Community Education Leadership--One Week

CEL--One Week-Student Manual

1st Edition, 5th Printing-August 2015

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U.S. DEPARTMENT OF HOMELAND SECURITY

UNITED STATES FIRE ADMINISTRATION

NATIONAL FIRE ACADEMY

FOREWORD

The U.S. Fire Administration (USFA), an important component of the Department of Homeland Security (DHS), serves the leadership of this Nation as the DHS's fire protection and emergency response expert. The USFA is located at the National Emergency Training Center (NETC) in Emmitsburg, Maryland, and includes the National Fire Academy (NFA), National Fire Data Center (NFDC), and the National Fire Programs (NFP). The USFA also provides oversight and management of the Noble Training Center in Anniston, Alabama. The mission of the USFA is to save lives and reduce economic losses due to fire and related emergencies through training, research, data collection and analysis, public education, and coordination with other Federal agencies and fire protection and emergency service personnel.

The USFA's National Fire Academy offers a diverse course delivery system, combining resident courses, off-campus deliveries in cooperation with State training organizations, weekend instruction, and online courses. The USFA maintains a blended learning approach to its course selections and course development. Resident courses are delivered at both the Emmitsburg campus and the Noble facility. Off-campus courses are delivered in cooperation with State and local fire training organizations to ensure this Nation's firefighters are prepared for the hazards they face.

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COURSE SCHEDULE

Unit 1:	Leadership in Community Safety Education
Unit 2:	Gaining Internal Support for Community Education
Unit 3:	Coalition Development and Maintenance
Unit 4:	Analyzing People, Messages, and Media
Unit 5:	Planning for Community Risks
Unit 6:	Evaluating Community Education and Sharing Results
Unit 7:	Funding and Resource Strategies in Prevention Education

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Firefighter Code of Ethics

Background

The Fire Service is a noble calling, one which is founded on mutual respect and trust between firefighters and the citizens they serve. To ensure the continuing integrity of the Fire Service, the highest standards of ethical conduct must be maintained at all times.

Developed in response to the publication of the Fire Service Reputation Management White Paper, the purpose of this National Firefighter Code of Ethics is to establish criteria that encourages fire service personnel to promote a culture of ethical integrity and high standards of professionalism in our field. The broad scope of this recommended Code of Ethics is intended to mitigate and negate situations that may result in embarrassment and waning of public support for what has historically been a highly respected profession.

Ethics comes from the Greek word ethos, meaning character. Character is not necessarily defined by how a person behaves when conditions are optimal and life is good. It is easy to take the high road when the path is paved and obstacles are few or non-existent. Character is also defined by decisions made under pressure, when no one is looking, when the road contains land mines, and the way is obscured. As members of the Fire Service, we share a responsibility to project an ethical character of professionalism, integrity, compassion, loyalty and honesty in all that we do, all of the time.

We need to accept this ethics challenge and be truly willing to maintain a culture that is consistent with the expectations outlined in this document. By doing so, we can create a legacy that validates and sustains the distinguished Fire Service institution, and at the same time ensure that we leave the Fire Service in better condition than when we arrived.

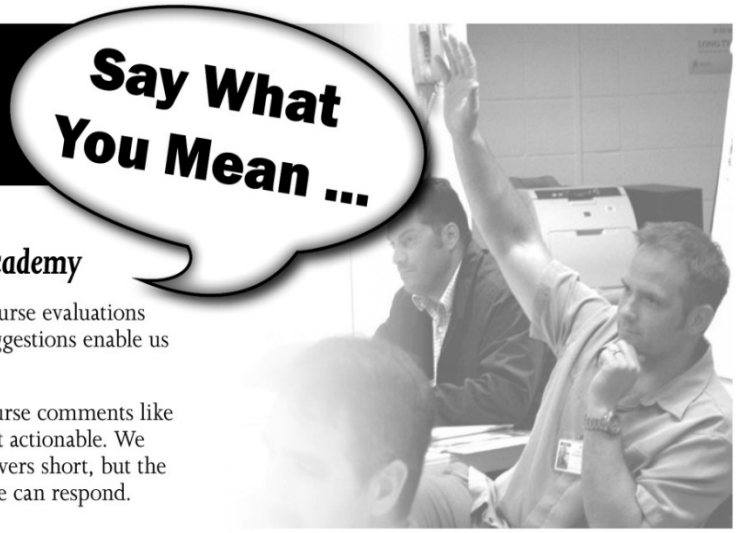
Firefighter Code of Ethics

I understand that I have the responsibility to conduct myself in a manner that reflects proper ethical behavior and integrity. In so doing, I will help foster a continuing positive public perception of the fire service. Therefore, I pledge the following…

- Always conduct myself, on and off duty, in a manner that reflects positively on myself, my department and the fire service in general.
- Accept responsibility for my actions and for the consequences of my actions.
- Support the concept of fairness and the value of diverse thoughts and opinions.
- Avoid situations that would adversely affect the credibility or public perception of the fire service profession.
- Be truthful and honest at all times and report instances of cheating or other dishonest acts that compromise the integrity of the fire service.
- Conduct my personal affairs in a manner that does not improperly influence the performance of my duties, or bring discredit to my organization.
- Be respectful and conscious of each member's safety and welfare.
- Recognize that I serve in a position of public trust that requires stewardship in the honest and efficient use of publicly owned resources, including uniforms, facilities, vehicles and equipment and that these are protected from misuse and theft.
- Exercise professionalism, competence, respect and loyalty in the performance of my duties and use information, confidential or otherwise, gained by virtue of my position, only to benefit those I am entrusted to serve.
- Avoid financial investments, outside employment, outside business interests or activities that conflict with or are enhanced by my official position or have the potential to create the perception of impropriety.
- Never propose or accept personal rewards, special privileges, benefits, advancement, honors or gifts that may create a conflict of interest, or the appearance thereof.
- Never engage in activities involving alcohol or other substance use or abuse that can impair my mental state or the performance of my duties and compromise safety.
- Never discriminate on the basis of race, religion, color, creed, age, marital status, national origin, ancestry, gender, sexual preference, medical condition or handicap.
- Never harass, intimidate or threaten fellow members of the service or the public and stop or report the actions of other firefighters who engage in such behaviors.
- Responsibly use social networking, electronic communications, or other media technology opportunities in a manner that does not discredit, dishonor or embarrass my organization, the fire service and the public. I also understand that failure to resolve or report inappropriate use of this media equates to condoning this behavior.

Developed by the National Society of Executive Fire Officers

A Student Guide to End-of-course Evaluations



Ten Things You Can Do to Improve the National Fire Academy

The National Fire Academy takes its course evaluations very seriously. Your comments and suggestions enable us to improve your learning experience.

Unfortunately, we often get end-of-course comments like these that are vague and, therefore, not actionable. We know you are trying to keep your answers short, but the more specific you can be, the better we can respond.

Actual quotes from student evaluations:	Examples of specific, actionable comments that would help us improve the course:
1 "Update the materials."	• The (ABC) fire video is out-of-date because of the dangerous tactics it demonstrates. The available (XYZ) video shows current practices. • The student manual references building codes that are 12 years old.
2 "We want an advanced class in (fill in the blank)."	• We would like a class that enables us to calculate energy transfer rates resulting from exposure fires. • We would like a class that provides one-on-one workplace harassment counseling practice exercises.
3 "More activities."	• An activity where students can physically measure the area of sprinkler coverage would improve understanding of the concept. • Not all students were able to fill all ICS positions in the exercises. Add more exercises so all students can participate.
4 "A longer course."	• The class should be increased by one hour per day to enable all students to participate in exercises. • The class should be increased by two days so that all group presentations can be peer evaluated and have written abstracts.
5 "Readable plans."	• The plans should be enlarged to 11 by 17 and provided with an accurate scale. • My plan set was blurry, which caused the dotted lines to be interpreted as solid lines.
6 "Better student guide organization," "manual did not coincide with slides."	• The slide sequence in Unit 4 did not align with the content in the student manual from slides 4-16 through 4-21. • The instructor added slides in Unit 4 that were not in my student manual.
7 "Dry in spots."	• The instructor/activity should have used student group activities rather than lecture to explain Maslow's Hierarchy. • Create a pre-course reading on symbiotic personal relationships rather than trying to lecture on them in class.
8 "More visual aids."	• The text description of V-patterns did not provide three-dimensional views. More photographs or drawings would help me imagine the pattern. • There was a video clip on NBC News (date) that summarized the topic very well.
9 "Re-evaluate pre-course assignments."	• The pre-course assignments were not discussed or referenced in class. Either connect them to the course content or delete them. • The pre-course assignments on ICS could be reduced to a one-page job aid rather than a 25-page reading.
10 "A better understanding of NIMS."	• The instructor did not explain the connection between NIMS and ICS. • The student manual needs an illustrated guide to NIMS.

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UNIT 1: LEADERSHIP IN COMMUNITY SAFETY EDUCATION

GOAL

Given an overview of an organization's community education programs and a summary of personal, organizational, and community attitudes, the students will be able to determine if community education is an institutionalized value within that organization.

OBJECTIVES

The students will:

1. *Explain the leadership elements necessary in each of the following for successful comprehensive community education.*

    a. *Individuals involved in providing the programs.*

    b. *Organizations involved in the programs.*

    c. *Community in which the programs are occurring.*

2. *Summarize the personal benefits, as related to preventing harm to the citizens of the community served, when community education is embraced as an individual responsibility of fire services, emergency medical services (EMS), emergency management, and related service organizations.*

3. *Summarize the benefits to an organization, as related to the quality of customer service, when community education is institutionalized within that organization.*

4. *Summarize the benefits to a community, as related to overall community safety, health, and wellness, when community education is institutionalized within that community.*

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INTRODUCTION

This course focuses on leadership within a community, not specifically within a single organization. Community education is approached as a partnership within any given community. Leadership elements are essential in successful programs. **Success means reducing fires and injuries in a community. Community education** is more than one organization; that is, it is the sum of the efforts of all the organizations involved in any given issue, whether it be fire safety, injury prevention, disaster education, etc.

Leadership is a critical component that must be present in any successful community education initiative or program. Leadership begins with individual leaders, is nurtured in an organization, and is promoted throughout the community. This process begins with understanding the nature of leadership at each level.

OVERVIEW

Course Units

- Unit 1: Leadership in Community Safety Education.
- Unit 2: Gaining Internal Support for Community Education.
- Unit 3: Coalition Development and Maintenance.
- Unit 4: Analyzing People, Messages, and Media.
- Unit 5: Planning for Community Risks.
- Unit 6: Evaluating Community Education and Sharing Results.
- Unit 7: Funding and Resource Strategies in Prevention Education.

COMMUNITY RISK REDUCTION

Before we can examine the various prevention interventions, we must first look at the various components of the community risk reduction process. Risk is defined as vulnerability for harm or damage to life, property, or community vitality. Community risk reduction combines prevention and mitigation strategies. Successful risk reduction is a process. It examines prevention from a variety of levels and from varying aspects of interventions.

TYPES OF PREVENTION INTERVENTIONS FOR COMMUNITY RISK REDUCTION: THE FIVE E'S

The five E's of prevention are: education, engineering, enforcement, economic incentive, and emergency response. It takes all five working together to effectively prevent deaths, injuries, and property loss as a result of fire. During this course, we will concentrate on the three primary E's: education, enforcement, and engineering. When all of the "E's" are integrated into a community risk issue, the results are stronger.

Education

The goal of education is to provide awareness, change behavior, and eliminate risky behavior through education. Every effective community risk reduction program must have an educational component.

Engineering

Engineering efforts include modification of an environment to enhance safety (e.g., fire-resistive building designs, sprinklers, vehicle airbag systems, etc.). Community risk reduction programs must ensure that the homes of the community members are equipped with working smoke alarms and other forms of fire protection and injury prevention equipment as needed.

Enforcement

Enforce or obtain compliance with fire regulations and codes. This may mean the enforcement of fire codes in a building, seatbelt usage through check stations, or ordinances prohibiting open burning.

Economic Incentive

Enhancing safety measures through monetary incentives. One example would be providing economic incentives to builders who install sprinkler systems. Another type of economic incentive may be in the form of a negative incentive, such as the payment of fines, fees, and/or restitution.

Emergency Response

This refers to an adequately staffed, equipped, and trained cadre of responders to mitigate emergency incidents when they occur. Emergency response is pertinent to community risk reduction to provide available resources to promptly respond to a fire or other event to mitigate the damage and/or injuries that might occur.

The goal of fire prevention efforts has always been to prevent deaths. It has been shown that all five components are necessary for effective risk reduction. However, **education alone** is a weak intervention. The most effective strategy is to use all five E's in tandem with one another.

LEVELS OF PREVENTION

Prevention is a process of creating conditions and fostering individual, organizational, and community attributes that lead to the well-being of people.

Three Levels of Prevention

Primary prevention includes activities designed to promote optimal health or to provide protection against specific injuries, including those who are already healthy. Primary prevention seeks to provide awareness, increase knowledge, and reinforce health behaviors. Examples include presentations, health fairs, and open houses, and the use of child safety seats, seatbelts, smoke detectors, bicycle helmets, etc.

There is a national emphasis on expanding primary prevention. Health management organizations (HMOs) were designed to provide "wellness" treatment. There also is a place for the fire service to expand its prevention efforts to have a greater impact on prevention in the community.

Secondary prevention focuses on early and accurate diagnosis and prompt and appropriate treatment. Secondary prevention is directed toward people who are considered to be at risk for injury, and including already healthy people. It seeks to minimize the extent of the injury or disease. Examples include cardiopulmonary resuscitation (CPR), choking prevention, first aid, 911, emergency medical systems, trauma center, blood banks, and regional burn centers. The fire service, in its suppression and Emergency Medical Services (EMS) response, is doing secondary prevention already.

