



FEMA

R2378

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 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 graduation.

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 or Mary Marchone at (301) 447-1476 or mary.marchone@fema.dhs.gov

Sincerely,

A handwritten signature in black ink, appearing to read "Denis G. Onieal". The signature is written in a cursive style with a large initial "D".

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

Enclosure

Precourse Assignment for the Community Educator

Complete and send 2 worksheets to the NFA only if you have chosen to learn about prevention evaluation as a community educator throughout class. Complete and submit Worksheet 1 and Worksheet 2.

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

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Directions for Completing Worksheet 2

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.

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?	

NOTE: Fillable Form

Name: _____
Daytime Phone: _____
Email: _____
Dates of Class: _____

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

Please read the direction prior to completing this worksheet.

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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 the 2 worksheets (Worksheet 1 and Worksheet 2) for the "Community Educator and submit to the National Fire Academy 2 weeks prior to class.

Send your Community Education Worksheets 2 weeks prior to course to:

Gerry Bassett/Mary Marchone
National Fire Academy
16825 S. Seton Avenue
Emmitsburg, MD 21727
Phone: (301) 447-1094

Email: gerry.bassett@fema.dhs.gov or mary.marchone@fema.dhs.gov

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

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 U.S. Fire Administration (USFA) 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 (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.

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 20 This again is for the Inspector/Code Official.

NOTE: Fillable Form

Name: _____
Daytime Phone: _____
Email: _____
Course Dates: _____

Worksheet 2
Precourse 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 used by state agencies.

Property Use	# of Structure Fires	# of Civilian Fire Deaths	Flame Beyond Origin Room	Floor Space (S.F.)	Number of Buildings
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) used by your department for reporting purposes.

Property Use	\$ Property Loss: Structure	\$ Property Loss: Contents	# Fires with Loss over \$25K		
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					

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 Violations Issued:

Number of Inspections by Fire Inspection Personnel:

Number of Inspections by Nonfire 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 W (301) 447-1476
gerry.bassett@fema.dhs.gov W (301) 447-1094
Email (with attachments) is preferred.

**Checklist for Precourse Work
R\$378**

Completed	For all Students--Community Safety Educator and Inspector
	Review the Excel Demonstration sent to you on CD
Completed and Sent	
	Community Safety Educator
	Worksheet 1
	Worksheet 2
	or
	Inspector/Code Official
	Worksheet 1
	Worksheet 2