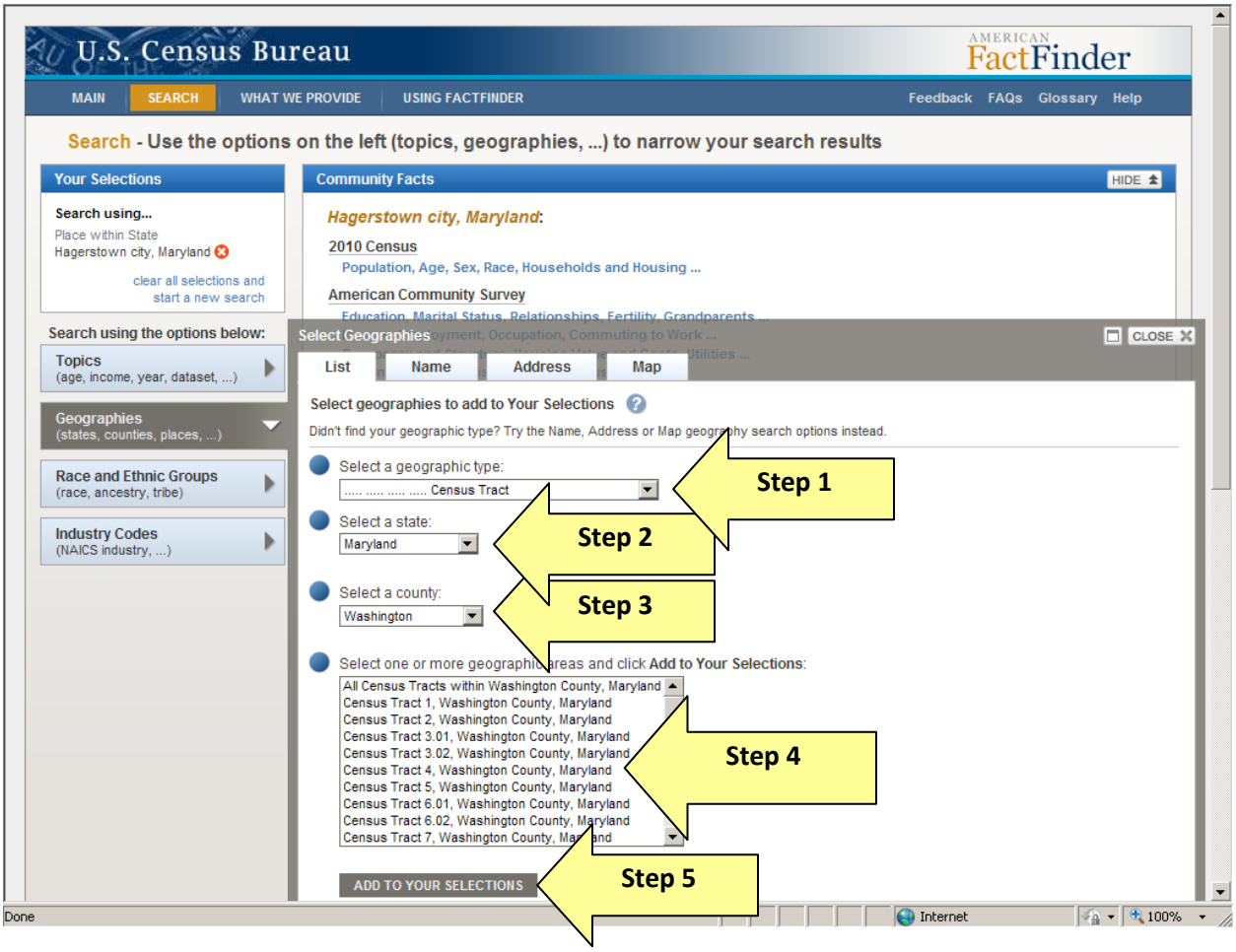
   Step 3 – Select your county.

   Step 4 – Select the census tract you wish to explore.

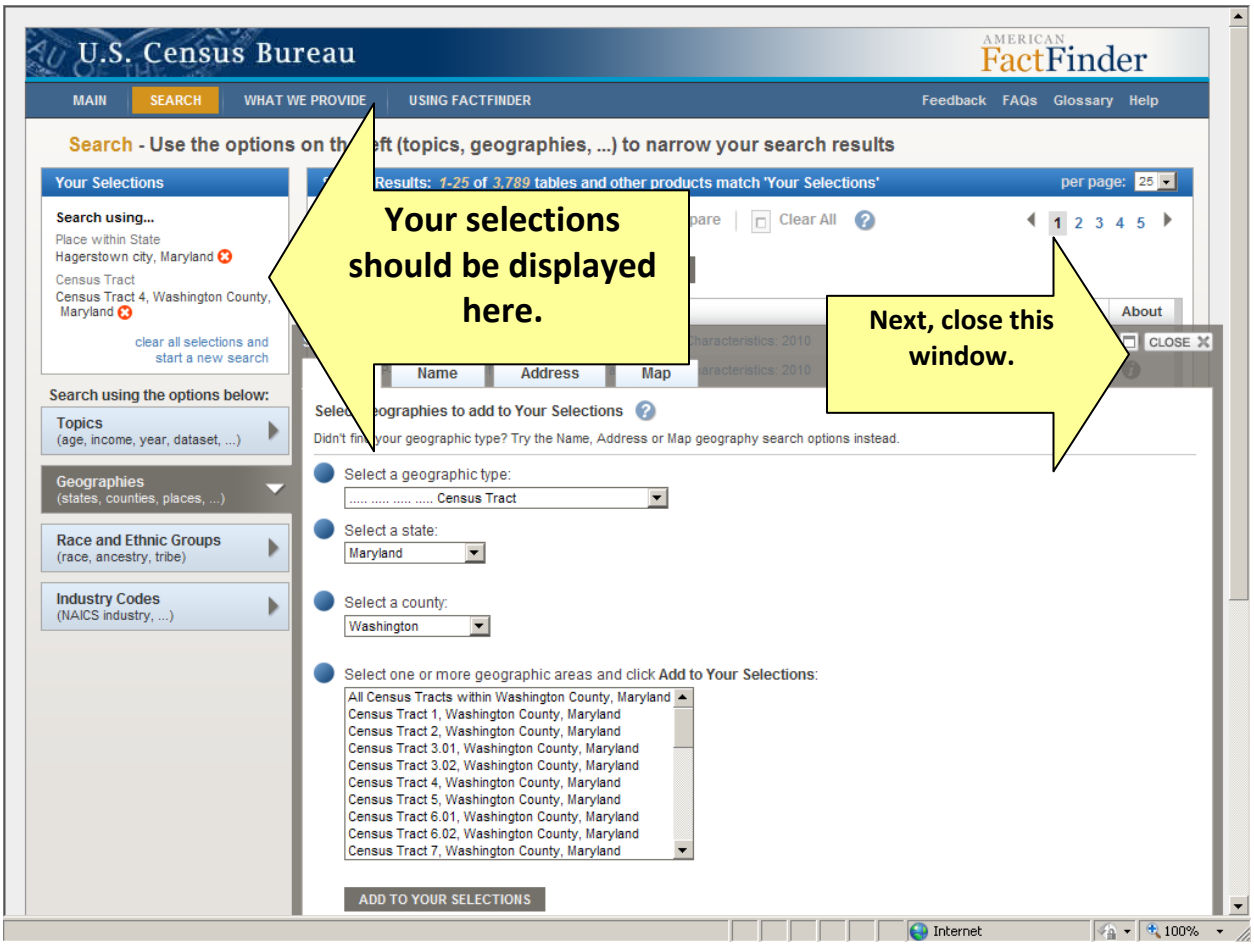
   Step 5 – Click on Add to Your Selections

The field with census tracts for your county will become populated. You now have the option to explore your community by census tract. For this example, we will examine Census Tract 4 in Washington County, Maryland.

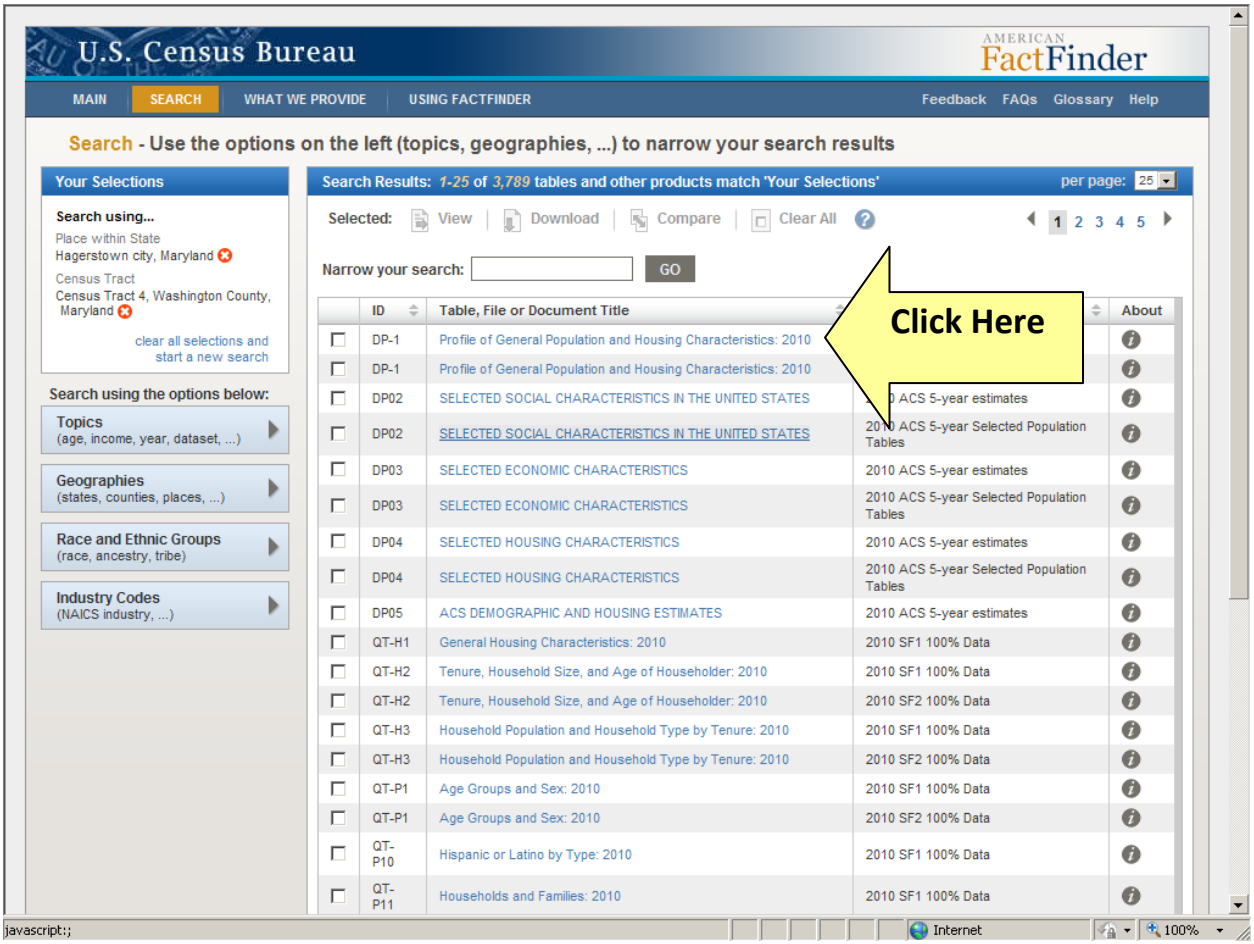
Note – you will need to know which census tract corresponds to the area of your community that you wish to explore. All census tracts in your entire county will be available for exploration.