Tertiary prevention is directed at individuals with chronic illness or disability. Examples include reconstructive surgery, rehabilitation centers, head injury resources, vocational training, and independent living services. The Americans with Disabilities Act (ADA) is directed at this type of prevention. Community education programs for persons with disabilities, and evacuation procedures to meet their needs are examples.

TYPES OF PREVENTIVE INTERVENTIONS

Passive Interventions

Passive interventions are built in. They protect automatically and require no action on the part of the individual. Passive interventions are considered the most effective way to protect those at risk, and to protect the general population at the same time. They often require a legislative or

regulatory approach directed at specific product modification. The emphasis is on community rather than on the individual. Examples include adding fluoride to public water systems to prevent cavities, automobile air bags, fire-resistant clothing, and spacing of crib slats. Truly passive interventions are rare.

Active Interventions

With active interventions individuals must take preventative measures each time they are confronted with a situation. Active interventions may be the only solution for a particular problem. Examples include looking both ways before crossing the street, turning pot handles inward on the stove, putting on a seatbelt, and testing bath water temperature.

Combining Interventions

In many cases a passive device, such as a helmet or a smoke detector, has an active element. A bike helmet will provide protection automatically (passive), but the user must put it on his/her head (active). A smoke detector will sound an alarm automatically (passive), but requires testing and battery replacement (active). The individual has to know the sound and act accordingly (active).

EDUCATION AND BEHAVIOR CHANGE INTERVENTIONS

Education and behavior change interventions are preventive measures involving the education of the population at large, targeted groups, or individuals, and efforts to alter specific injury-related behaviors. They involve awareness-building, educational presentations, and media.

Purpose

Given information or skill training, a person will retain what is taught and will use it to reduce risk of injury.

Education and behavior change interventions influence people and ultimately change their behavior.

Role of the Community Educator

Education and behavior change interventions are the primary arena in which the community educator operates. The community educator is charged with creating awareness, providing education, and motivating people to respond appropriately using a variety of techniques.

The role of the community educator is to

- identify risk issues;
- select target injuries and populations;
- determine intervention strategies;
- develop an implementation plan;
- identify, select, and commit agencies and personnel to implement the plan;
- develop materials;
- provide training;
- use media;
- monitor program and provide support; and
- evaluate and revise.

Characteristics

This is the most widely used approach and the easiest method to implement compared to other interventions. This approach requires reinforcement necessary on a continuous basis to make the desired behavior a habit. It needs to be targeted but it may be the only viable intervention for a particular problem.

Education and behavior change is an active approach because someone must do something in order to be protected. The effects may not be seen for years. There may be limited success when this approach is used independently of other interventions.

Benefits of Using Education/Behavior Change Interventions

Education can be a powerful tool in changing values. Changes in social attitudes can occur with education and mass media campaigns, e.g., smoking, drinking and driving, seatbelts. In this way, education can be used to address user rejection or misuse of injury prevention technologies, e.g., child safety seats and seatbelts. Education can establish a readiness that often is essential for effective implementation of engineering and legislative injury prevention and control measures. It provides the avenue to teach people about using technology such as smoke detectors, life jackets, airbags, and seatbelts. Education is an important component in gaining acceptance and in maintaining compliance with laws and regulations. Decisionmakers must be educated about various risks and the technological solutions that may require legislative action.

Weaknesses of Using Education/Behavior Change Interventions as Stand-Alone Interventions

Those at highest risk may not see that a problem exists for them. For example, people who smoke or drink, teenagers who speed and drive without seatbelts, and motorists who drive drunk. Often it is difficult to control the learning environment. This approach relies on an active approach because someone must do something in order to be protected. Often information is provided without attention to attitude changes or to skill development.

Educational programs have not always been evaluated properly in terms of behavior and outcome. When studies do occur, the evidence may show little improvement in these parameters. Many diseases and injuries are created by socioeconomic situations, lifestyles, and environments that are beyond the realm of educational interventions alone. Injuries usually result not from lack of knowledge on the part of the injured person, but from failure to apply what is already known.

LEGISLATION/ENFORCEMENT INTERVENTIONS

Legislation/Enforcement interventions are preventive measures involving the enactment or enforcement of laws or regulations. Their purpose is to mandate behavior or environmental changes. The authority to mandate behavior or environmental changes comes under the U.S. Constitution: the police power of states confers broad authority to enact legislation to protect the health, welfare, safety, and morals of the people.

Role of the Community Educator

Traditionally, involvement in public policy has not been the arena of the community educator. By systematically examining the community risk issue, public policy intervention may be a viable solution. Intervening successfully against community risk issues may involve the passage and enforcement of laws with the potential to reach and protect greater numbers of people. This strategy offers an opportunity to use planning and problem-solving skills in policy analysis. Coalitions lend themselves to influencing legislation. The community education manager can assert the right to participate in its development and application, if not possible as an individual then through the coalition.

Factors that Influence Legal Effectiveness and Legal Compliance

- compatibility of the law with some existing social value;
- accurate identification of problem and solution;
- clear statement of policy;
- identification of a bureaucracy responsible for implementation and enforcement;
- consistency of enforcement;
- commitment to law by enforcers and implementers;
- system of incentives to encourage implementation and compliance; and
- general support for law by community.

Limitations and Restrictions to Implementation of Legal and Administrative Directives

Society must see the need for the rule. If the people perceive that it will stop someone else from injuring them, e.g., regulating drunken drivers and speeders, they will support a law. Generally, they oppose a ruling that prevents one from harming oneself, e.g., gun control, motorcycle helmet law, and seatbelt laws. They dislike laws that affect us individually. It is difficult to convince people that the increased cost of preventable injuries to society affects them as well.

Opponents' Argument Against Using Legislation

Opponents of legislation strategies attack this approach based on the argument that it interferes with personal freedom and is not cost effective. However, legislation strategies can be very effective. Consider the following:

- Children's Sleepwear Statute of 1971;
- seatbelt laws;
- Poison Prevention Packaging Act of 1970;
- motorcycle helmet laws;
- smoke detector laws; and
- the Hotel/Motel Fire Safety Act.

Motivations for Compliance

- civic-mindedness: obeying a rule because it is good for others or for society as a whole;
- morality: obeying a law because it is ethical to obey the law;
- a sense of fairness: obeying a law because it applies to everyone equally;
- trust: believing that the law reflects the interests of the community; and
- legitimacy: having faith or trust in the legal procedure.

ENGINEERING/TECHNOLOGY INTERVENTIONS

Engineering/Technology interventions are preventive measures involving changes in the design of products or in the physical environment (The National Committee for Injury Prevention and Control, 1989). They are passive measures designed to intervene during the event phase to prevent or to minimize the severity of the injury.

Characteristics of engineering/technology interventions include the following:

- built in;
- protect automatically;
- require no action on the part of the individual during the event phase; and
- may have an active component such as putting on a life jacket or a bike helmet.

Engineering/Technology interventions are considered the most effective way to protect those at risk and the general population at the same time. Often they require a legislative or a regulatory approach directed at changing the design of products or the environment. Their emphasis is on community solutions rather than on individual solutions.

Limitations

Society tends to demand that safety be built into items used for us, but not for items that we use. If an active element is part of the design, it is likely to be less effective. Early attempts to design cars with a seatbelt system connected to the ignition influenced people to always keep the seatbelts connected. They then sat on top of the belt, rendering it useless.

Proven Injury Prevention Interventions that Use Engineering and Technology

- car safety seats;
- air bags;
- motorcycle helmets;
- bicycle helmets;
- poison prevention safety packaging;
- barriers around swimming pools;
- fire sprinklers;
- smoke detectors;
- window bars; and
- flame-resistant sleepwear.

COMMUNITY EDUCATION AS A VALUE

Organizational Value Defined

Many organizations involved in community education give "lip service" to the goals of community education. Generally, this is because the organization and its personnel do not embrace community education as a value. If an organization (or person) values the concept of wellness and safety, its behavior, attitude, and service will reflect those values.

An organizational value is a behavior or attitude that is displayed throughout the culture of the organization. In community education, this means that the organization and its members work toward the goals of community education, and that this commitment is part of the organizational culture.

Organizational culture is determined by the organization's values. Values guide the relationships within the organization and the relationship of the organization with the community. Services provided to the community are a reflection of an organization's values concerning wellness and safety. Consider your organization. Summarize the importance your organization places on community education.

Institutionalized Defined

A value becomes institutionalized when, in this case, the value of community education becomes a part of the culture of the organization or community. Attributes of institutionalization are personal, organizational and community. With the personal attribute, members of the organization provide substantive support to community education. This may be in direct delivery of programs, or through support of the programs and the personnel who provide them. Support by the members is given freely, without pressure or coercion by the organization. Members believe, and articulate, that community education is part of the mission of the organization. The members are able to describe the community education efforts of the organization.

The organizational attribute proactively develops and implements community education programs. Community education is reflected in the mission of the organization and is communicated in the vision of the decisionmakers. The organization dedicates the necessary resources to community education efforts to achieve success. The organization seeks out and establishes partnerships and cooperative relationships with other organizations providing community education programs. The organization formalizes community education roles and job duties in the job descriptions of appropriate personnel, i.e., requiring National Fire Protection Association (NFPA) Public Fire Educator I certification for Company Officers (CO's).

With the community attribute, the community decisionmakers provide substantive support to the community education efforts of the organization. Citizens readily seek out and participate in community education programs. For example, senior citizens in an apartment complex call the fire department and request a program on fire safety for seniors. In other words, the citizens of the community expect the organization to provide community education programs. Citizens, community groups, organizations, businesses, etc., provide support to the organization providing fire and life safety education programs. This support may be financial, or it may be participation in committees, task forces, etc. There is a general public awareness of the fire and life safety problems/issues in the community.

Benefits of Valuing Community Education

When communities and organizations begin to value community education, there are many benefits. Each organization expresses a value, either positive or negative, toward community education. The services provided by that organization, its relationships in the community, and the attitude and commitment of its people towards community education are the indicators of the real values possessed by the organization.

Personal Benefits

- Provides focus for activities in community education.
- Results in more directed commitment to goals of community education.
- Gives personal satisfaction as part of a team.

Organizational Benefits

- Organization becomes community-oriented.
- Organization focuses on prevention instead of response.
- Services provided have an impact on reducing fires and injuries, i.e., the services prevent harm.

Community Benefits

- Community develops a responsibility towards the wellness and safety of its citizens.
- Overall wellness and safety of the community improve.
- Effectiveness of community resources is maximized.
- Community develops a sense of purpose toward reducing fires and injuries.

SUMMARY

Community education must become a value for individuals, organizations, and the overall community. Distinct benefits can be derived from valuing community education.

An organization's values are apparent through its community education services, its relationships in the community, and the attitudes of its personnel. Leadership is essential for community education to be successful. This success means that the community education programs achieve their goals and reduce fires and injuries. Without leadership, community education seldom is successful.

Activity 1.1

Student Introductions/Role of Community Education

Purpose

To introduce you to each other, to define community education, to identify the purpose of community education, and to identify the role of the community educator.

Directions

1. You will be assigned to a small group of fellow students. Using an easel pad, draw a map of each group member's State, county, or local area. On the map, mark the hometown/city of each group member. Next to the town, list the group member's name, organization, and job title with that organization.

2. Next, discuss and answer the question that was assigned by the instructor from the questions listed below:

   a. What is the definition of community education?

   _____

   _____

   _____

   _____

   b. What is the purpose of community education?

   _____

   _____

   _____

   _____

   c. What is the role of the community educator?

   _____

   _____

   _____

   _____

d. Why is the community educator important?

_____

_____

_____

_____

3. Record your answers on an easel pad.

4. Select a spokesperson to introduce each member of your group, including name, hometown, organization, and job title within the organization, and to present the answer to your assigned question.

5. You have 20 minutes to complete the activity.

6. If you have any questions about leadership elements, ask the instructor.

Activity 1.2

Three Key E's

Purpose

To see how effective you can be in using the three key E's to solve your fire and injury problems.

Directions

1. Working as a large group, your instructor will ask you to indicate whether each of the E's is appropriate to each item on the list of community fire and injury problems.

2. Your instructor will put a capital "E" beside each problem to stand for Education, Engineering, and Enforcement.

3. Your instructor will also place this list on the easel pad.

Community Fire and Injury Problems

1. CPR classes.

2. Smoke alarm installation.

3. First-aid classes.

4. Child safety seat safety.

5. Burns prevention program.

6. Water safety programs--pools, spas.

7. Water safety programs--boats, jet skis.

8. Bicycle safety.

9. Child safety seat installation.

10. Drunken driving programs.

11. Trips and fall prevention.

12. Senior safety programs.

13. Gun safety.
14. Hunting safety.
15. Desert survival program.
16. Heating safety.
17. Fireplace safety.
18. Poison prevention.
19. CERT program.
20. Fire extinguisher program.
21. Kitchen safety program.
22. Juvenile firesetter intervention program.
23. Home safety inspections.
24. Workplace safety.
25. Building inspections.
26. Commercial kitchen safety.

Activity 1.3

Organizational Analysis

Purpose

To analyze an organization's overall community education effort to determine if community education is an institutionalized value.

Directions

1. Working in a small group, carefully review the information provided in the scenario(s) assigned to your group.

2. Each scenario contains information on an organization involved to some degree in community education. As a group, determine if community education is an institutionalized value of the organization described in the scenario.