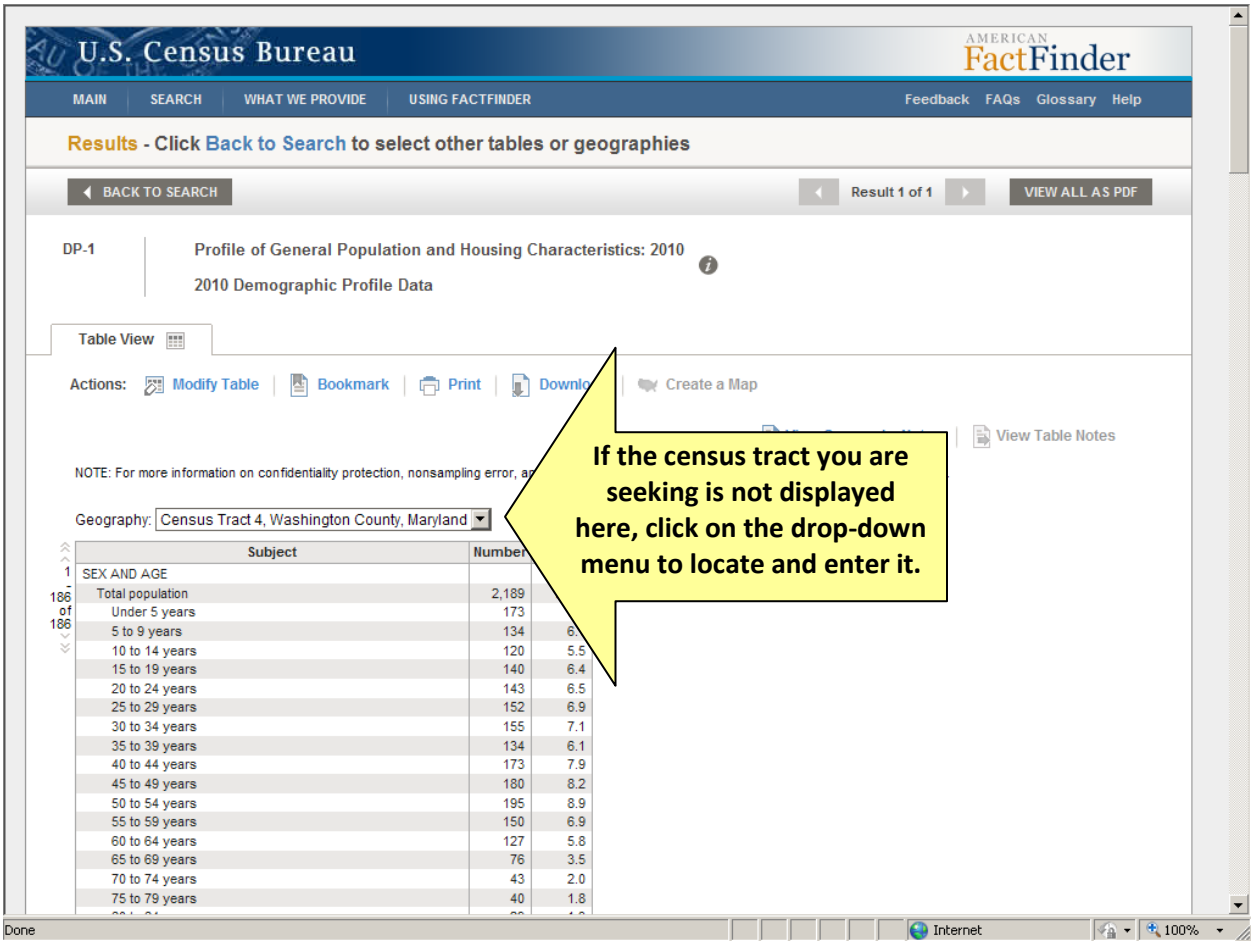
8. If you have done the process correctly, you will see your city and census tract displayed in the Your Selections section.
   Next, close the overlay screen that offers census tract options.



9. You should now see a screen that displays the data specific to the census tract you selected. In our case, it is for Census Tract 4 in Hagerstown, Maryland. Each specific category of data can now be explored by census tract. For this example, we will select the Profile of General Population and Housing Characteristics 2010.
   Note – the selections that reference "United States" allow you to compare the census data with national statistics. Your *local* data will not have a "United States" reference.



10. You now have data for the specific census tract requested.



Note – if the census tract is not displayed in the Geography window, simply click on the drop-down menu to locate and enter it.

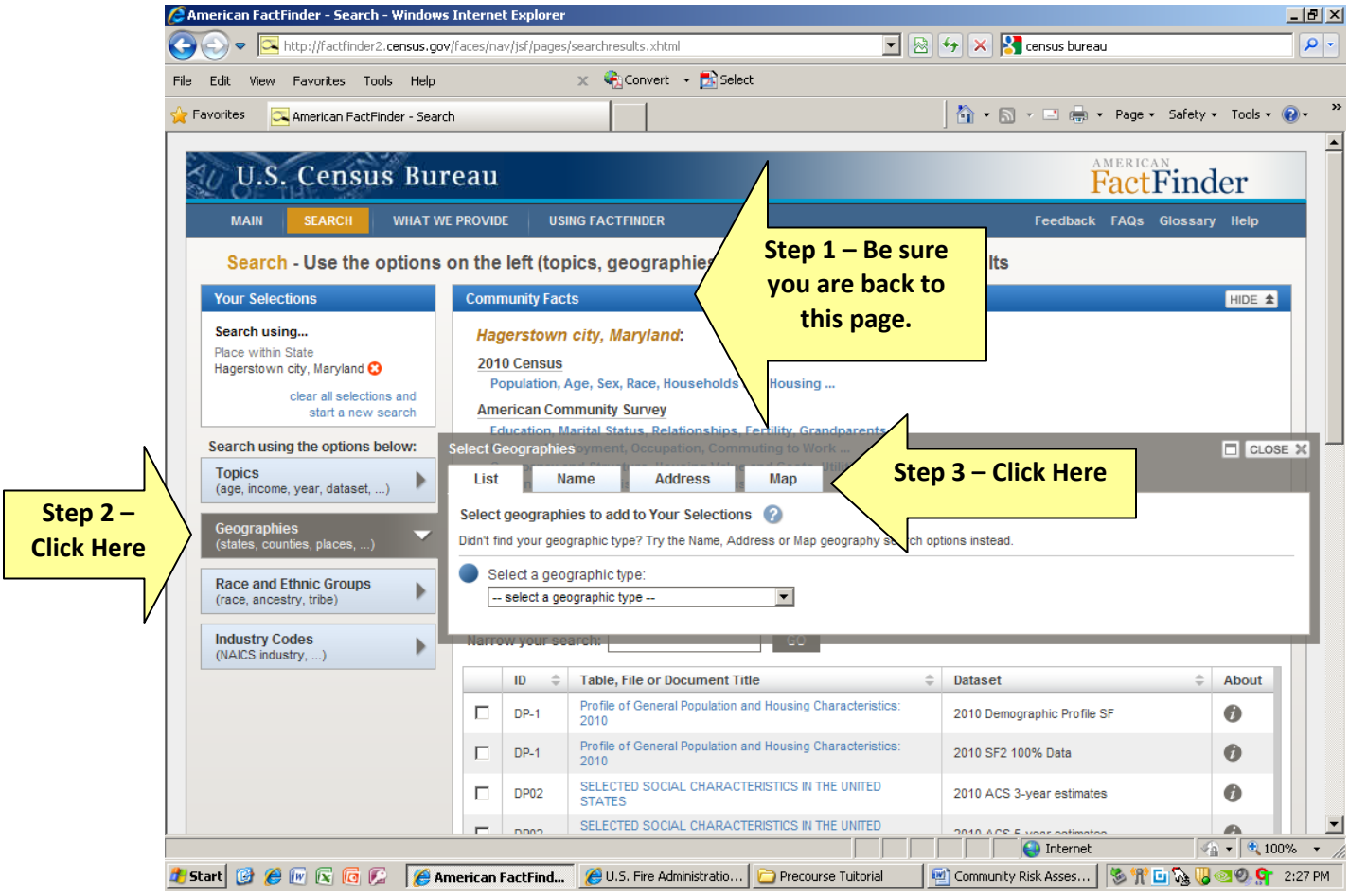
Special Section – Building a Map of Census Tracts

If you don't know the numerical designations of the census tracts in your community, you can build a map to identify them. Here's how:

Step 1 – Return to the Community Facts screen for your community.

Step 2 – Click on the Geographies feature.

Step 3 – Locate the Map feature on the Select Geographies menu and click on it.