3. Your decision is subjective, but you must provide justification for your decision(s).

4. Select a spokesperson to present the group's findings to the class.

5. You have 15 minutes to complete the activity.

Scenario 1

The organization is a fire department in a city of 60,000 people. The department currently sponsors the NFPA's Risk Watch™ curriculum in 20 percent of the elementary schools. The Risk Watch™ program, as well as all other community education programs, is supported solely by off-duty personnel who have volunteered for the program. The community education budget for the department is $2,000. The chief endorses the concept of community education during public speeches and interviews. Because of the lack of resources, it is becoming very difficult to find new volunteers to be involved in community education.

☐ Community education **is** an institutionalized value.
☐ Community education **is not** an institutionalized value.

Justification

Scenario 2

This organization is a county health department serving a county of 20,000 people. It has an annual budget of $4,000 for community education, as well as a half-time public educator dedicated to injury prevention issues. The director has requested and received additional funding for community education in each of the past 3 years. Also, 10 volunteers in the community education program have provided 2,000 hours to the program in the past 12 months. The health department cosponsors injury prevention programs with the local Red Cross chapter.

☐ Community education **is** an institutionalized value.
☐ Community education **is not** an institutionalized value.

Justification

Scenario 3

This organization is an EMS provider (private ambulance company) that provides transport services for a city of 150,000 people. The company provides community cardiopulmonary resuscitation (CPR) classes with onduty crews at no cost to the citizens. Last year, the company gave a grant of $10,000 to the local fire department in support of the department's drowning prevention program in elementary schools. Every year the company provides an ambulance and crew to present injury prevention information at four community events. The company is a member of the local Safe Kids coalition.

☐ Community education **is** an institutionalized value.
☐ Community education **is not** an institutionalized value.

Justification

Activity 1.4

Is Community Education Part of Your Culture?--Culminating Activity

Purpose

To analyze your organization and community to determine if community education is part of the culture.

Directions

1. Working individually, review the activity carefully.

2. Using your knowledge of your own organization and community, complete the Worksheet individually.

3. Be prepared to present your work to the instructor for review. The instructor may recommend changes.

4. If you have any questions, ask the instructor as soon as possible.

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Activity 1.4 (cont'd)

Worksheet

Consider your organization and community. Based on your experiences in community education, answer the following questions. Justify your answers and give examples if possible.

1. Is community education an institutionalized value within your organization? Justify your answer.

_____

_____

_____

_____

2. Is community education an institutionalized value within your community? Justify your answer.

_____

_____

_____

_____

3. What is the attitude of your department chief or organizational administrator towards community education? Give examples to clarify your answer.

_____

_____

_____

_____

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GLOSSARY

Active Intervention	Interventions that require individuals to take preventive measures each time they are confronted with a situation.
Culture	Social and organizational patterns of beliefs and behavior.
Education	A prevention approach that raises awareness, provides information and knowledge, and ultimately produces the desired behavior.
Enforcement	A prevention approach that refers to all the ways in which people are required to act to reduce injuries.
Engineering	A prevention approach designed to change products, materials, and processes to make them less hazardous, or to alter the environment to make it safer.
Institutionalization	The acceptance and integration of a value or behavior into the culture of an organization.
Organizational Value	A behavior or attitude that is displayed throughout the culture of an organization.
Passive Intervention	A built-in intervention that protects automatically, requiring no action on the part of the individual.

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UNIT 2: GAINING INTERNAL SUPPORT FOR COMMUNITY EDUCATION

GOAL

Based on their own organizations, the students will be able to develop a plan for institutionalizing community education as a valued part of the organization's mission and responsibility.

OBJECTIVES

The students will:

1. *Identify other personnel within the organization with a responsibility for community education.*
2. *Summarize to other personnel within the organization the benefits of participating in community education.*
3. *Explain methods for motivating other personnel to participate in community education.*
4. *Explain the process necessary to institutionalize community education within an organization.*
5. *Develop a plan for creating change regarding community education.*

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INTRODUCTION

While everyone in the organization has a responsibility for community education, the manager of the education program is responsible for gaining internal support and cooperation. This process must be planned and actively pursued within the organization. For example, administrators and managers all have a responsibility for supporting community education when it is part of the mission of the organization. Personnel with indirect responsibility may include secretaries, nurses, disaster preparedness specialists, etc.

The responsibility usually is related to support provided for community education programs. Personnel with an interest usually are those who benefit from the goals of community education. For example, the risk to firefighters is reduced when homes in a community have working smoke detectors. The detectors allow for faster detection of the fire, resulting in firefighters fighting less severe fires. The end result is that the safety risk to firefighters is reduced; this safety element is a direct benefit to the firefighter, and is a positive consequence of community education efforts. Also, fire personnel providing community education results in more organizational recognition and enhanced public perception about the organization's role in the community. The risk to disaster workers is reduced when, due to community education, citizens move to shelters promptly during emergencies. The benefits may include reduction of personal risk, enhancing their ability to achieve their own goals, maximizing current resources, etc.

Everyone in an organization either has a responsibility for community education, or benefits from its success. It is essential that the manager of community education identify specific individuals who may be able to provide support for the program, or whose cooperation is necessary for its success.

GAINING COOPERATION

Once personnel with a vested interest have been identified, the next step is to identify ways to motivate those individuals about community education. This usually begins with increasing their awareness of community education, including goals, benefits, scope of programs, etc. Remember, before someone will cooperate or support a program willingly, he/she must have a clear understanding of the purpose of the program, its goals, his/her relationship to the program, and the benefits from the program's success. It is the same with community education. The desired type of cooperation begins with understanding, not directives or mandates. While it may be possible to order someone to cooperate or to lend his/her support, this generally is self-defeating in the long term. Forcing someone to be supportive or to cooperate is always the last option that should be exercised in an organization. Unfortunately, it may be necessary at times.

Gaining support and cooperation is an active process; it requires effort and planning. Support and cooperation don't just happen; they are the result of hard work and effort on the part of the manager of community education and the change agents/leaders within the organization.

Benefits of Developing Internal Support and Cooperation

Personal, organizational, and community benefits of developing internal support and cooperation include

- willingness of personnel to get involved with community education;
- availability of more organizational resources;
- improved focus on community education in services provided by the organization;
- improved quality of community education; and
- organizational culture beginning to value community education.

Methods of Gaining Cooperation

Before providing their support for community education, personnel must have a clear understanding of the purpose of the program, its goals, and their relationship to the program. The best type of cooperation is that which is offered willingly by personnel, without being mandated or directed. Cooperation that is mandated is the least desirable, and generally the least productive.

Methods discussed for gaining cooperation are general. There may be other ways to gain that cooperation within your organization. It is important that you choose the method(s) that are best for your organization and personnel.

Communicate Goals and Vision

It is critical that all personnel understand the goals of community education **and** the vision of the program. This can be done by personal contact, video, newsletter, presentations, etc.

Seek Input on Program from Within the Organization

Personnel may have great ideas and insight, which can help achieve the goals of community education. By seeking **and** using their input, you can help them to feel they have a stake in the program.

Seek Involvement in Community Education

Ask for help with all aspects of community education. Once a person becomes involved and has a positive experience, he/she will become an advocate of community education within his/her group.

Report Results

Inform personnel about the success of the community education program. Relate how their participation helped achieve success.

Administration Openly Communicates Support for Community Education

It is essential that the administration of the organization openly offers its support, cooperation, and endorsement of community education. Substantive support includes increased budget, additional personnel dedicated to community education, and marketing community education as part of the services provided by the department. Whenever possible, it should communicate this support and cooperation to all segments of the organization.

When Needed, Ask for Help

This will allow personnel to become active participants and stakeholders in community education. When asking for help, be specific about needs.

Maintaining Cooperation

It is necessary to maintain cooperation once it has been established. In other words, cooperation requires time to maintain.

Report Results

Inform personnel about the successes of **their** community education program. Relate how their participation helped achieve success.

Recognize Support and Cooperation

When personnel provide support and cooperation, take the time to thank them formally. This should be done by a high-ranking member of the organization.

Act on Recommendations

Once individuals are involved in community education, act on their input and recommendations. This does not mean that every idea has to be implemented, but it does mean that each and every idea is considered, and feedback is given to the individual who made the recommendation.

INSTITUTIONALIZING COMMUNITY EDUCATION

After gaining support and cooperation within the organization, the next step is to make community education a value within the organizational culture. Once this has been accomplished, community education will be reflected in the organization's services and community relationships. In other words, community education will become an organizational priority.

Change requires careful planning to institute, and it is a process that takes time. While specific program policies may be implemented in a short time, the change in values necessary for true support of the policy takes months and, in some cases, years.

The change process for community education is the responsibility of the community education manager. It is the manager who must develop a plan for creating change, and then be the "caretaker" of the new values when they have become part of the culture.

Characteristics of Change

This section identifies five characteristics of the change process. Being aware of the characteristics will help the community education manager deal with them during the change process.

Stagnant Organizational Cultures Resist Change

Organizations either embrace change or they stay stagnant. Stagnant organizational cultures resist change, sometimes aggressively.

Long-Term Change Requires a Change in Organizational Cultural Values

Organizational behavior reflects the values of the organizational culture. For change to be lasting, it must be accompanied by, or facilitate, a change in the cultural values of the organization.

Change Causes Fear

Individuals and groups fear change that they don't understand. Communication, involvement, and trust are the keys to eliminating fear.

Change is Accomplished in Increments

Setbacks should be expected and dealt with appropriately when they occur.

Change Process

Identify Vision

This is the vision of where the program will be after the change or, rather, where the community education manager wants the program to be in the end.

Develop a Plan to Make the Vision a Reality

This is a detailed implementation plan for making change happen within the organization. The plan must contain benchmarks of progress so that the plan can be evaluated, and so that the members of the organization will be aware of the progress of the plan.

Communicate Vision and Plan

It is essential that the vision, and the plan to get there, be communicated by some method to all personnel. Feedback regarding the vision and the plan should be sought and welcomed.

Enlist Change Agents to Champion the Vision

Identify formal and informal leaders who support community education. Take the time to enlist their aid in implementing the plan and communicating the vision on a daily basis within their spheres of influence.

Implement the Plan Within the Organization

This step will take the change process from vision to reality.

Evaluate the Progress of the Plan

This should be done regularly and involve the identified change agents. Modifications to the plan should be made based on information gained through evaluation.

Factors for Success

The need for change must be communicated clearly within the organization. Change involves modifying old values and creating new ones. The best way to do this is to show the need for the change. The benefits of change as well as the consequences of not changing must be emphasized.

Leadership in support of the change is provided at all levels. This includes formal support by the organization's administration, and also the support of change agents and informal leaders. The vision for change should reflect input from all parts of the organization, not just from one individual. All members of the organization must believe that the change is being made openly and that all pertinent information is being communicated. Community education must be a management priority. Without that support, change will be difficult. Delegate responsibility and authority to those in the organization who can assist in the change process. Change must involve all segments and groups within the organization. These different groups must be brought together in support of the vision. In some cases, these partnerships may involve external agencies and organizations.

Once change has begun, it is critical that it be rewarded in the organization. The process of rewarding change will help to transfer change into a cultural value.

Methods of rewarding change include

- formal internal recognition of individuals, groups, and programs;
- community recognition of change through the media and local government, e.g., city council, county commissioners, hospital board of directors, special district board, etc.;
- promoting those responsible for change;
- communicating success of community education to all personnel; and
- budget increases for community education.

Change is best supported by the leaders within the organization. A task of the community education manager is to identify those leaders, and then to convince them to become change agents for community education.

Leaders/Change Agents

In the change process, the role of both formal and informal leaders as change agents is critical. The purpose of this section is to identify the characteristics of these "champions" of change within an organization. A champion is a leader who is an advocate for a specific vision, e.g., community education.

Characteristics of a change agent:

- ability to communicate vision;
- perceived as a role model within his/her sphere of influence;
- respected by his/her peers and/or subordinates;
- ability to develop others' trust in the vision; and
- ability to influence others.

DEVELOPING A PLAN

The purpose of this section is to explain the development of a plan for change within an organization. Of course, the vision for the change would involve community education. Change can be planned, managed, and evaluated. Even though change many times occurs due to external factors, it also may require an internal initiative. The plan will help the community education manager initiate and guide the change process successfully.

A plan must be based on the culture, mission, and resources of the specific organization. The plan is based on the following elements:

- identifying the vision of change;
- developing a plan to implement the change;
- finding methods to communicate the vision and plan;
- developing methods to get feedback from the members of the organization about the vision and the plan;
- identifying change agents and methods for recruiting them into the change process;
- developing a timetable for implementing the plan; and
- implementing methods for evaluating the plan.

Purpose of the Plan

Finally, it is very important to understand that the plan is simply a way to begin the change process. It may need to be modified and will require constant monitoring. It will not be easy, but it must be started if change is to take place. The plan will

- outline the overall strategy;
- identify key elements and individuals necessary for change;
- identify resources required for the change process; and
- develop a contingency for problems and challenges.

Benefits of the Plan

Benefits of developing a strategic plan include

- directing the process;
- providing something tangible to communicate to others;
- guiding implementation;
- making the process more effective; and
- helping to identify any potential problems in advance.

Planning Worksheet

Summary of Organization

This section summarizes the current organization and its commitment to community education. Details of the organization should include its mission statement, its general structure, community education programs, and any other pertinent information that may affect community education.

Vision for Community Education

This section describes the future vision for the community education program, i.e., what is desired in the future for the community education program. The vision should be stated in detail so that it can be articulated clearly and effectively. The vision may be as simple as creating a budget dedicated to community education, or as complex as establishing a formal community education section within the organization, staffed by full-time professional educators.

Desired Values

This is related to the vision for community education. The desired values are the cultural values for community education that you hope to establish and institutionalize as a result of the change process. The values should be stated explicitly so they can be articulated to members of the organization, and so it is possible to determine when they have been established.

Identifying Community Education Advocates

This section of the planning worksheet identifies individuals and groups within the organization who may be willing to be change agents or advocates for community education. Those selected should meet the criteria described earlier in the unit. Methods should be identified to gain the support of the advocates, including consideration of "What's in it for them?"

Communicating the Vision

This section identifies methods that can be used to communicate the vision and plan within the organization. The methods may include presentations, articles in a newsletter, personal letters to all personnel, direct contact, or dissemination through advocates. The methods selected should ensure that all members of the organization are reached and that the vision is communicated clearly.

Potential Challenges and Problems

Normally challenges and problems can be identified during the planning process. It may be desirable to have one large meeting for all the personnel of the organization to communicate the vision. However, this may require overtime, and it must be authorized by management.

Measuring Success

This section identifies methods to be used to evaluate the progress of the change process. The methods may include a periodic review of the implementation steps by the administration, surveys of members of the organization, discussions with the change agents, etc. You must be able to determine by the methods used whether the objectives are being achieved in accordance with the plan.

Steps for Implementation

This section actually identifies the specific steps for implementing the plan. The previous sections have been designed to focus thought on specific areas. This section allows those thoughts to be compiled into a detailed plan. Each step must identify a task to be achieved and a deadline for its achievement. For example, the meetings mentioned earlier, with a deadline of December 1, would be a step.

The steps must ensure that the following tasks are achieved.

- The vision is formalized and a plan is developed.
- Advocates are identified and recruited.
- The vision and the plan are communicated throughout the organization.
- The progress of the change process is evaluated.

SUMMARY

It is essential to gain and maintain internal support and cooperation for community education. Gaining support and cooperation is a result of communicating a vision of community education. Change is a process that can be initiated and managed so that community education becomes an institutionalized part of the organization's culture.

Change is a process that can be planned, managed, and evaluated. When planned, change can be a result of internal initiative. A plan for change must be based on organizational culture, mission, and resources of the specific organization. A plan is simply a way to initiate the change process.

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Activity 2.1

Identifying Internal Support

Purpose

To identify individuals or groups within the organization who have a responsibility for community education and whose cooperation is essential.

Directions

1. Consider your organization and its personnel.

2. On the following Worksheet, identify and list individuals or groups in the organization who may have a responsibility or interest in supporting community education. The responsibility may be indirect (a secretary, a dispatcher, a nurse, etc.), or direct (chief of the department, fire marshal, fire and life safety education manager, chapter president, emergency preparedness director, etc.). Consider all segments of the organization.

3. Also list the benefits the individuals or groups identified may gain from supporting community education.

4. Be prepared to discuss your answers with the class.

5. You have 30 minutes to complete the activity.

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Activity 2.1 (cont'd)

Worksheet

Individual/Group	Benefit

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Activity 2.2

Identifying Internal Change Agents

Purpose

To identify specific personnel or groups within your organization who are currently involved in delivery of community education programs, and who most likely would be change agents for community education.

Directions

1. Consider the individuals or groups in your organization who probably would be willing to become change agents for community education by beginning the process of changing organizational values toward community education.

2. Complete the questions on the following Worksheet.

    a. List at least five individuals who are formal or informal leaders, and who would be effective change agents for institutionalizing community education as an organizational value.

    b. For each person listed, explain why you think he/she would be an effective change agent.

    c. List and describe methods used to gain and maintain the cooperation of the person.

3. Be prepared to discuss your answers with the class.

4. You have 15 minutes to complete the activity.

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Activity 2.2 (cont'd)

Worksheet

1. Individual:

_____

_____

2. Why would he/she be an effective change agent?

_____

_____

_____

_____

_____

_____

_____

_____

3. Methods used to gain and maintain cooperation:

_____

_____

_____

_____

_____

_____

_____

_____

1. Individual:

2. Why would he/she be an effective change agent?

3. Methods used to gain and maintain cooperation:

1. Individual:

2. Why would he/she be an effective change agent?

3. Methods used to gain and maintain cooperation:

1. Individual:

2. Why would he/she be an effective change agent?

3. Methods used to gain and maintain cooperation:

1. Individual:

2. Why would he/she be an effective change agent?

3. Methods used to gain and maintain cooperation:

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Activity 2.3

Developing a Plan for Gaining Cooperation

Purpose

To complete a Worksheet for gaining cooperation within an organization responsible for providing some type of community education.

Directions

1. Working as a group, carefully review your assigned scenario.

2. Using the information provided in the scenario, complete the Strategic Planning Worksheet that follows the scenarios.

3. In each scenario, the community education manager is identified. Your group is to assume the role of the manager.

4. If adequate information is not provided for any given section, be creative and develop further information that would be appropriate for the scenario.

5. Appoint a spokesperson to present your group's work to the class.

6. You have 30 minutes to complete the Worksheet.

Scenario 1

The organization is a small volunteer fire department located in a rural farming area. The department provides fire and emergency medical services (EMS) to a county with a population of approximately 1,200. The department has a chief, 3 captains, and 12 volunteers. All are appointed by the county manager. The department has not done any significant community education in the past. However, the officers of the department are very progressive and have expressed support for prevention education. Two members of the department are teachers and have expressed their willingness to help with community education if a program is started.

In the past year, the department has responded to seven incidents of ammonia burns to farmers using ammonia as a fertilizer. One exposure was fatal, and two resulted in chronic respiratory problems. The fatality was a brother of one of the members of the department. Linda Osaka, a firefighter, is very concerned about the incidents and believes that an education program could reduce the problem. She is a nurse at the hospital and is responsible for continuing education for the hospital staff, and she feels capable of starting an education program at the department. Her goal is to get the department members to support starting a program and to volunteer time to do the presentations. She also would like to see the county or hospital provide funding to start and

maintain the program. However, she must first convince the chief and the members of the department of the merit of the program. It is now December. Planting season, when most of the injuries occur, will begin in March and continue through June.

The department has a small budget provided by the county government. When additional funds are needed, fundraisers are held.

Scenario 2

The organization is a county health department serving a county of 480 square miles with 3 towns of approximately 15,000 people each. The organization provides an infectious disease specialist who monitors the occurrence and severity of infectious diseases in the county. The department also provides injury prevention education as requested. There is a budget of $4,000 dedicated to all areas of community education. The department's mission statement is, "Ensure that all citizens of the county have the opportunity to be healthy and well."

The three fire departments in the county recently have had several instances of exposure to bloodborne pathogens during EMS incidents. One of the exposures resulted in an emergency medical technician (EMT) contracting Hepatitis A. John Howard, a volunteer firefighter who is also a nurse with the health department, is very concerned about the situation. However, the department director feels that it is not the responsibility of the health department to provide education to the fire departments. John has been able to gain the cooperation and support of the infectious disease specialist for developing a community education program that will target infectious disease procedures for prehospital care providers. The cost of the program, available through the Centers for Disease Control and Prevention (CDC), will be $5,000. The fire departments have committed to providing 40 percent of the funding. The physician advisors for the departments also have endorsed the idea.

John wants to get the program implemented by June 1--60 days from now. It takes 15 days to get the curriculum. John's goal is to provide the training and to get the county health department to assume responsibility for infectious disease procedures for all the county's prehospital care providers.

Scenario 3

The organization is a large metropolitan fire department. The department serves a city of 350,000 people and has a staff of 3 public education specialists. The Public Education Division has a budget of $250,000. The department has 5 fire investigators, 450 firefighters, and 38 support staff. There is one chief, two deputy chiefs, and six district chiefs at the management level. The chief has been openly supportive of all community projects, and the mission statement clearly identifies that all community education is a responsibility of the fire department.

The city has seen a steady increase in arson and juvenile fireplay fires in the past 3 years. In fact, the number of arson fires has increased 42 percent during that time. Over the 3 years, five people have died in arson-related fires. Bill Hibble is a veteran investigator who is responsible for monitoring arson activity. He wants to start an arson education program for business owners and neighborhood watch groups. However, this type of program has never been attempted in the city. The Public Education Division does not have time to start the program. The fire marshal has given initial approval for the program but is reluctant about the idea. The fire analyst has been instrumental in identifying the arson problem. A deputy chief was formerly an investigator and has expressed his/her concern about the problem. The public education chief said he/she might support the program if funding is available. Bill estimates the 2-year cost for the program to be $18,000.

Bill's goals are to have the formal responsibility for arson education shifted to the Investigation Division, to establish the community education program, and to involve all company officers (CO's) with the program. He wants to have the program implemented by July 1--90 days from today.

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Activity 2.3 (cont'd)

Strategic Planning Worksheet

Purpose

The purpose of this Worksheet is to guide the development of a plan for change within an organization relating to community education.

Directions

The Worksheet is designed to develop specific information or methods for the change process. The Worksheet will not result in a finished, formal plan. Rather, the information gathered is the foundation for compiling a formal written plan for change that can be used to manage the change process and to communicate to others the vision for community education.

The Worksheet is intended to be completed with information from a specific organization. The sections should be completed in order.

Questions

1. Based on the information provided, summarize the vision for the community education program.

_____

_____

_____

_____

_____

2. Identify the potential advocates for the community education program.

_____

_____

_____

_____

_____

3. Describe methods that could be used to communicate the vision to others in the organization.

_____

_____

_____

_____

_____

4. List any potential challenges and problems to the change process.

_____

_____

_____

_____

_____

5. Describe the method(s) that could be used to measure the success of the change process.

_____

_____

_____

_____

_____

Activity 2.4

Changing Organizational Values with Regard to Community Education--Culminating Activity
Graded Rubric Assignment

Purpose

To create a plan for gaining internal support for community education within the department.

Directions

1. In class, review the activity carefully.

2. Using information from your own community and organization, individually complete the following Worksheet. You must select a problem or issue faced by your department. The answers must be word processed or typed.

3. Be prepared to present your work to the instructor for review. The instructor may recommend changes, so be sure to save your work on a disk.

4. If you have any questions, ask the instructor as soon as possible.

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Activity 2.4 (cont'd)

Worksheet

1. Describe your vision for community education in your organization.

_____

_____

2. Identify the potential advocates for community education inside the organization.

_____

_____

3. Refer to the persons listed in #2. Describe how you will gain their support, i.e., "What's in it for them?"

_____

_____

4. Describe methods you will use to communicate your vision to the rest of the organization.

_____

_____

5. List and describe any challenges to or problems with this change process.

_____

_____

6. Describe the methods you will use to determine the success of the change process.

_____

_____

7. List the steps, in sequence, you will follow for gaining support.

_____

_____

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GLOSSARY

Advocate A person within the organization or community who actively uses his/her formal or informal influence to promote the community education program, including its funding and resource needs. Also known as a change agent.

Change Agent A person within the organization or community who actively uses his/her formal or informal influence to promote the community education program, including its funding and resource needs. Also known as an advocate.

Change Process The process within an organization or community that results in a new set of cultural values and behaviors regarding community education.

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APPENDIX

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PLAN FOR GAINING COOPERATION WORKSHEET

The following Worksheet has been completed using information from a volunteer fire department. Carefully review the information provided and use the Worksheet as a guide for Activity 2.3.

Vision for Community Education

The captain in charge of community education wants to implement Learn Not to Burn™ in the local elementary school, and to develop a mission statement that includes community education as a responsibility of the fire department.

Potential Advocates for Community Education

1. Chief of the department.
2. CO's.
3. Local school officials.
4. Parents.

Methods to Communicate Vision to Others in the Organization

1. Newsletter.
2. Meeting with the chief.
3. Informational video.
4. Personal contact.

Potential Challenges

1. Lack of funding.
2. Lack of organizational support.
3. Resistance of school teachers toward adopting the curriculum.

Methods Used to Measure Success

1. Number of classrooms that adopt Learn Not to Burn™.

2. Number of personnel from department involved in program.

3. Funding provided by department.

UNIT 3: COALITION DEVELOPMENT AND MAINTENANCE

GOAL

The students will be able to bring together diverse organizations, factions, and/or constituencies to work together to achieve a common goal.

OBJECTIVES

The students will:

1. *Develop partnerships to work on community education activities.*
2. *Determine the impact of coalition activities on the mission of their organization.*
3. *Maintain coalition activities to support ongoing community education activities.*
4. *Support involvement with multiple coalitions involved in different community education issues.*

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COALITION-BUILDING LEADERSHIP

It has become clear in the prevention field that collaborative, community-wide efforts are essential if we are to create the positive, supportive, and nurturing environment that will in turn reduce the social and public health problems our nation faces.

Not only are these problems interrelated, but they share common roots in the community.

The responsibility to address these problems falls to the community as a whole and not just to one organization or one fire department. The family, the school, and all organizations that share the common goal of reducing the fire and injury problem in the community must be involved.

As a public education manager, you need to demonstrate leadership in:

- building coalitions;
- maintaining coalitions; and
- supporting ongoing coalitions in your community.

This may mean fostering these relationships and serving as their advocate with management, or providing the support required for those who work for you to join coalition efforts and to make meaningful contributions to them.