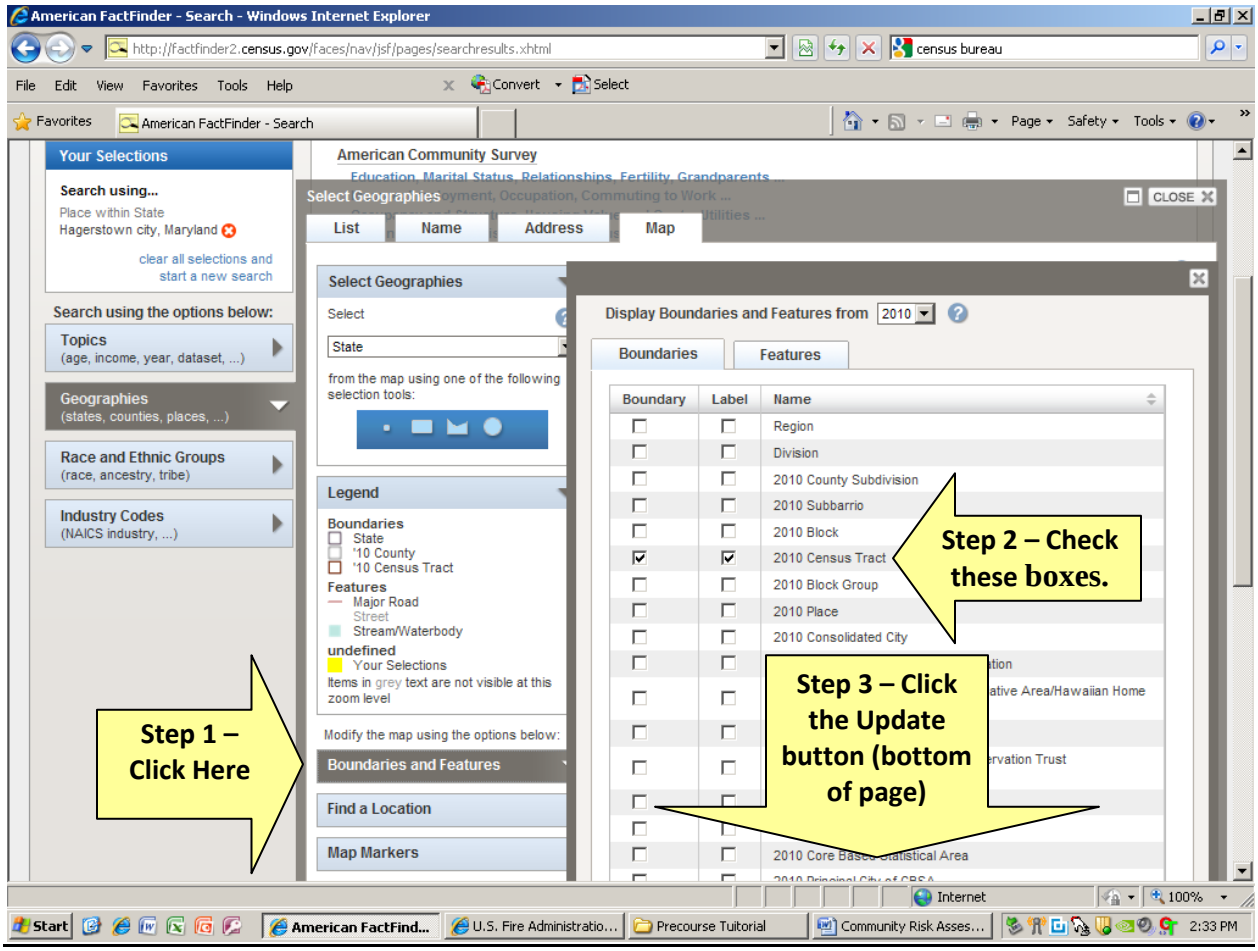


You should now have the screen displayed below.

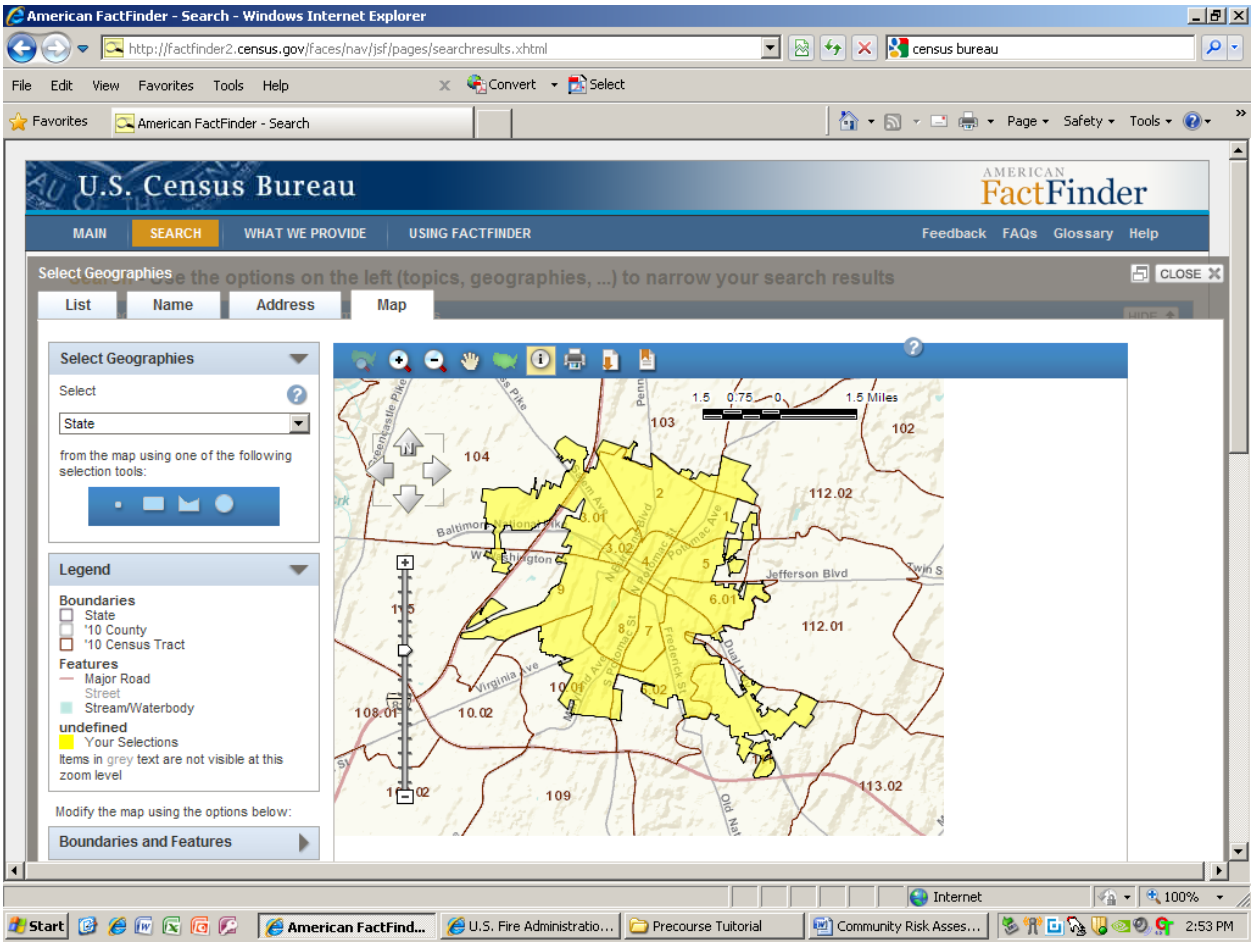
Step 1 – Locate the Boundaries and Features category and click on it.

Step 2 – Once the Boundaries and Features are displayed, click on both boxes for census tracts.

Step 3 – Click the Update button at the bottom of the screen. Note – this is not visible on the screen shot below.



Your map with census tracts should appear. You may also print this map.



Summary of People-related Data

While the process of gathering data from the U.S. Census Bureau may appear intimidating at first, it is a task easily mastered with experience. Each time you work with the Bureau's database, the process will get easier.

The census bureau data analysis tools are very powerful instruments that can provide you with a wealth of information about the demographics of your local community. As more resources become available, the bureau plans to incorporate enhanced capabilities that will allow communities to integrate Geographic Information System (GIS) tracking/mapping with local demographics.

Problem-related Data

Data on fire experience in the U.S. is available through the United States Fire Administration (USFA). USFA began the National Fire Incident Reporting System (NFIRS) in 1975. Under NFIRS, local fire departments forward fire incident data to a state coordinator. The coordinator collates statewide fire incident data and reports information to the USFA.

The following is an overview of how to obtain and review NFIRS data for your local community.

1. Obtain an NFIRS Account.

    a. Request an NFIRS account from the person in your department responsible for NFIRS reporting. Your state NFIRS program manager or your local NFIRS person with an account with system administration permission assigns accounts. The NFIRS Support Center at the United States Fire Administration can provide you with the contact information of your state NFIRS program manager. Call (888) 382-3827 from 8:30 a.m. ET to 4:30 p.m. ET or email FEMA-NFIRSHelp@fema.dhs.gov.

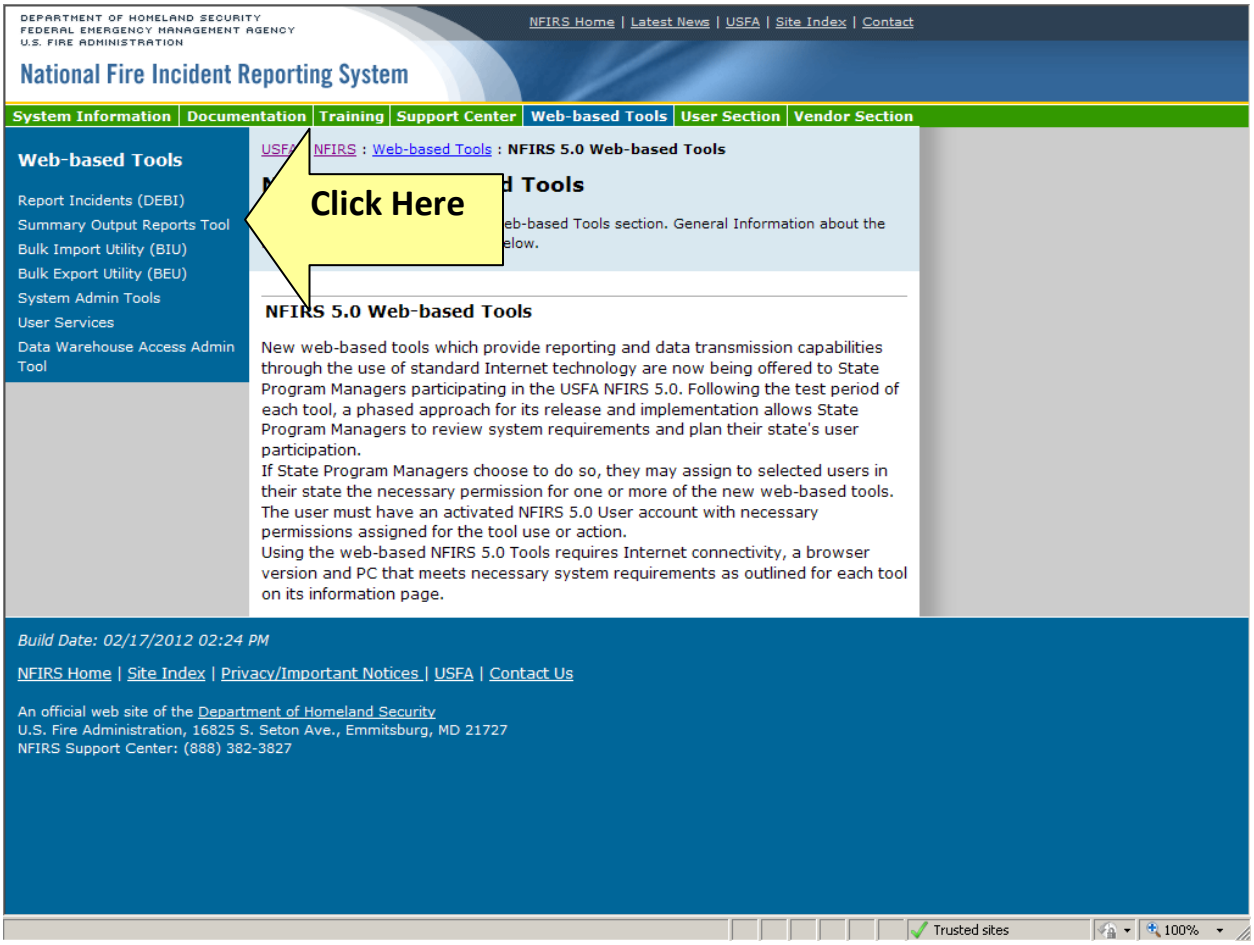
    b. Your NFIRS account needs only the following four permissions: Startup, Report Submit, Report Fetch, and Report Generate.

2. Log in the NFIRS Summary Output Reports Tool (a.k.a. SORT).

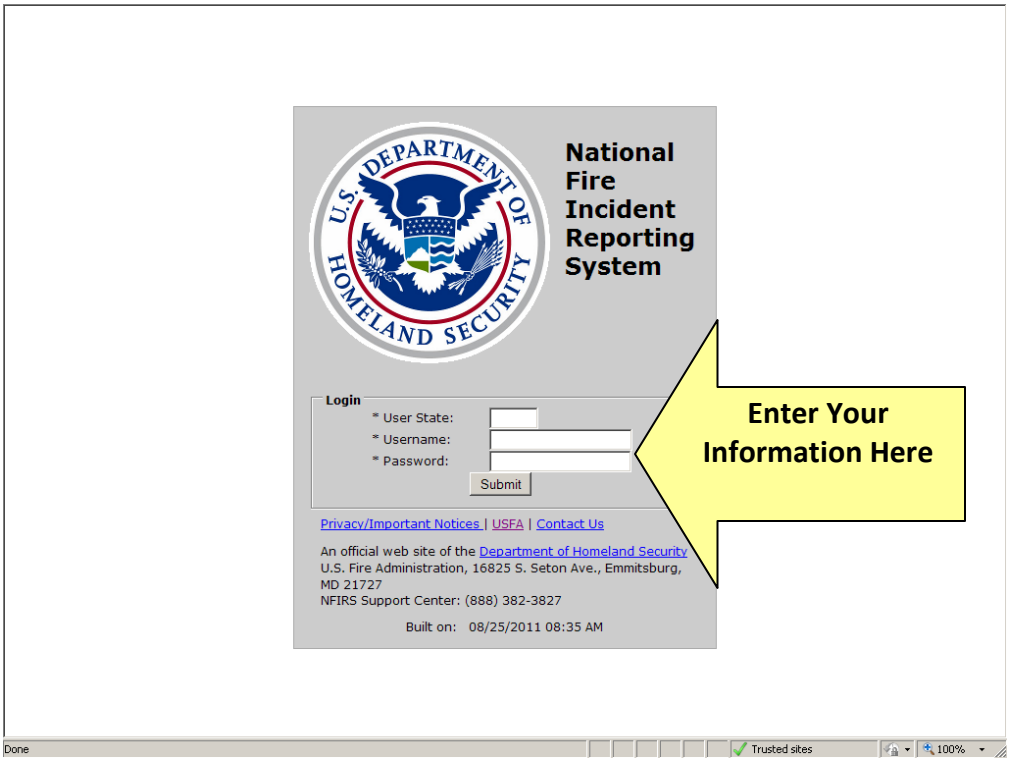
    a. Go to the following website: www.nfirs.fema.gov.

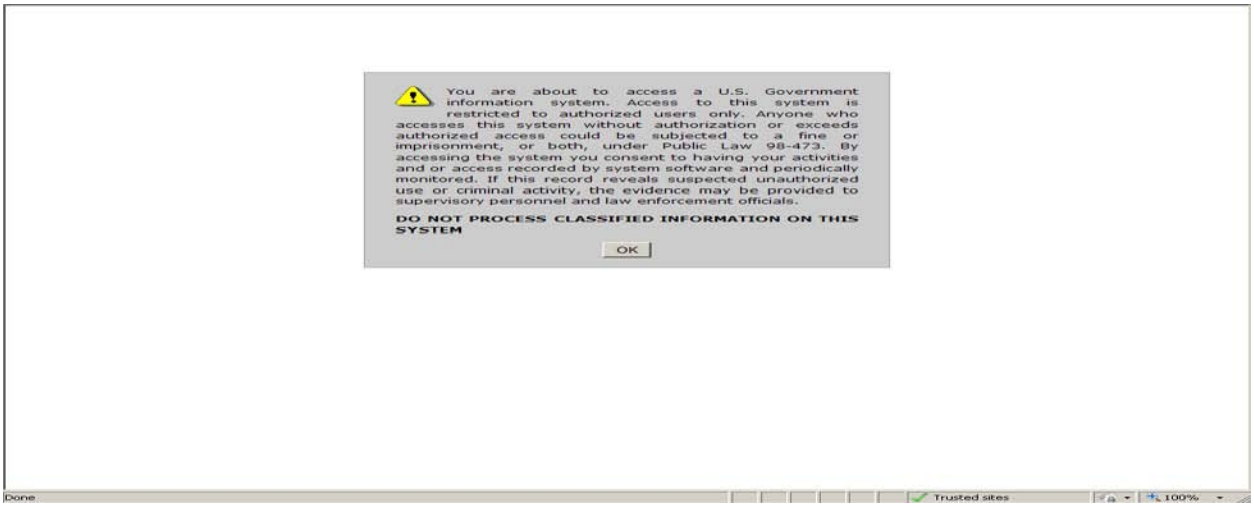
    b. Select Web-based Tools from the menu bar.

3. Select Summary Output Reports Tool from the Web-based Tools menu.



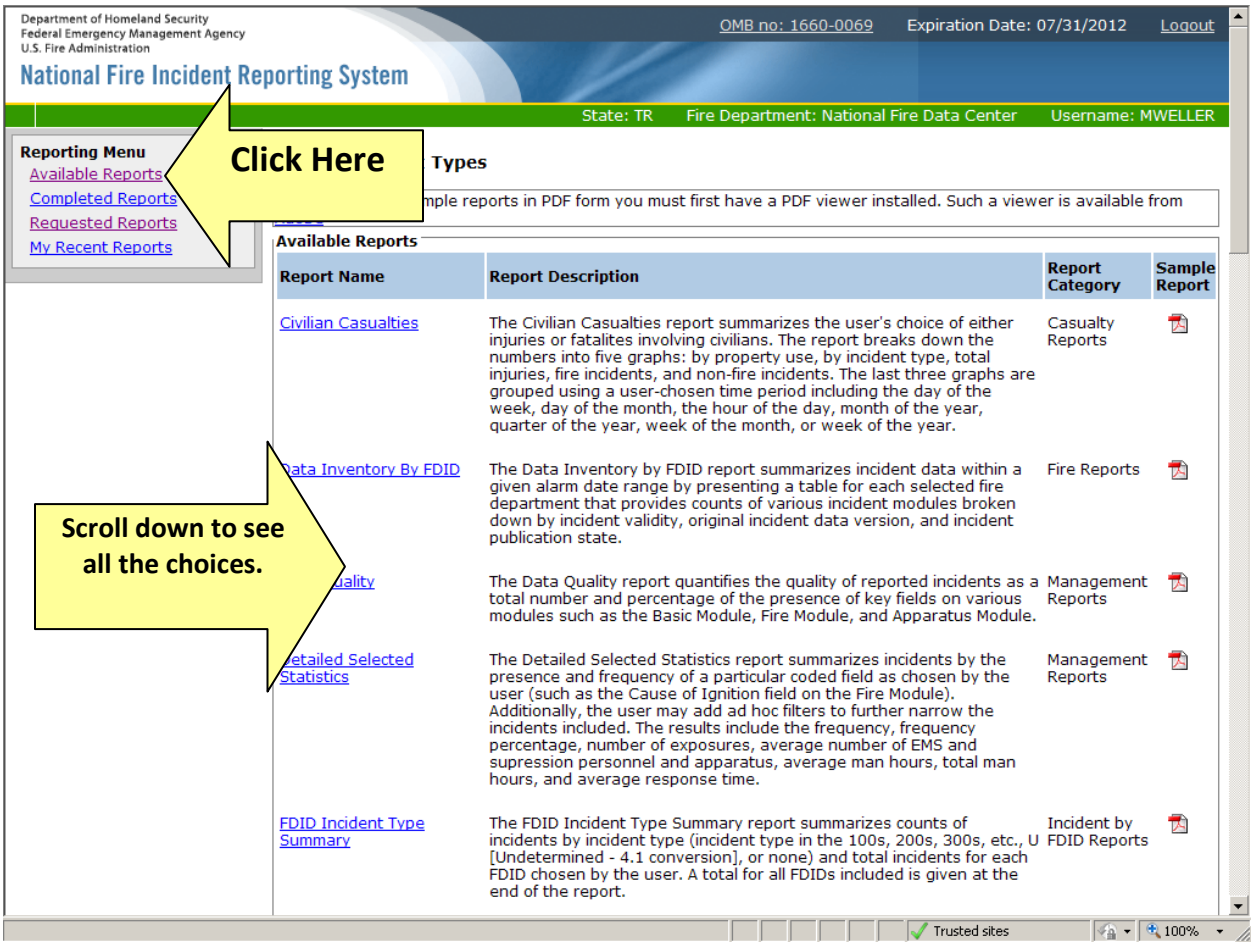
4. Log in using your NFIRS account (i.e., state abbreviation, user name, and password).