NETWORKING

Networking is an informal arrangement of information and resource sharing. Most leaders in community education already have developed an informal networking arrangement. Community education leaders network with many organizations, such as:

- fire department;
- American Red Cross chapter;
- emergency management or civil defense office;
- National Weather Service office;
- law enforcement agency;
- hospitals;
- Department of Public Health;
- private ambulance services;
- neighborhood organizations;
- schools;
- Parent-Teacher Associations; Parent/Teacher/Student Associations; Parent/Teacher Organizations (PTA's, PTSA's, PTO's);
- local media;
- religious groups;
- local organizers/activists;
- telephone and utility companies;

- county extension service;
- insurance companies;
- other voluntary agencies active in disaster; and
- disaster supply vendors.

Networking helps the community educator in many ways:

- learning new knowledge, approaches, and information;
- access to materials, resources, and methods of accomplishing educational activities;
- ensuring that common concerns are addressed consistently; and
- learning what others are doing to avoid duplicating efforts and work.

Since other organizations in the community may share a common educational goal, and no one organization can reach everyone at once, it's important to work together from the beginning in these efforts.

COALITIONS

A Coalition

A coalition is an alliance or union. It is a formal effort that results from networking. A coalition is built on resources discovered through networking; a "project team" is formed to develop and to implement an education program or project. When a coalition comes together, its members share a common goal. That's why it was important to identify your common goals for community education issues in your area. Before a coalition begins its work, members should agree upon common goals and should reach consensus both internally and with the leaders they represent. Doing this will build a foundation for solid coalition success.

Obtain commitment from the top and gain adequate administrative support. This would include

- staff person's time to build and to coordinate the coalition;
- office space, telephone line, copier, fax machine, office supplies, storage space;
- support staff--clerical, administrative;
- meetings--planning, scheduling, notification, facilitating, and preparation and distribution of agenda and minutes; and
- research and data collection.

Advantages of Coalitions

Among a coalition's advantages are these. A coalition:

- strengthens base of support;
- creates expanded and new opportunities;

- broadens support;
- creates networking opportunities; and
- usually achieves desired results.

Pitfalls of Coalitions

A coalition's pitfalls include

- a cumbersome decisionmaking process;
- conflicting organizational "political" agendas;
- some people not suited temperamentally for coalition work;
- logistical issues delay action;
- fluidity of representation affects continuity--usually don't have same people at all meetings; and
- "downtime" and transitional periods weaken the coalition.

The Value of Coalitions

The public perceives information from coalition efforts as more credible. There is a greater degree of penetration into target audiences that need important educational information, i.e., some organizations can reach some audiences better than others. Demonstrated community support is received well by the public and by elected officials.

Working in a coalition may mean a lighter workload for all members. Each coalition member brings something to the table that is a benefit to all other members. The benefits are greater than the sum of the whole. By working with organizational representatives on community education efforts, responders are more likely to be able to work together smoothly following an event, because the major "players" in each organization already know one another.

Value and Importance of Meetings

Participation in meetings can provide new knowledge, ideas, and approaches and better perspective on the depth, breadth, and scope of the community education issue. It demonstrates your organization's commitment to the educational effort.

CHOOSING ISSUES

Issues drive organizations. Issues are specific expressions of broad social concerns. An issue is a problem to be solved, but every problem does not make a good coalition or community organizational issue.

Some useful criteria for determining what problems make a desirable organizing issue; solutions should

- result in real improvement;
- empower communities;
- result in changes people can experience and see;
- build partnerships;
- be worthwhile;
- be manageable;
- be strongly and deeply felt;
- be something that people can grasp easily; must fit into people's experiences;
- be timely;
- fill the need for a sense of community; and.
- avoid permanent problems that don't lend themselves to coalitions.

STEPS IN COALITION BUILDING

The following steps are recommended in building and maintaining coalitions for community education activities.

Know Your Community

- Determine local child injury patterns by collecting data from:

  - hospitals;
  - health departments;
  - fire departments;
  - law enforcement authorities;
  - schools;
  - poison control centers; and
  - transportation and motor vehicle agencies.

- Determine who in the community is the most active and knowledgeable about child safety issues.

Research and select issues that lend themselves to coalitions. Research must lead to action.

Recruit the Right People for the Initial Core Group

- Determine who in the community is knowledgeable and working actively on the issue.

- Look for groups whose mission is linked to your issue.

- The core group is composed of those who will make things happen.
- Not everyone will be appropriate for the core group.
- Look for "champions," those folks who have a strong self-interest in the issue and the ones who make sure the coalition succeeds, meetings occur, and people stay active.
- Consider other individuals whose services will aid and support your mission in legal, accounting, promotional areas, etc.
- Designate dynamic individuals to serve as officers or committee chairs of the coalition.
- Look for wealth, wisdom, or work from members.

Recruit the Stakeholders and Allies

- Core group can identify who else has an interest in the issue.
- These generally are supporters.
- They assist the core group.
- Seek representation from all segments of a community: safety organizations, businesses, schools, service organizations, elected officials, churches, etc.
- Approach community leaders with the greatest credibility and influence as well as the **doers**. Again, wealth, wisdom, or work.
- Decide which potential members are likely to be the most helpful to the coalition.
- Determine whose involvement might hinder the coalition's ability to get off on the right track.
- Prioritize members for recruitment.
- Decide on methods and activities that will be used for recruitment.

Obtain Commitment from the Top and Gain Adequate Administrative Support

- Staff person's time is needed to build and coordinate the coalition.
- Office space, telephone line, copier, fax machine, office supplies, storage space.

- Support staff--clerical, administrative.
- Meetings--planning, scheduling, notification, facilitating, and preparing and distributing agenda and minutes.
- Research and data collection.

Solidify the Coalition

- Establish an identity for the coalition (i.e., letterhead, newsletter, separate phone line).
- The media can establish your name in the community.
- Hold regular meetings. Early on, decide how long and how frequent meetings should be and stick to the agreed-upon time limit.
- To gain participation in coalition meetings, vary meeting locations and ask coalition members to give reports on their organizations.
- Decide how agendas will be structured (i.e., most important business first, committee reports, etc.).
- Agree upon the size of the core group and committees.
- Develop a structure, such as committees or action groups.
- Produce informational materials with logo and phone number, and distribute them widely.
- Set realistic goals to foster coalition success and growth.

Establish Preliminary Objectives and Action Plan

- Preclude territorial conflicts by involving members from throughout the community in a variety of activities.
- Plan targeted activities.
- Undertake multifaceted activities (enforcement, engineering, and education).
- Programs and activities should involve the entire membership; take advantage of each member's unique skills and expertise.
- Establish evaluation plans now.

Maintain Momentum

Potential stumbling blocks such as these can be anticipated and overcome.

- Turf issues.
- Inadequate participation by the membership can be a problem, especially in planning sessions and regular meetings.
- Ineffective coalition activities.
- Poor group dynamics.

Members must be motivated**.**

- Acknowledge and applaud short-term successes to maintain members' enthusiasm and active involvement.
- Assign specific tasks with deadlines to specific individuals. Ask members to do something!
- Keep coalition members focused on their assigned activities (projects, reports, research, events, planning, committees).
- Replace members who leave the coalition, and reassign their duties and responsibilities immediately.
- Recruit a variety of members (leaders **and** doers).
- Recognize successes and exemplary effort with awards, certificates, presentations, news conferences, etc.
- Survey members periodically to determine their interests, level of commitment, and resources.
- Make meetings and activities fun. Coalition activities should be the highlight of each member's work week.

Develop an Evaluation Mechanism

- Create a complete yet noncumbersome evaluation process (for example, in bike helmet campaigns, the evaluation mechanism could be numbers of bike helmets sold, increased observed helmet use).
- Prepare the evaluation mechanism before an event is held or before a campaign begins.

- Encourage candor and constructive criticism.
- Use the evaluation mechanism frequently.
- Process versus impact versus outcome evaluation.

MAINTAINING COALITIONS

Maintaining Several Coalitions

As a manager of public education, it is likely that you may have to maintain several different coalitions at the same time. Different coalitions may be at various stages of the development cycle. Some may require nurturing, while others may be self-supporting. You can try delegating the responsibility for different coalitions to different people. Your organization then can keep involved with each one and give each the attention it deserves.

Expanding or Ending Coalitions

When Do You Expand a Coalition?

- When it no longer meets target audience information needs.
- When a coalition has come together to work on a community education issue, and the target audience is not responsive to the messages, it may indicate that the coalition needs to be expanded to include a leader from the target audience who can explain the best ways to reach its members.
- When more people need to be reached or more work needs to be done.
- When additional viewpoints are needed.
- When a new group that shares a common goal is discovered and invited to join.

When Do You End a Coalition?

Coalitions, once formed, are not carved in stone. Conditions change with time. Periodic review of a coalition's work may reveal the following:

- The coalition's goals have been accomplished.
- The community education issue has been reduced, or can be maintained by a smaller group.

- The community itself has institutionalized the coalition's efforts, and is carrying out the educational activity spontaneously.

- Finances or other resources are no longer able to support the coalition's activities.

- Community support has dwindled or changed, as may occur when elections are held and community leaders change, a new fire chief with different ideas is appointed, etc.

If a coalition ends, it does not necessarily mean that all efforts toward the common goal that supported the formation of the coalition are over. It probably means that ongoing work on that common goal reverts to informal networking efforts, where the entire process began.

SUMMARY

Working with people takes time and effort. It takes much more time than if you did the project yourself, but the benefits of investing this time often outweigh the disadvantages. As a manager, your support of coalition efforts will enhance the benefits your organization receives via its participation. It is important to support those who work with you by encouraging them to participate, and to take an active role in supporting the work of a coalition.

You also have to be able to manage the relationship with different coalitions that are in different levels of their development cycle. Some coalitions will require almost constant nurturing, while others are so well developed they almost manage themselves.

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Activity 3.1

Networking

Purpose

To identify potential collaborators on an educational plan.

Directions

1. Complete the following Worksheet individually.
2. Be prepared to discuss it after it is completed.
3. You have 10 minutes to complete the Worksheet.

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Activity 3.1 (cont'd)

Worksheet

1. List three community education issues in your community, based on:

   - the hazards that can happen in your community;
   - the risk the hazard poses to people; and
   - what your organization already may be addressing.

   Issue 1: _____

   Issue 2: _____

   Issue 3: _____

2. List at least one organization, preferably more, that shares a common educational concern with each community education issue listed above. You do not have to be working currently with a representative from the organization to include it on the list.

   a. Issue 1: _____

   _____

   _____

   b. Issue 2: _____

   _____

   _____

   c. Issue 3: _____

   _____

   _____

3. List, if you know, what each organization that shares your common concern is doing about the issue.

   a. Issue 1: _____

   _____

   _____

b. Issue 2: _____

_____

_____

c. Issue 3: _____

_____

_____

Activity 3.2

Working in a Coalition

Purpose

To get you thinking about coalitions.

Directions

Follow the directions of your instructor.

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Activity 3.3

Coalition Recruitment Considerations

Purpose

To walk through some of the preliminary groundwork necessary for coalition recruitment.

Directions

Use the case study to respond to the following questions.

1. What is the purpose of the effort?

_____

_____

2. Who are the right people for the initial core group?

_____

_____

3. What has been the previous experience with the issue?

_____

_____

4. What are the resources?

_____

_____

5. Are there any internal and external problems to consider?

_____

_____

6. Who are the stakeholders? Consider stakeholders' interests, what they bring, and who they will alienate, and prioritize them for recruitment.

_____

_____

7. What activities (action steps) will be used to recruit into the coalition?

_____

_____

Case Study

A fire department in a city of 50,000 has recognized youth firesetting as the leading cause of arson within the community. The problem is most severe in city-owned public housing. The fire department currently enjoys a strong relationship with the city, community organizations, and education officials. The fire department is interested in exploring the potential of forming a community coalition to address youth firesetting issues.

Activity 3.4

Changing Organizational Values with Regard to Community Education--Culminating Activity
Graded Rubric Assignment

Purpose

To create a plan for gaining community support for community education.

Directions

1. In class, review the activity carefully.

2. Using information from your own community and organization, and the vision for community education that you described in Activity 2.4, individually complete the Worksheet. You must select a problem or issue faced by your department.

3. Be prepared to present your work to the instructor for review. The instructor may recommend changes.

4. If you have any questions, ask the instructor as soon as possible.

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Activity 3.4 (cont'd)

Worksheet

Refer to the vision for community education from Activity 2.4.

1. Identify the potential advocates for community education from the community.

_____

_____

2. Refer to the persons listed in #1. Describe how you will gain their support, i.e., "what's in it for them?"

_____

_____

3. Describe methods you will use to communicate your vision to the rest of the community.

_____

_____

4. List and describe any challenges or problems to this change process.

_____

_____

5. Describe the methods you will use to determine the success of the change process.

_____

_____

6. List the steps, in sequence; you will follow for gaining support.

_____

_____

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UNIT 4: ANALYZING PEOPLE, MESSAGES, AND MEDIA

GOAL

To enhance the involvement of target audiences in ongoing comprehensive community education, the students will be able to:

1. *Identify community issues and diverse target populations.*

2. *Select appropriate methods for reaching diverse groups.*

OBJECTIVE

The students will analyze community education programs that are designed to reach diverse populations.

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OVERVIEW

In terms of target audience, ask whether you are trying to reach everyone in the community at once, or certain components of the community. A frequent error in developing a community-wide campaign is trying to give everyone the same message in the same way. It may be more appropriate to select certain target audiences and focus on the behavior that puts them at highest risk. This concentrates the efforts on the biggest problem.

Select messages appropriate for selected audiences, such as what puts them at high risk for certain disaster events; for example, older people who are reluctant to evacuate their home before disaster strikes, mobile-home dwellers who feel they have no alternative place to go when high winds and storms (such as a tornado) are predicted, and children who are likely to engage in fireplay.