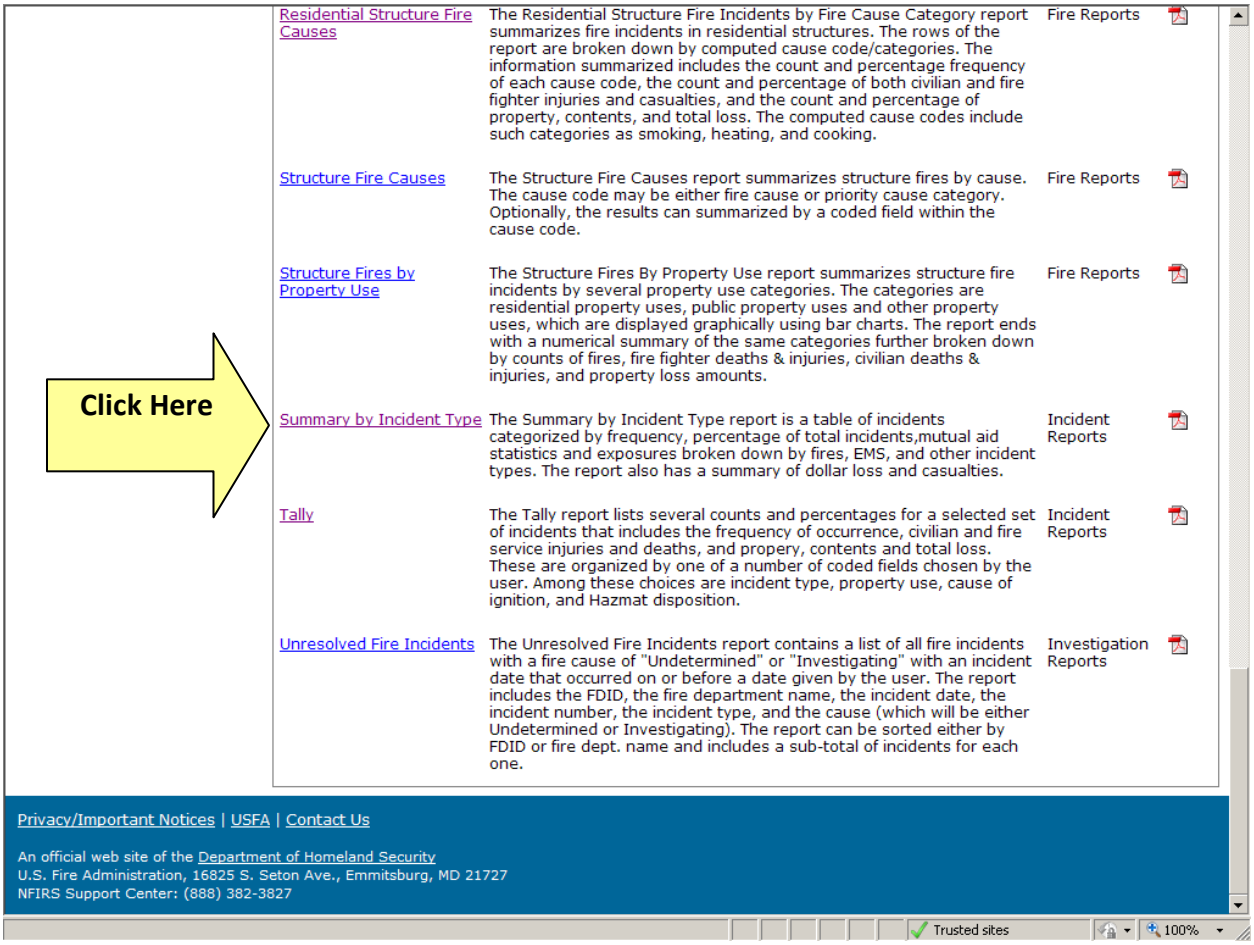
5. Click OK from the USFA Banner Page to go to the next page.

6. You should see the screen that is displayed below. Click on the Available Reports option in the Reporting Menu section. Note the report types that are available for you to develop. Scroll down the list so you see all the choices.

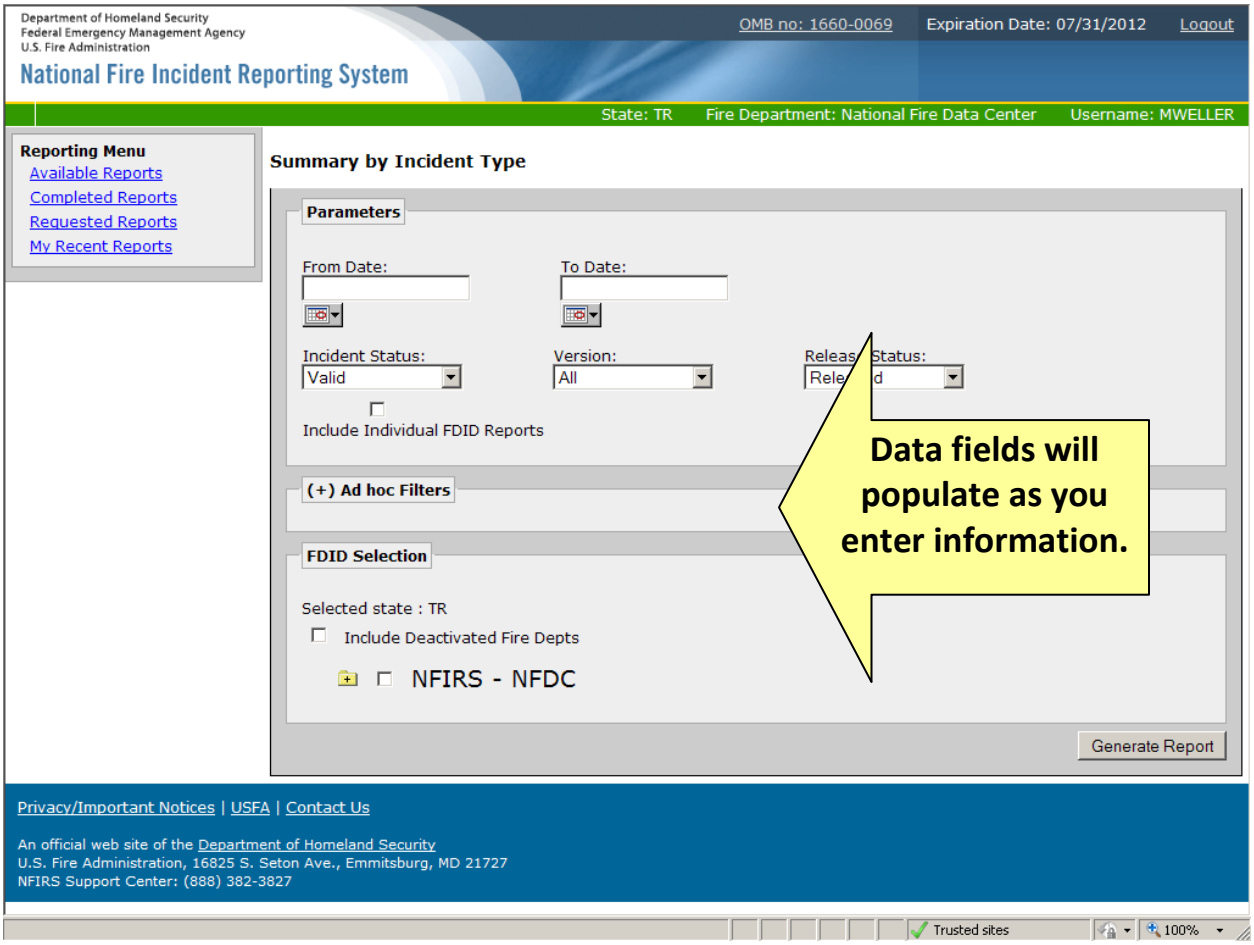


Note – for the sake of this tutorial, we will be focusing on how to create and print the following reports: Summary by Incident Types, Tally, and Residential Structure Fire Causes.

7. Select the Summary by Incident Type report from Available Reports.



8. You should see the screen displayed below. Follow the directions listed at the bottom of this screen shot.



A. Enter the following parameters:

   1. From Date (format mm/dd/yyyy)
   2. To Date (format mm/dd/yyyy)
   3. Incident Status = All
   4. Incident Version = All
   5. Release Status = All
   6. Include Individual FDID Reports = blank

B. Select the fire department to include in the report.

1. In the FDID Selection section, drill down to the fire department.
2. Check the box next to the fire department.

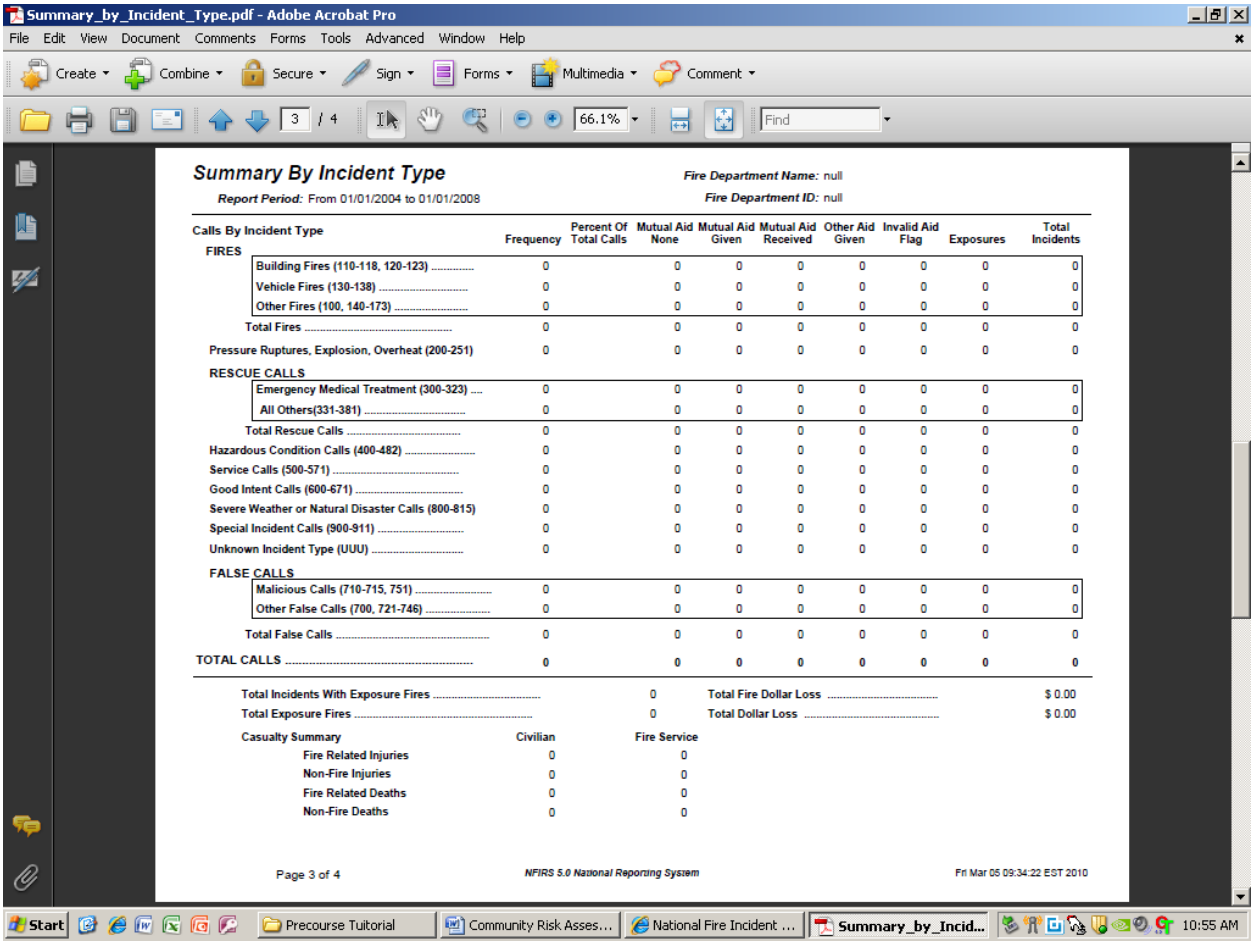
C. Generate the report.