The media selected--print, radio, television, video, pictures, illustrations, coloring books, posters--have specific intended uses. Often, it's easy to choose something to use with an audience because it's the only thing available. This is analogous to "trying to fit a square peg into a round hole." It's better to try to find a "round peg," that is, to select the educational tool that is suited best for the target audience and that delivers the message you want to get out.

This module provides information about how people acquire information and how to develop the most appropriate approaches. It uses some of the latest research and information on learning styles, behavioral change, and community risk assessment. Some information in this module may be something you deal with on a day-to-day basis. Your insights and experience dealing with issues presented will help others in the class address the issues in their own communities.

The diversity of our community is what makes it rich and interesting. Everyone is different, but some differences are not visible. People learn differently, prepare and respond to threats (such as a home fire) differently, and look for information in different places. Capitalizing on the diversity of your community will enhance your ability to reach those at greatest risk, and will help focus your efforts on serious community issues.

There are no "solid answers" or "single solutions" for community education issues that the diversity element makes more challenging.

TARGET AUDIENCES: WHO ARE CULTURALLY DIVERSE GROUPS IN THE COMMUNITY?

Who is at High Risk?

Some people are at higher risk for fires and other disasters due to:

- Age range: Children and elderly people are at higher risk.
- Ethnicity: People who have learned how to respond to a certain disaster in another place or culture may be at a higher risk because they may not respond in ways we think are appropriate in the United States.

- Primary language: If instructions are provided in English, people who do not understand English are at higher risk.

- Other languages spoken in the community: If people are accustomed to learning or receiving instructions in their own language, they are at higher risk if such information is not provided to them in their language.

- Hearing, visual, physical, mental, or other disabilities: People with such disabilities are at higher risk because they may not be able to respond to, hear, see, or react quickly enough to instructions, information, or advice.

- Socioeconomic status: People with lower incomes are at higher risk because the buildings where they live may be at higher risk for fire. They also may not be as prepared to respond to disaster because they do not receive information in traditional ways or have the resources to respond, such as to drive away from an area where a hurricane may strike.

- Area where they live: People are at higher risk if they live in or near earthquake fault zones, floodplains, older highrise buildings, or isolated areas.

- Education level: People with lower levels of education may be at higher risk because they may not be able to understand, or respond to, educational information, advice, or instructions.

- Area disaster history: If an area has not had a disaster in recent memory, people may not be as prepared for one as people in another community where disaster has struck more recently.

What is Diversity?

Diversity refers to the characteristics of people that make them distinct or different from other people. These differences are based on a number of factors, including, but not limited to, race, gender, sexual orientation, age, national origin, disability, or religion. There are many ways to describe diversity. An individual may have several diverse characteristics, such as a Native American male who is 70 years old. Trends in the United States show that populations in what were once monocultural and homogeneous communities are changing, and the change is happening rapidly.

Why is it Important to be Sensitive to Diversity in Community Education Activities?

Research (Dynes et al., 1986) shows that people of different backgrounds, ethnicities, age, and gender receive information in different ways. Not all information-reception difficulties are language-based. For example, people who listen to the radio or watch television a lot are more

likely to hear severe weather warnings issued by public officials. People who get information from other sources, such as newspapers or word-of-mouth, may not receive important severe weather warnings.

Fire, life safety, and other disaster preparedness and response behaviors are learned, often through encultured information transfer. Being sensitive to cultural diversity will enhance behavioral change, which is the goal of all forms of education. For example, people who grew up in Mexico and now are living in the United States have learned through their encultured background experience that they are supposed to get out of a building during an earthquake. Research conducted after the 1994 Northridge earthquake in Southern California showed that 67 percent of the people injured in this earthquake were people of Mexican origin who tried to flee their homes when the earthquake happened. They either did not know that the safest thing to do in the United States is to remain indoors, or they did not react that way in the excitement of the event.

Did anyone grow up in a culture where you learned that the safest thing to do when an earthquake happened was to run outside because many buildings collapse? What are you told to do in the United States? (Drop, cover, and hold on. Buildings don't collapse in the United States as they do in other parts of the world due to the building codes and construction techniques in force here.) If you are from an area where you grew up "knowing" (i.e., had a culturally established behavior pattern) that the safest thing to do was to run out of a building during an earthquake, how can this affect how you learn about earthquake preparedness in a presentation in the United States where you are told to drop, cover, and hold on?

The message here, then, is to be aware of such differences before giving messages that may be different from what participants have learned already, and think they know. If you fail to explain the differences from previous perceptions, then learning will not occur.

What is a Culture?

The *Handbook of Intercultural Training* (2004) by Landis and Bennett defines a culture as "An integrated system of learned behavior patterns that are characteristic of any given society. It includes everything that a group of people thinks, says, does, and makes." A culture is composed of a group of people having in common things such as dialect, religion, age, gender, physical condition, or national origin. A culture is not restricted to groups of people of different nationalities, as people often describe culture. A culture exposes a large group of people to similar experiences and tends to produce similar meanings and similar behaviors for those people.

LEARNING STYLES

Active (Participatory) Learning versus Passive Learning

Basic training and education classes often have taught that active learning, e.g., playing games, participating in exercises, and other hands-on activities, is better than passive listening, such as what occurs in a classroom lecture. Some cultures disdain games or think activity-based

programs are unimportant and do not enhance learning. It's important to learn more about a group's expectations, driven by culture, to know whether an activity you may choose to do will be accepted and will result in learning.

Classroom, Neighborhood, and Informal Learning

People who have been out of a classroom for a long period of time may have trouble with that environment. This is particularly true for people who are ill at ease in a classroom, such as those who had difficulty in school. Adults learn every day, and learning occurs more often informally than formally. Talking with your family, friends, and neighbors results in learning.

MEDIA: HOW DIFFERENT GROUPS ACQUIRE INFORMATION

Printed Materials

Translated Materials

Translating one language into another can be difficult. Many words are culture-specific and have no direct translation. Idiomatic expressions do not translate well because they are culture-bound. According to *American Demographics*, over 90 percent of Spanish-speaking people in the United States are from Latin America. Translations in Spanish, therefore, should be in a Latin American form, not a form from Spain. There are no true "dialects" of Spanish. All Spanish speakers who can read Spanish can understand one another. However, there are differences in word usages, meanings, and word choices among speakers of Spanish from Mexico, South America, Cuba, and Puerto Rico. The contrast between Mexican Spanish and Puerto Rican Spanish can be considerable. Most Spanish translations that have proved successful in the United States are in the "Colombia form" of Spanish, which is acceptable and understandable by other Spanish speakers, regardless of country of origin.

Don't presume that because you learn from written information, all people learn that way. In a study commissioned by the California Office of Emergency Services, when people of Asian origin were asked, "Where would you look for important preparedness and safety information in case of disaster?" none of them indicated they would look for a written brochure. Most indicated they would either watch television or ask a respected elder. In addition, it was found that only about 30 percent of speakers of Asian languages who live in the United States can read the written form of the language they speak. Video-based and personal delivery of information, particularly involving respected elders, is an important delivery method to employ.

Pictographic Materials

In many other countries, community education materials are in pictographic form, using few or no printed words. This form of materials is then useful to anyone, regardless of the language spoken or their reading ability. The U.S. Fire Administration (USFA) has produced such a pictographic brochure with small Spanish and English captions.

Often educational programs are designed to be delivered in a particular manner. The message is the same, regardless of the group to whom the material may be presented. This "one-size-fits-all" thinking may be unsuccessful if you are trying to use the same program for all groups. Different groups have different community education needs and issues. They may not be receptive to the same messages. It's important to learn about the background, information needs, and community education issues for groups you are trying to reach. Adapting message delivery, content, and style will help make many educational programs more successful.

Before attempting to adapt materials for an audience, find out what messages are important for that audience to know. Not all messages have the same priority for all members. Identify the important messages. Involve leadership representatives from the target audience to help you do this work. Select the critical messages for the particular group. Focus on the community education issues appropriate for the group. Adding information or leaving out certain information which are methods of adaptation are acceptable, and often are used when delivering educational programs to different audiences.

Newspapers

Often we are quick to criticize news reporters, saying they only want to carry dramatic news instead of positive stories. While a community tragedy will be covered in depth, newspapers also will carry and report on positive events, if they know about them, and if space permits. Work with your Public Information Officer (PIO) to ensure that your newspapers have information about your activities. Continually feed reporters information about your activities. Local or regional newspapers are likely to carry these stories more often than major metropolitan dailies. While they have a smaller circulation, getting a story printed anywhere is better than not at all.

A study conducted by the National Fire Protection Association (NFPA) following the 1994 Fire Prevention Week (FPW) showed that 85 percent of FPW activities were reported in newspapers that had a circulation of 50,000 or less.

- This was particularly true in Chicago, where the Great Chicago Fire of 1871 was one of the reasons for the establishment of FPW.

- Virtually every local paper in the greater Chicago metro area carried an NFPA-generated FPW story, while the major metro daily papers did not.

Video-Based Materials

Video-based materials offer many advantages over using printed materials alone. Their benefits include being able to demonstrate and describe safety behaviors in action. Do the people in the video represent the diversity of the people in the audience? Some people will not accept messages delivered by people who "don't look like me." Is the spoken language used in the video appropriate for the audience? If you are using a video with a voiceover translation, does

the voiceover match the images well, or do some have the "Godzilla Effect" where actors' mouths keep moving after the voiceover has stopped? According to a study commissioned by the Federal Emergency Management Agency (FEMA) in February 1995, by Fairbanks, Maslin, Maullin and Associates, 82 percent of the people surveyed said they personally received information about preparing for a natural disaster from television and radio, and not from any particular agency or organization. Another study conducted by Rocky Lopes, revealed that showing disaster damage images actually heightens denial, and is counterproductive to disaster preparedness. Therefore, using video should be a major component of your educational plan. However, you should be careful to select video components that match your message, and show people doing the "right thing" rather than what to avoid.

Word-of-Mouth

A research study conducted by Russell Dynes, still applicable today, shows that 85 percent of community education messages are transmitted by word-of-mouth. How can that be? This includes family members sharing information one of them received at school, at work, or elsewhere. It also includes what occurs when children talk to each other in school, and adults talk to each other in the workplace or in social settings. Since so much information is transmitted by word-of-mouth, which is a secondhand method, it's important to ensure your messages are simple, clear, and understood. Nothing can be more detrimental to message delivery and resultant behavioral change than to have your intended message misinterpreted.

Family Dissemination

In some cultures, the family is the predominant way of sharing information. Educating children and encouraging them to share the information with their families is an important way of getting messages to all members of the family. In the United States, educators may be surprised when an adult-oriented program is attended by entire families. Children often are asked to accompany adults to translate and to explain information provided in English for non-English-speaking family members.

Extended Family or Network Dissemination

Asian and Latino/Hispanic people are from cultures where families often live together under one roof. Many separate families form an extended family that shares in the nurturing of children, care of elders, and family support. Reaching several members of an extended family can almost guarantee that the information is shared with everyone in the group. This is an important strategy to keep in mind if dealing with people who live in these types of arrangements.

Commercial Radio

Commercial radio reaches large portions of local audiences. *Radio Digest* (March 1995) indicates that Americans listen to the radio more often than they watch television. Further research shows that Spanish-speaking people and African-Americans listen to the radio up to 22 percent more often than do Caucasians. *Radio Broadcaster's News* (November 1994) reveals that the fastest-growing radio market is in ethnic-oriented radio, and in broadcasts in languages other than English. A recent study showed that small, privately owned radio stations that have a limited broadcast range are growing rapidly. In one Philadelphia neighborhood, 10 Spanish-language radio stations were found within 5 square miles, each having a very short range but high listenership. Having a strategy for working with commercial radio, both in large-market listener areas and small-market areas, will help your organization to be more effective at reaching target audiences.

Stations are available that target specific groups and audiences. According to *Radio and TV News Digest,* 89 percent of Americans listen to the radio more often than they watch television. People listen to the radio while driving to and from work, at work, and at home when watching TV is not convenient.

Radio stations often look for, and sometimes advertise for, information about community events and important public information. In a study conducted by the Los Angeles Radio and TV Broadcaster's Association, 92 percent of key educational messages about fire safety and earthquake preparedness provided to local radio stations by the Los Angeles City Fire Department were carried on radio in a 3-month period. The study also showed that the radio station's format and frequency did not seem to make a difference. What made this situation particularly successful is that the "spot announcements" prepared by the LA City Fire Department PIO in cooperation with the Disaster Preparedness Office, were no more than 20 seconds long, and could be read by the station's on-air personalities.

Pretaped radio Public Service Announcements (PSA's) are not broadcast nearly as often as those announcements that can be read by the radio station's on-air talent.

Television

Television reaches specific groups but often is difficult to access. The use of television requires technical assistance to develop messages. Educational messages, particularly video-based PSA's, often are not carried on public broadcast television. Generally, short PSA's or news stories are more likely to be used on television.

Social Media

- Facebook.
- Twitter.
- LinkedIn.

- Email.
- Electronic newsletters.

WHO ARE THE MESSENGERS?

When you have people in your organization doing presentations or selecting materials for community education, your real responsibility is to ensure that your people are sensitive to the issues discussed below.

Personal presentations often are set up in classroom or auditorium settings. Presentations often are best suited for getting important information across to a large group. The feeling of discomfort for people who are not accustomed to these settings may interfere with learning. Presentations often work best when followed by distribution of information that participants may take home and read later.