1. Move down to the button named Generate Report.
2. Select Generate Report.

D. Print the report.

1. Select My Recent Reports from the Reporting Menu.
2. View the status of the report.
    a. Submitted – the report is waiting to be processed.
    b. In Process – the report is being created.
    c. Completed – the report is created.
3. If the status of the report is completed, select the PDF version of the report from the Report Format section.
4. Open the report.
5. View and print the report.
6. Close the report after it prints.

Note – the report you ultimately generate will look similar to the one displayed below. The report should be populated with data pertinent to your department.



Summary By Incident Type

Report Period: From 01/01/2004 to 01/01/2008

Fire Department Name: null

Fire Department ID: null

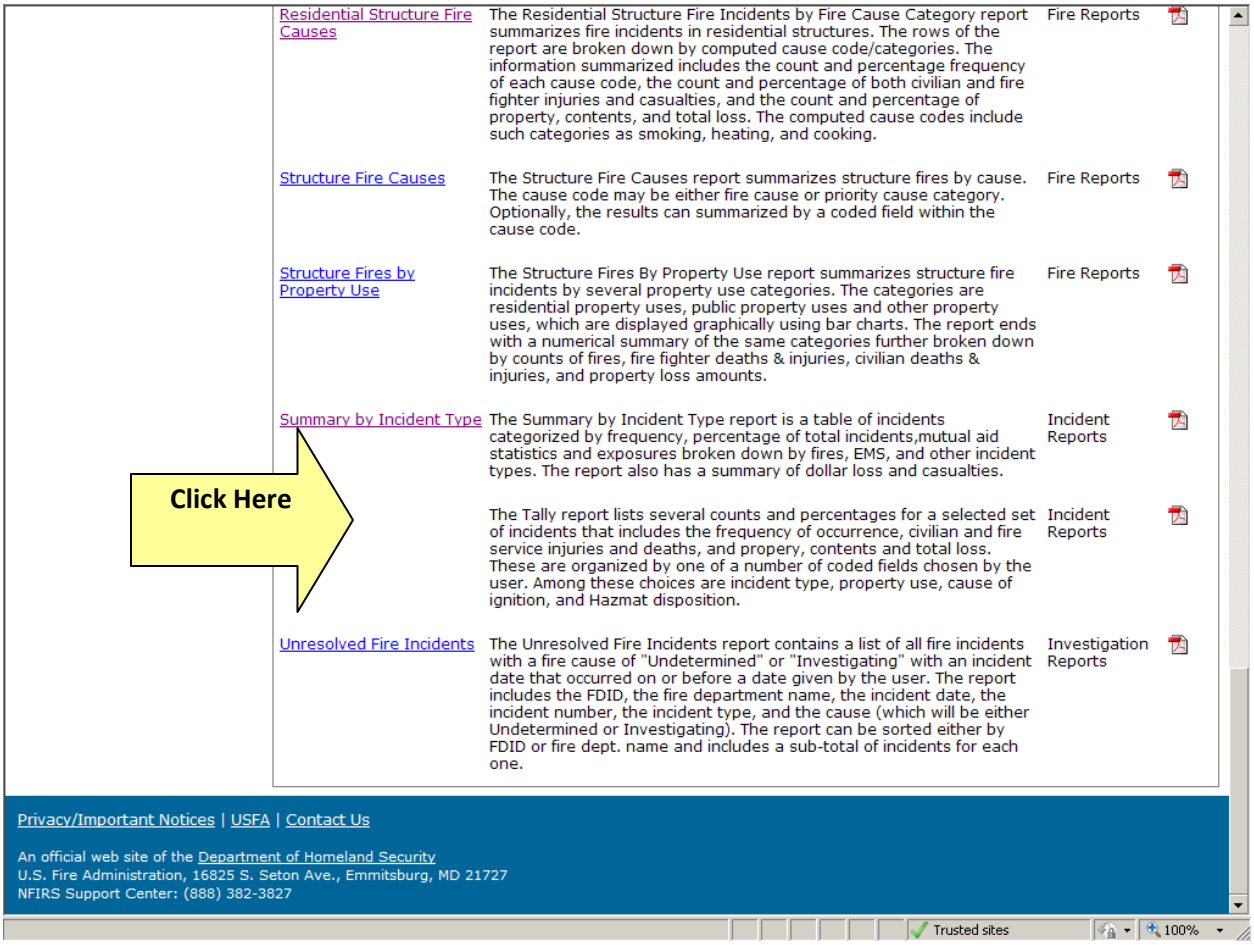
Calls By Incident Type	Frequency	Percent Of Total Calls	Mutual Aid None	Mutual Aid Given	Mutual Aid Received	Other Aid Given	Invalid Aid Flag	Exposures	Total Incidents
FIRES									
Building Fires (110-118, 120-123)	0		0	0	0	0	0	0	0
Vehicle Fires (130-138)	0		0	0	0	0	0	0	0
Other Fires (100, 140-173)	0		0	0	0	0	0	0	0
Total Fires	0		0	0	0	0	0	0	0
Pressure Ruptures, Explosion, Overheat (200-251)	0		0	0	0	0	0	0	0
RESCUE CALLS									
Emergency Medical Treatment (300-323)	0		0	0	0	0	0	0	0
All Others(331-381)	0		0	0	0	0	0	0	0
Total Rescue Calls	0		0	0	0	0	0	0	0
Hazardous Condition Calls (400-482)	0		0	0	0	0	0	0	0
Service Calls (500-571)	0		0	0	0	0	0	0	0
Good Intent Calls (600-671)	0		0	0	0	0	0	0	0
Severe Weather or Natural Disaster Calls (800-815)	0		0	0	0	0	0	0	0
Special Incident Calls (900-911)	0		0	0	0	0	0	0	0
Unknown Incident Type (UUU)	0		0	0	0	0	0	0	0
FALSE CALLS									
Malicious Calls (710-715, 751)	0		0	0	0	0	0	0	0
Other False Calls (700, 721-746)	0		0	0	0	0	0	0	0
Total False Calls	0		0	0	0	0	0	0	0
TOTAL CALLS	0		0	0	0	0	0	0	0

Total Incidents With Exposure Fires	0	Total Fire Dollar Loss	$ 0.00
Total Exposure Fires	0	Total Dollar Loss	$ 0.00

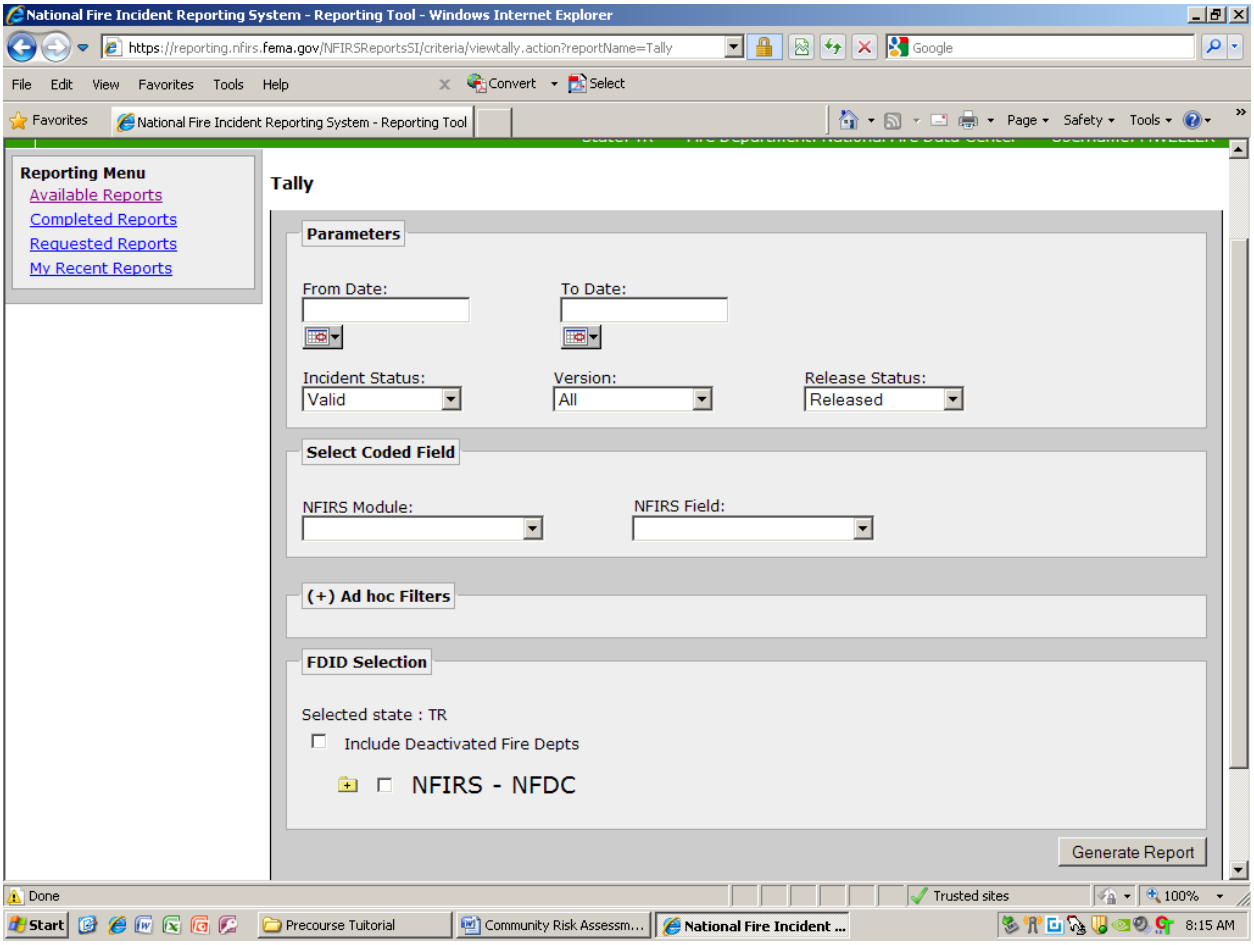
Casualty Summary	Civilian	Fire Service
Fire Related Injuries	0	0
Non-Fire Injuries	0	0
Fire Related Deaths	0	0
Non-Fire Deaths	0	0