Uniformed Presenters

Consider the background, experience, knowledge, training, and culture of a group when you assign someone to make a presentation. If clothing such as a uniform or a shirt with formal identification on it makes people uncomfortable, then an option of just a plain shirt and slacks may be more suitable. This may help people in the audience to focus more on the message than on the messenger. To some target audiences, a uniform is an advantage. For example, older adults often respect a uniform, and may find a T-shirt to connote a lack of respect.

Commanding Respect

In the United States, a representative from the fire service usually is treated with respect. His or her job and commitment to society are widely recognized. In some other countries, such as Japan, Korea, and China, having a fire at home is considered a crime, and a very bad thing. Firefighters are sometimes treated with disdain, because they represent something that is associated with a culturally unacceptable behavior, i.e., having a fire. So, again, consider the group you are trying to reach. Find out about the audience and ask

- Who would be best to reach this group?
- Have other groups or organizations earned respect from that group?
- Who are they?
- Can they help you reach this target group with important, consistent information?

WINDOW OF OPPORTUNITY

A "window of opportunity" is a strategic time when the public will be more attentive to messages you want to get out. This may happen in two ways.

1. **When disaster strikes locally**. A community tragedy, such as the death of a child in a residential fire, often heightens community concern as the tragedy is brought to the public by the news media. It's sad to watch the faces of crying parents, or of emergency medical services (EMS) personnel carrying a small body bag out of a home. While the media may play upon the tragedy for dramatic purposes and perhaps to raise ratings, this is an important time to have fire safety information available to provide to media representatives. It's important to have news releases ready and available to provide to the media as soon as a local event occurs. News releases can cover a variety of topics.

2. **When disaster strikes somewhere else**. When a disaster of sufficient magnitude or impact occurs elsewhere, often the national news media report about it and people in your community become concerned. If this event could happen where you are, people often ask how they may prepare for it, or how they should deal with it if it should happen.

Prepared news releases, ready for the window of opportunity, can help you answer common public questions and concerns, and can go a long way toward getting your message out when people otherwise may be in denial or are complacent. Become an "information researcher." Keep an eye out for news reports about events happening elsewhere and keep your PIO updated. If you see something your PIO can "make a hook with" get it to him/her and explain how you could see the information used and tailored for your community.

SUMMARY

Everyone has certain fire and life safety risk behaviors regardless of ethnic group or socioeconomic class. To analyze your community, identify all groups and assess the community's special, high-risk behaviors.

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Activity 4.1

Informal Education

Purpose

To discover ways of conducting informal education.

Directions

1. Form groups of four to five people and complete the Worksheet. Try to think of creative, non-classroom-based ways for informal learning to occur.

2. Appoint one person to serve as a recorder for the group.

3. Appoint a spokesperson to present your group's ideas to the rest of the class.

4. You have 10 minutes for group work.

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Activity 4.1 (cont'd)

Worksheet

1. List several situations in which learning occurs outside a classroom. Be specific.

2. List ways you can take advantage of getting fire, life safety, and community education messages to target audiences in the situations you described above.

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Activity 4.2

Fire and Life Safety Issues in Your Community

Purpose

To see how you have used these media successfully, or not so successfully, with culturally diverse groups.

Directions

1. Think about what's been done in your community on these issues.

2. At the level you are, it's likely you have tried to reach culturally diverse audiences in your community.

3. Answer the following questions.

   a. How have you done it?

   _____

   _____

   _____

   b. What worked? Why?

   _____

   _____

   _____

   c. What didn't work? Why?

   _____

   _____

   _____

d. What can make future efforts successful?

_____

_____

_____

Activity 4.3

Reaching a High-Risk Audience--Culminating Activity
Graded Rubric Assignment

Purpose

To develop a plan to reach a high-risk group in your community.

Directions

1. Working individually, use the following Worksheet to develop a plan to reach a high-risk group in your community. Review page SM 4-4 about high-risk groups.

2. When you have completed your Worksheet, be prepared to discuss the plans and share results.

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Activity 4.3 (cont'd)

Target Audiences Worksheet

Plan to reach a high-risk target audience in your community. Try to think of an audience that you currently are **not** reaching. Be creative.

1. Think of a high-risk target audience in your community. Who are they, and why are they at risk?

_____

_____

_____

_____

_____

_____

_____

2. What injury data do you have about this group that support your thought that this group is at high risk? If you do not have data here, where could you get them?

_____

_____

_____

_____

_____

_____

_____

3. What are the **messages** you think are important for this group to know? A message is a behavior or concept that the members of the group need to know or do.

4. How would you go about reaching this group with your message? This is your plan, so be very specific. Include who, what, when, where, and why. Be sure to include a plan for involving others through networking or coalitions to assist you in fulfilling the plan.

UNIT 5:
PLANNING FOR COMMUNITY RISKS

GOAL

Given trends in fire and life safety, a community risk assessment, and resources available for community education, the students will be able to develop a comprehensive community education plan that is achievable, addresses the most critical fire and life safety issues for that community, and contains measurable performance objectives.

OBJECTIVES

The students will:

1. *Given current local data and information on fire and life safety trends for a community, assess the trends and categorize them into high, moderate, and low priorities.*

2. *Given current national data and information on fire and life safety trends, assess the trends and identify future priorities for community education.*

3. *Given an organization's community education plan and a community needs assessment, analyze the plan to determine if the solutions are appropriate for the identified risks, the target audience(s), and the resources available.*

4. *Given a community needs assessment, an overall goal for a community education plan, and resources available for community education, develop measurable performance objectives for a community education plan.*

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PLANNING PROCESS

Planning is a key element in the management of community education; many different planning models can be used for community education. The process described in this module is based on the process outlined in *Community Disaster Education Guide* by the American Red Cross (ARC). Planning is an ongoing process that must be done frequently to ensure that community education programs are meeting the needs of changing community demographics and trends.

Effective planning requires extensive use of community fire, hazard, and injury data. The National Fire Academy (NFA) course, *Developing Fire and Life Safety Strategies* (DFLSS), is excellent for developing the skills necessary to gather and interpret these kinds of data.

Planning provides many benefits to the community education program, including better use of resources, better targeting of problems, specific identification of needs, etc.

Steps in the Planning Process

Step 1: Identify Community Fire and Injury Prevention Issues

This is the beginning step in planning. In this step, all injury, safety, and wellness issues in the community are identified and prioritized for the community. This is achieved by reviewing fire loss statistics, injury reports, etc. The audiences most affected by the issues also are identified. Pertinent characteristics of the audience(s) are identified, such as language spoken, relationship to the fire causes and injuries, etc.

Step 2: Implement a Community Planning Team

The purpose of the team is to develop a community strategy to mitigate the issues identified in Step 1. The team must include representatives from the different community organizations with an interest or responsibility for community education. The team will work to identify the best methods for reaching the target audiences and the most appropriate solutions to the problems.

Step 3: Identify Interventions and Methods

Strategies are identified and developed for the target audiences, including methods for reaching the target audiences with messages that will be understood. An evaluation strategy also is developed that will be used to determine the effectiveness of the strategies and methods.

Step 4: Determine Resources Required

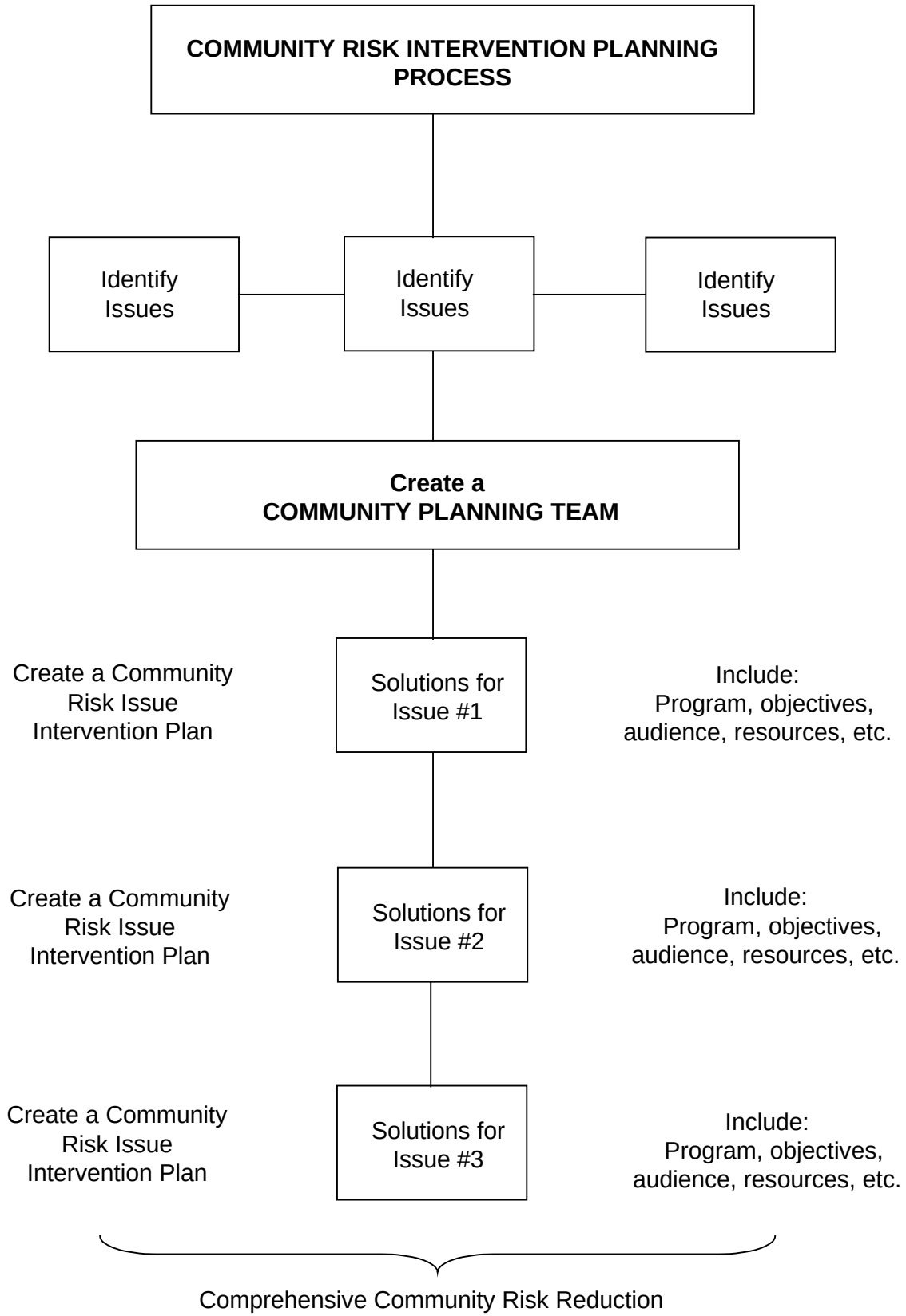
Resources required to implement activities and approaches are identified. The team identifies the methods that can be used to acquire the needed resources. This step involves the entire community's resources.

Step 5: Implement the Plan

The strategies are implemented according to the plan.

Step 6: Evaluate the Progress of the Plan

The strategies are evaluated for effectiveness. Information gathered is used to modify the program to ensure that the objectives are achieved.


COMMUNITY RISK INTERVENTION PLANNING PROCESS
Identify Issues
Identify Issues
Identify Issues
Create a COMMUNITY PLANNING TEAM
Create a Community Risk Issue Intervention Plan
Solutions for Issue #1
Include: Program, objectives, audience, resources, etc.
Create a Community Risk Issue Intervention Plan
Solutions for Issue #2
Include: Program, objectives, audience, resources, etc.
Create a Community Risk Issue Intervention Plan
Solutions for Issue #3
Include: Program, objectives, audience, resources, etc.
Comprehensive Community Risk Reduction

CONSIDERATIONS FOR PRIORITIZING ISSUES

Another key task of community education planning is prioritizing issues. This task is achieved in Step 3 of the planning process just discussed. It is necessary to determine which problems or risks are the most urgent. While this process is always somewhat subjective, it requires the community education planning team to consider the following questions.

- What is the impact on the community in terms of fires, injuries, property loss, interruption of commerce, etc.?

- What is the frequency or severity of the problem, i.e., how often does it happen and what are the effects when it does? For example, a community may have a moderate risk for tropical storms or earthquakes. Although they don't happen often, when they do both the severity and the impact are extreme.

- What is the likelihood of the problem getting worse without educational intervention? Some problems, while important, are not increasing in frequency or severity, and there is not a strong likelihood they will get worse.

- What is the potential impact possible for educational intervention? Is it possible to affect the problem or risk with education? Or would another intervention strategy, such as engineering or legislation, be more effective?

- Are there other programs that already address the problem or risk? If so, is it necessary to create another program?

There may be different fire, injury, and other related risks in a community. However, the most effective way to mitigate the problems is to focus resources and programs on the most important issues. This requires the community education manager to assess the issues and prioritize them into those with the greatest need. The field of community education is being affected drastically by the change in society. It is critical that the community education manager keeps abreast of trends that will affect community education, both now and in the future.

ASSESSING YOUR COMMUNITY RISK INTERVENTION PLAN

A strategy is a plan for mitigating a specific issue, e.g., fires, injuries, etc. Emphasize the value of assessing interventions to ensure that the plan is sound and will achieve the objectives. It is part of the process of ongoing evaluation of programs and plans.

The purpose of assessing interventions is to determine if the plan is appropriate for the problem and the target audience, and to determine if resources support the objectives. Such assessments will identify any problems that can be corrected prior to implementing the plan.

Components Reviewed in Assessment

Purpose

Does the purpose statement clearly communicate the overall purpose and intent of the plan?