Page 3 of 4 *NFIRS 5.0 National Reporting System* Fri Mar 05 09:34:22 EST 2010

9. Next, return to the Available Reports screen and select the Tally category.



10. You should see the screen that is displayed below. Follow the directions listed at the bottom of this screen shot.



A. Select the Tally report from Available Reports.

B. Enter the following parameters:

   1. From Date (format mm/dd/yyyy)
   2. To Date (format mm/dd/yyyy)
   3. Incident Status = All
   4. Incident Version = All
   5. Release Status = All

C. Select the data field to display on the report.

   1. NFIRS Module = (e.g., Basic Module)

2. NFIRS Field = (e.g., Incident Type)

D. Select the fire department to include in the report.

1. In the FDID Selection section, drill down to the fire department.
2. Check the box next to the fire department.

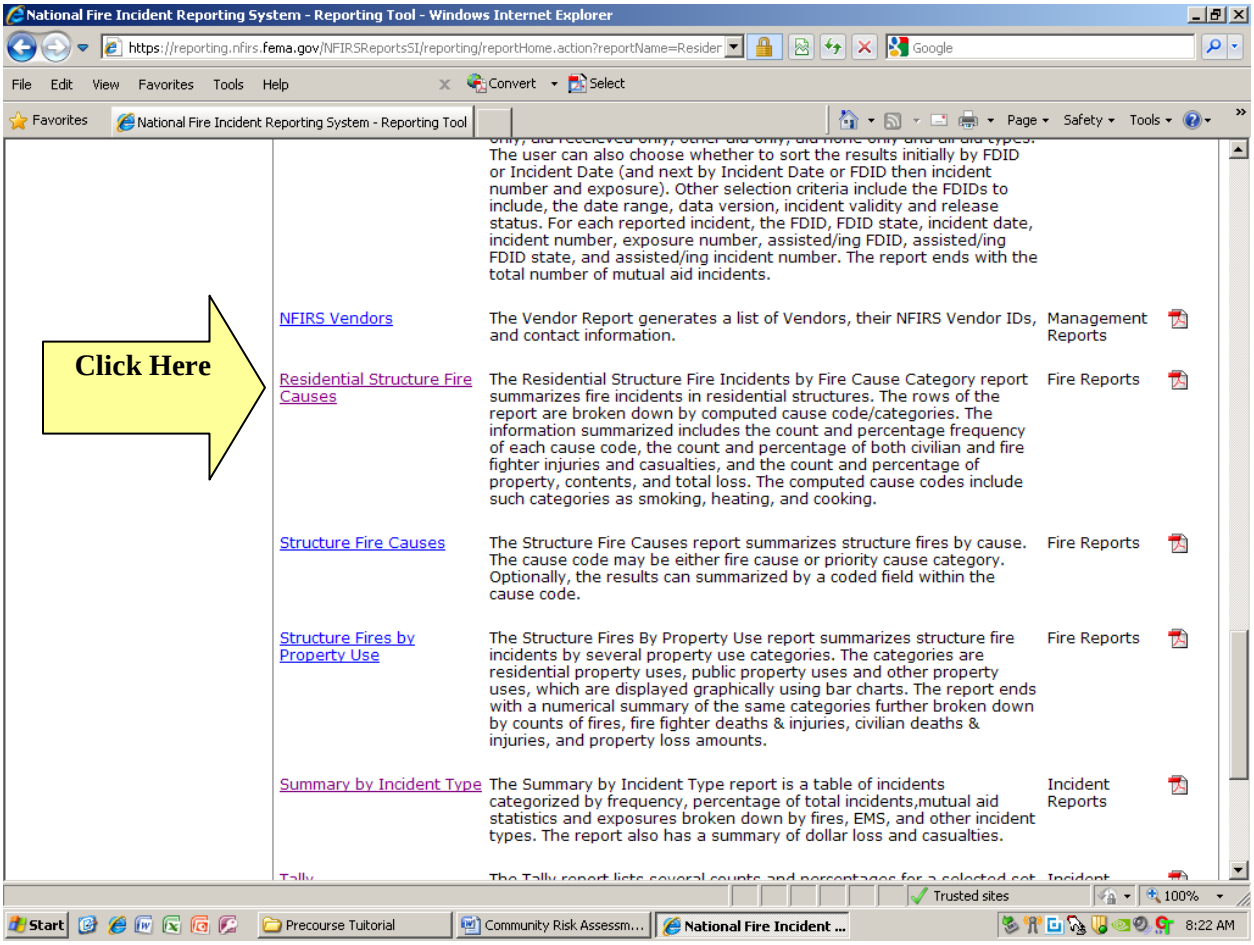
E. Generate the report.

1. Move down to the button named Generate Report.
2. Select Generate Report.

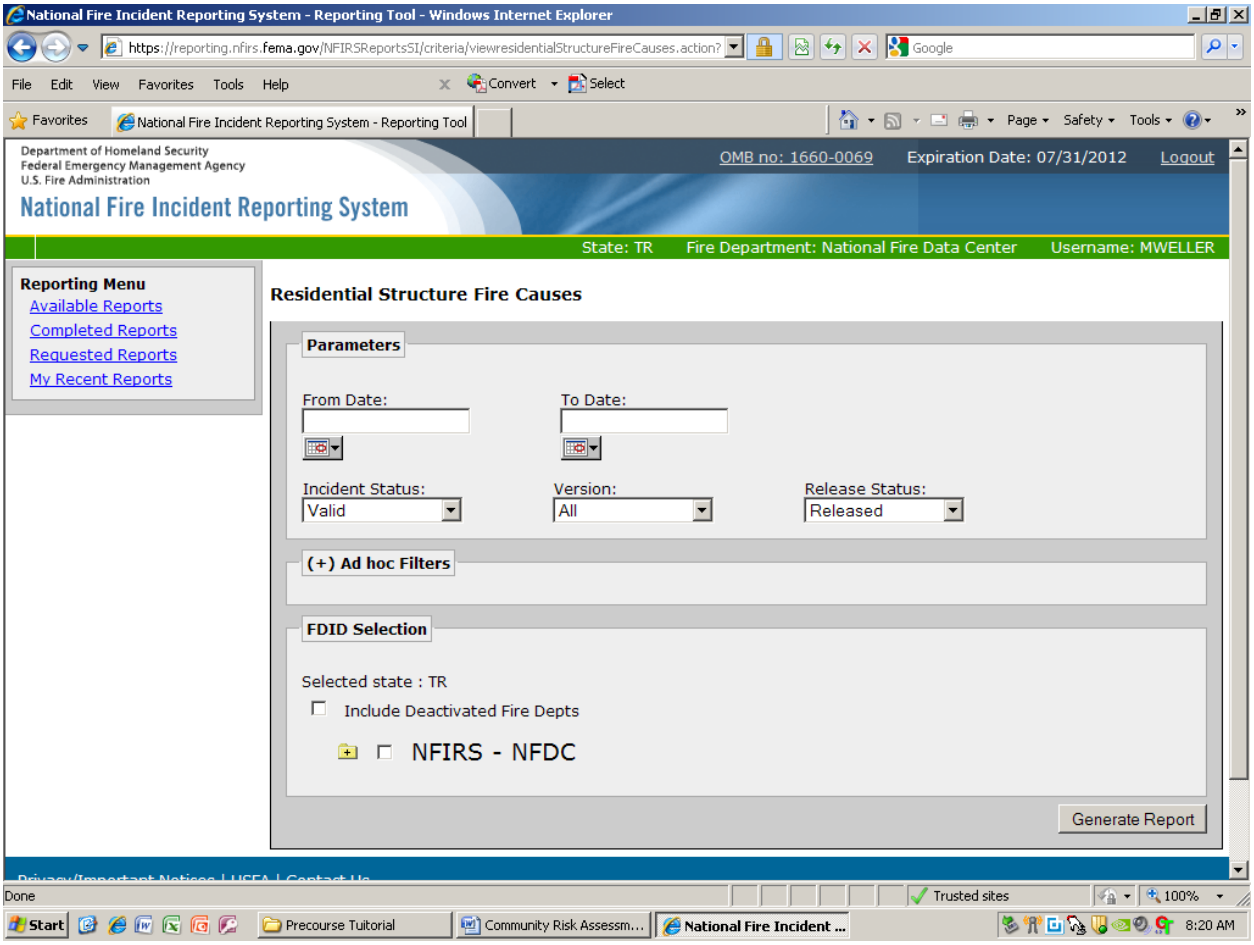
F. Print the report.

1. Select My Recent Reports from the Reporting Menu.
2. View the status of the report.
    a. Submitted – the report is waiting to be processed.
    b. In Process – the report is being created.
    c. Completed – the report is created.
3. If the status of the report is completed, select the PDF version of the report from the Report Format section.
4. Open the report.
5. View and print the report.
6. Close the report after it prints.

11. Next, return to the Available Reports screen and select the Residential Structural Fire Causes category.



12. You should see the screen that is displayed below. Follow the directions listed at the bottom of this screen shot.



A. Select the Residential Structure Fire Causes report from Available Reports.

B. Enter the following parameters:

1. From Date (format mm/dd/yyyy)
2. To Date (format mm/dd/yyyy)
3. Incident Status = All
4. Incident Version = All
5. Release Status = All
6. Include Individual FDID Reports = blank

C. Select the fire department to include in the report.

    1. In the FDID Selection section, drill down to the fire department.

    2. Check the box next to the fire department.

D. Generate the report.

    1. Move down to the button named Generate Report.

    2. Select Generate Report.

E. Print the report.

    1. Select My Recent Reports from the Reporting Menu.

    2. View the status of the report.

        a. Submitted – the report is waiting to be processed.

        b. In Process – the report is being created.

        c. Completed – the report is created.

    3. If the status of the report is completed, select the PDF version of the report from the Report Format section.

    4. Open the report.

    5. View and print the report.

    6. Close the report after it prints.

Summary of NFIRS Tutorial

Because fire departments and states take part in NFIRS voluntarily, NFIRS conclusions may not completely reflect the entire nation's fire experience.

Also, remember that when utilizing any type of data collection software, it is critical that everyone responsible for incident reporting does his or her job in an objective manner. Simply stated, this means that your department must set a protocol for how incidents are classified.

Here is an example: Consider the typical unattended cooking fire that occurs when a person forgets about a pan of oil being heated on a stovetop. Unless your department has agreed on how your staff will classify the incident, you may end up reporting one of several selections. Over a period of time, this subjectivity in reporting can lead to the creation of an unreliable set of data about unattended cooking fires whereby you cannot discern how many incidents of people walking away from a stove you actually respond to.

If you submit data to NFIRS, it is a very wise strategy to explore the NFIRS webpage thoroughly. There are many sections that include helpful suggestions on how to classify and report incident data.

DEMOGRAPHIC WORKSHEET

Use *FactFinder* to build a demographical, social, economic, and housing profile of your community. Create your own version of the worksheet that can be expanded upon as you explore additional information.

Note: When performing the precourse assignment, please consider *all* census tracts. However, you only have to develop a **general overview** of your community's demographical profile.

Category	Questions to answer about your community
Demographic Information	1. What is the total population of your community? _____ 2. In each category, identify areas from your community (possibly more than one) with significant concentrations of the following populations: a. Young children (age 5 and under) _____ b. Juveniles (age 7 to 11) _____ c. Adolescents (age 12 to 17) _____ d. Adults that did not complete high school _____ e. Adults that are high school graduates _____ f. Adults with some level of college education _____ g. White/Caucasian/Europeans _____ h. African American/Black _____ i. Asian/Asian American _____ j. Hispanic/Puerto Rican/Mexican American _____ k. Native American _____ l. Other _____ m. People who speak little or no English _____

Economic Characteristics	1. Households at or below poverty level _____ 2. Low income level (working poor) _____ 3. Middle income households _____ 4. Upper income households _____ 5. What is the employment profile of your constituency? 6. Types of jobs: _____ _____ _____ a. How many people live/work in the community versus commute to their job? _____ b. Unemployment rate _____
Housing Profile	Overall housing profile of your community 1. Average age of homes _____ 2. Estimated percentage of homes equipped with automatic detection and suppression system equipment _____ 3. Estimated percentage of homes equipped with working smoke alarms _____ 4. Types of residential properties b. Number of single-family units _____ b. Number of duplex homes _____ c. Number of multiunit buildings_____ 5. What is the percentage of renters versus owner occupied homes? _____ 6. Location of greatest distribution of rental properties _____ _____ 7. Transience (how often do people relocate in your community)? _____

School System	Please identify the following: 1. Number of school districts within the community _____ 2. Number of students _____ 3. Number of preschool centers within the community _____ 4. Number of students _____ 5. Number of elementary schools in community _____ 6. Number of students _____ 7. Number of middle school schools in community _____ 8. Number of students _____ 9. Number of high schools in community _____ 10. Number of students _____ 11. Number of alternative schools (behavioral-issue driven) in community _____ 12. Number of students _____ 13. Number of special education schools in community _____ 14. Number of students _____
Growth Trends	Use Population Finder to project growth trends for your community. This option is located above the fact sheet selection option. Briefly explain how your community has changed over the past 20 years and what its profile may look like 5 years from now.

PART 2: ASSESSMENT OF YOUTH FIRESETTING PROBLEM

Information from this section will be used throughout the YFPI course.

Background Information

Collecting and analyzing problem-related data is an essential component of community risk-reduction. You must know where you are **before** you can plan a course of action that gets you where you want to be. In the case of youth firesetting, you must identify who is setting fires, how, why, where, and when incidents are occurring. Performing Part Two of the precourse assignment will help you identify that information.

Data on the occurrence and motivations associated with youth firesetting has been studied extensively in some communities. While in others, limited (or sometimes no) data has been collected or studied. Whatever the case in your community, it is important to try and obtain as much information as possible on your local youth firesetting problem prior to attending the YFPI course.

If you have good data on your youth firesetting problem, completing this part of the precourse assignment will not take long. If you lack data, the process may take a bit longer but **please** do not become discouraged. The reason you are coming to NFA is to either start or enhance a youth firesetting prevention/intervention program. Knowing where you currently are with regard to understanding your local problem is essential to the learning and skill development process. A worksheet to assist you begins on the next page.

The following represent potential sources of data to explore:

- fire department response data (in-house and National Fire Incident Reporting System (NFIRS));
- fire marshal's office data (local/State level);
- local law enforcement agencies;
- local juvenile justice authorities;
- mental health practitioners; and
- local school system.

Please note: If you do not currently have an existing relationship that allows official exchange of information between agencies about juvenile firesetting, getting the data could be a challenge or maybe impossible due to privacy laws. **Do not become discouraged.** Finding out what you can (or cannot) currently obtain is part of the learning process.

YOUTH FIRESETTING PROBLEM WORKSHEET

Category	Questions to answer about your community
Youth Firesetting Problem: Community Level	1. Total number of reported youth-set fires last year _____ 2. Total number of youths arrested last year for firesetting _____ 3. Average number of reported youth-set fires over past 5 years _____ 4. Average number of youth firesetters arrested over past 5 years _____ 5. Total property loss from youth firesetting over past 5 years _____ 6. Number of deaths related to youth firesetting over past 5 years _____ 7. Number of injuries related to youth firesetting over past 5 years _____ 8. Identify the incident percentage of each youth firesetting ignition source: c. Matches _____ b. Lighters _____ c. Stove _____ d. Light bulbs _____ e. Fireplace or heaters _____ f. Hot water heater _____ g. Barbeque grill _____ h. Chemicals _____ i. Incendiary devices (includes bottle bombs) _____ 9. Identify areas (census tracts) in your community that have significant occurrence of youth firesetting _____ 10. Age distribution of youth firesetters (explore several years of data) d. Young children (age 5 and under) _____

	b. Juveniles (age 7 to 11) _____ c. Adolescents (age 12 to 17) _____ 11. Gender distribution of youth firesetters: e. Number of males (consider averaging over several years) _____ b. Number of females (consider averaging over several years) _____
Youth Firesetting Problem: School-Based	12. Total number of reported school fires last year _____ 13. Average annual number of school fires (several years) _____ 14. Identify percentages of locations for school fires (several years) f. Preschool centers _____ b. Elementary schools _____ c. Middle schools _____ d. High schools _____ e. Alternative schools (behavioral-issue driven) _____ f. Special Education schools _____ 15. Identify the percent of the total for each location within schools where fires were set (several years): g. Bathroom _____ b. Cafeteria _____ c. Classroom _____ d. Hallway _____ e. Playground/common areas _____

PART 3:

- Your department's mission statement
- Youth firesetting prevention and intervention program mission statement (if applicable)
- State fire and arson laws
- Age of Accountability Law
- SOPs--your youth firesetting prevention and intervention program (if applicable)
- Intake and screening forms

Information from this section will be used throughout the YFPI course.

1. Please locate and bring to NFA a copy of your department's mission statement.

2. If you have a youth firesetting prevention and intervention program, please bring a copy of its mission statement.

3. Research your State and local fire/arson laws.

   You should have knowledge of what constitutes the following crimes and the penalties when the law is violated:

   - first and second degree arson;
   - first and second degree malicious burning;
   - manufacture of incendiary/explosive devices;
   - false fire alarms and 9-1-1 system abuse; and
   - reckless endangerment.

   Note: Titles of laws may vary by State.

4. Research your State's Age of Accountability Law.

   You should know at what age a juvenile can be arrested for any of the crimes listed in #3.

   Note: Your fire marshal's office or local law enforcement agency should be able to provide information on the crimes listed above and the Age of Accountability Law.

5. If your department has a youth firesetting prevention and intervention program, please bring a copy of its SOPs.

6. If you have a program, please bring copies of intake and screening forms used.

PART 4: ASSESSMENT OF EXISTING PREVENTION PROGRAMS

Information from this section will be used throughout the YFPI course.

Primary prevention involves actions to prevent an incident from occurring. Public education is the root of primary prevention. Most fire departments provide some level of primary prevention at their local schools. The questions to answer before coming to NFA are

- "What types of school-based programs are performed **and** what is included that specifically addresses prevention of youth firesetting?"

- "What types of community-based programs are performed **and** what is included that specifically addresses prevention of youth firesetting?"

1. Summarize the amount of school-based education that is invested annually into the prevention of youth firesetting behaviors at each of the following locations:

   Note: Please clarify what component of the program addresses the prevention of child, youth, or adolescent firesetting.

Type of School	Program	Annual Hours Invested
Preschool Centers		
Elementary Schools		
Middle Schools		
High Schools		
Alternative Schools (behavioral-issue driven)		
Special Education Schools		

2. Summarize the amount of community-based education that is invested annually into the prevention of youth firesetting behaviors.

Location	Program(s)	Annual Hours Invested

PART 5: PRECOURSE ASSIGNMENT CHECKLIST

Use the following checklist to confirm completion of each component of the precourse assignment. Email a copy of the completed checklist to Mary Marchone, Training Specialist for Fire Prevention Management at the NFA. The address is mary.marchone@fema.dhs.gov This document must be received by NFA no later than a week prior to the YFPI course.

Assignment	Completed
Part 1: Assessment of community demographics	
Part 2: Assessment of your local youth firesetting problem	
Part 3: Copy of your departmental mission statement Copy of youth firesetting prevention and intervention program mission statement Investigation of State fire and arson laws Examination of State Age of Accountability Law Youth firesetting prevention and intervention program SOPs Intake and screening forms	
Part 4: Exploration of your department's fire safety programs	
Part 5: Completion and submission of the precourse assignment checklist	