Target Audience(s)

Are the target audiences those affected by the problem, or do they have the ability to effect change that mitigates the risk or problem?

Application of Resources

Are the resources appropriate for the audience and program objectives? Are the resources applied effectively and efficiently?

Program Objectives

Do the objectives clearly state the desired change or impact? Do they meet the criteria for a program objective?

Program objectives are statements of desired change or impact that are measurable and have a deadline for achievement. They may be used for individual programs, or for the organization's overall community education program. They provide a clear statement of performance, impact, or desired change. Program objectives have a specific timetable for completion, and are stated in terms that are easily verifiable and easy to understand. They are established as a standard of community education service to provide a means for evaluating the success of a program.

Intervention

Do the interventions and methods support the program objectives?

DEVELOPING A COMMUNITY EDUCATION PLAN

It is essential to review community needs and then to develop a plan based on those needs and the resources available. A worksheet will help to guide that development process. The planning should involve all organizations with an interest or responsibility for community education.

Community education planning is essential if it is to be successful. Planning requires a careful review of the problems, the organizations in the community, and the resources available to solve the problems or mitigate the risks. It must be approached as a process.

SUMMARY

Planning is an essential process for community education. Planning must involve all the community if it is to be effective. Effective planning maximizes resources and helps to ensure success in achieving program objectives.

Activity 5.1

Community Education Issues

Purpose

To identify the most urgent challenges facing community education and to identify potential solutions to the issues or challenges.

Directions

1. Working in your group, identify the greatest challenge you face in delivering community education, e.g., funding, recruiting volunteers, gaining endorsement of local schools, etc. The challenge should be common to all members.

2. On an easel pad, state the challenge clearly.

3. Next, develop some specific solutions to the challenge. The solutions should be feasible and, if possible, proven. List the solutions on an easel pad.

4. Select a spokesperson to present your challenge and solutions to the class.

5. You have 30 minutes to complete the activity.

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Activity 5.2

Prioritizing Community Risk Issues

Purpose

To develop the skills necessary to prioritize community problems and hazards into high, moderate, and low priorities.

Directions

1. Working as a group, review the information provided in your assigned scenario(s).
2. Review the problems and prioritize the problems or risks into high, moderate, or low priorities.
3. Consider the following questions when making your decisions.
    a. What is the impact of the problem or risk on the community?
    b. What is the frequency and severity of the problem or risk?
    c. What is the likelihood of the problem getting worse without intervention?
    d. What is the potential impact possible from intervention?
    e. What programs in the community address the problem or issue?
4. Select a spokesperson to present your answers to the class.
5. You have 20 minutes to complete the activity.

Scenario 1

The organization is a volunteer ambulance service located in a rural farming community of 18,000 people. The service has 18 volunteers who provide Basic Life Support (BLS). The community education programs provided by the ambulance service include a CPR program, a program on the proper use of child safety seats, and an education program on farm machinery safety.

In the past year, the service has responded to three cardiac arrests and numerous heart attacks. There have been five separate incidents of injuries involving farm machinery. There seem to be few auto accidents involving children. The police department provides an excellent car seat education program.

List and briefly describe the fire, injury, or health and natural hazard risks in the community, and then assign each risk a high, moderate, or low priority.

Issue:

❑ High Priority ❑ Moderate Priority ❑ Low Priority

Issue:

❑ High Priority ❑ Moderate Priority ❑ Low Priority

Issue:

❑ High Priority ❑ Moderate Priority ❑ Low Priority

Scenario 2

The organization is an Office of Emergency Preparedness for a heavily populated county on the East Coast. The office is staffed with five full-time personnel and provides community education programs on hurricane preparedness, residential fire safety, and hot weather safety. The office conducted 20 presentations on fire safety last year, and 15 on hot weather safety. In the past 5 years the county has been devastated by the effects of three hurricanes. Due to little public demand, no programs have been offered on hurricane preparedness. All the fire departments in the county provide fire safety programs. Last year three children died when they were left in a car for an hour on a summer afternoon.

List and briefly describe the fire, injury, or health and natural hazard risks in the community, and then assign each risk a high, moderate, or low priority.

Issue:

❑ High Priority ❑ Moderate Priority ❑ Low Priority

Issue:

❑ High Priority ❑ Moderate Priority ❑ Low Priority

Issue:

❑ High Priority ❑ Moderate Priority ❑ Low Priority

Scenario 3

The organization is a large metropolitan fire department in a city of 200,000. The city has high rates of juvenile firesetting, and of drownings involving young children. The department provides a juvenile firesetter education program for parents and teachers. It is the department's most requested program. It also provides a course on water safety to children. However, the program was implemented 2 years ago and the number of drownings continues to increase. There is also a program for holiday fire safety over the 4th of July. The local Red Cross Chapter already provides education on bicycle safety. Two children in the community were seriously injured by fireworks last 4th of July.

List and briefly describe the fire, injury, or health and natural hazard risks in the community, and then assign each risk a high, moderate, or low priority.

Issue:

❑ High Priority ❑ Moderate Priority ❑ Low Priority

Issue:

❑ High Priority ❑ Moderate Priority ❑ Low Priority

Issue:

❑ High Priority ❑ Moderate Priority ❑ Low Priority

Activity 5.3

Future Priorities and Issues to be Addressed

Purpose

To develop skills to use data to identify and prioritize future community fire related problems based upon past experiences.

The intent is for you to review current fire data and identify trends that may impact future community education initiatives. There is no conclusive answer to the activity. The important aspect is the process used to identify and justify their predictions of future needs.

Directions

1. Review the data provided.
2. Working in small groups identify three areas that appear to be significant life safety issues that need to be addressed.
3. After identifying the three issues develop a justification or a version that could be developed into a plan to address the issues.
4. Select one issue and develop a plan, in broad terms, of how we may proceed to address the need. The plan is the road map that starts with today and ends with success and incident reduction.
5. Place the steps of the plan on your easel pad.

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Activity 5.3 (cont'd)

Future Priorities and Issues to be Addressed

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The authority on fire, electrical, and building safety

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- The U.S. fire problem
- The U.S. fire service
- Deadliest/large-loss fires
- Key dates in fire history
- Printable fact sheets
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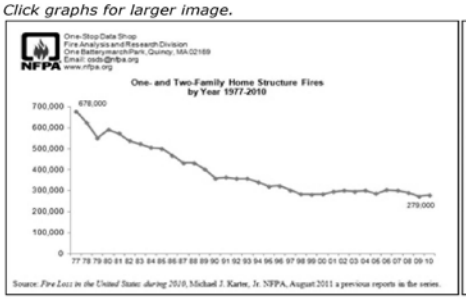
Home > Research > Fire statistics > The U.S. fire problem

THE U.S. FIRE PROBLEM

One- and two-family home fires (includes manufactured homes) by year

Click graphs for larger image.



Year	Fires	Civilian deaths	Civilian injuries	Direct property damage In billions As reported	Direct property damage (In billions) In 2010 dollars
1977	678,000	4,835	17,465	$2.3	$8.4
1978	623,233	4,945	15,400	$1.8	$5.9
1979	550,500	4,320	14,650	$2.0	$6.1
1980	590,500	4,175	16,100	$2.4	$6.5
1981	574,000	4,430	14,875	$2.7	$6.5
1982	538,000	3,960	15,750	$2.8	$6.3
1983	523,500	3,825	16,450	$2.8	$6.1
1984	506,000	3,290	15,100	$2.9	$6.2
1985	501,500	4,020	15,250	$3.2	$6.5
1986	468,000	4,005	14,650	$3.0	$6.0
1987	433,000	3,780	15,200	$3.1	$5.9
1988	432,500	4,125	17,125	$3.3	$6.2
1989	402,500	3,545	15,225	$3.3	$5.9
1990	359,000	3,370	15,250	$3.5	$5.9
1991	363,000	2,905	15,600	$3.4[2]	$5.4[2]

1992	358,000	3,160	15,275	$3.2	$4.9
1993	358,000	3,035	15,700	$4.1[3]	$6.2[3]
1994	341,000	2,785	14,000	$3.5	$5.2
1995	320,000	3,035	13,450	$3.6	$5.2
1996	324,000	3,470	13,700	$4.1	$5.7
1997	302,500	2,700	12,300	$3.7	$5.1
1998	283,000	2,775	11,800	$3.6	$4.9
1999	282,500	2,375	11,550	$4.1	$5.4
2000	283,500	2,920	12,575	$4.6	$5.9
2001	295,500	2,650	11,400	$4.7	$5.7
2002	300,500	2,280	9,950	$5.0	$6.1
2003	297,000	2,735	10,000	$5.1[4]	$6.0[4]
2004	301,500	2,680	10,500	$4.9	$5.7
2005	287,000	2,570	10,300	$5.8	$6.4
2006	304,500	2,155	8,800	$5.9	$6.4
2007	300,500	2,350	9,650	$6.2[5]	$6.5[5]
2008	291,000	2,365	9,185	$6.9[6]	$7.0[6]
2009	272,500	2,100	9,300	$6.4	$6.5
2010	279,000	2,200	9,400	$5.9	$5.9

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[1] Does not include $1.5 billion in damage caused by the Oakland fire storm, most of which was lost to homes but, for which, no detailed breakdown by property type was available.

[2] Reflects wildfires that occurred in Southern California in October and November 1993 that resulted in an estimated $809 million property damage.

[3] This does not include the Southern California wildfires with an estimated property damage of $2 billion.

[4] This does not include the California Fire Storm 2007 with an estimated property damage of $1.8 billion.

[5] Does not include the California wildfires 2008.

Direct property damage figures do not include indirect losses, like business interruption. Inflation adjustment to 2008 dollars is done using the consumer price index.

Source: *Fire Loss in the United States 2010*, Michael J. Karter, Jr., September 2011 and previous reports in the series.

Update: 9/10

> Overview of the U.S. fire problem

> Number of fires by type of fire

> Home fires

> Homes Fires with Ten or More Fatalities

> One- and two-family home fires (includes manufactured homes)

> Structure fires

> Residential structure fires

> Non-residential structure fires

> Apartment structure fires

> Non-home structure fires

> U.S. highway vehicle fires

URL:
http://www.nfpa.org/itemDetail.asp?

categoryID=953&itemID=23858&URL=Research/Fire

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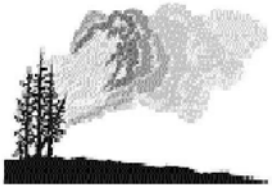
www.nfpa.org

2010 United States Fire Loss Clock

A fire department responded to a fire every **24 seconds**.

One vehicle fire was reported every **146 seconds**.

One structure fire was reported every **65 seconds**.



One outside fire was reported every **50 seconds**.

One civilian fire injury was reported every **30 minutes**.

One home structure fire was reported every **85 seconds**.

One civilian fire death occurred every **2 hours and 49 minutes.**

Source: *Fire Loss in the United States During 2010,* by Michael J. Karter, Jr., NFPA, Quincy, MA, 02169

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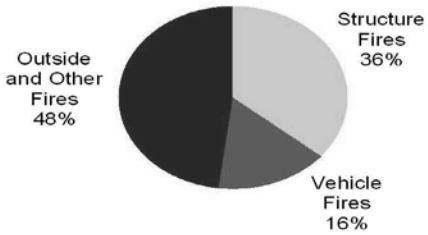
Fires in the United States During 2010

1,331,500 fires were reported in the U.S. during 2010.

- down **1%** from 2009
- **3,120** civilian fire deaths
- **17,720** civilian fire injuries
- **$11.6 billion** in property damage
- **72 firefighter deaths**
  Firefighter deaths are not restricted to fires.

Fires in the United States During 2010



482,000 structure fires occurred in the U.S. during 2010.

- Less than 1% increase from 2009
- **2,755** civilian fire deaths
- **15,420** civilian fire injuries
- **$9.7 billion** in property damage

215,500 vehicle fires occurred in the U.S. during 2010.

- down **1%** from 2009
- **310** civilian fire deaths
- **1,590** civilian fire injuries
- **$1.4 billion** in property damage

634,000 outside and other fires occurred in the U.S. during 2010.

- down **2%** from 2009
- **55** civilian fire deaths
- **710** civilian fire injuries
- **$501 million** in property damage

Source: *Fire Loss in the United States During 2010* by Michael J. Karter, Jr., NFPA, Quincy, MA
Firefighter Fatalities in the United States – 2010, by Rita F. Fahy, Paul R. LeBlanc and Joseph L. Molis, NFPA, Quincy, MA

The U.S. fire problem
The U.S. fire service
Deadliest/large-loss fires
Key dates in fire history
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THE U.S. FIRE PROBLEM

In 2010, there were **1,331,500 fires** reported in the United States. These fires caused 3,120 civilian deaths, 17,720 civilian injuries, and $11.6 billion in property damage.

- 482,000 were structure fires, causing 2,755 civilian deaths, 15,420 civilian injuries, and $9.7 billion in property damage.
- 215,500 were vehicle fires, causing 310 civilian fire deaths, 1,590 civilian fire injuries, and $1.4 billion in property damage.
- 634,000 were outside and other fires, causing 55 civilian fire deaths, 710 civilian fire injuries, and $501 million in property damage.

The 2010 U.S. fire loss clock

- A fire department responded to a fire every 24 seconds.
- One structure fire was reported every 65 seconds.
- One home structure fire was reported every 85 seconds
- One civilian fire injury was reported every 30 minutes.
- One civilian fire death occurred every 2 hours and 49 minutes.
- One outside fire was reported every 50 seconds.
- One vehicle fire was reported every 146 seconds.

All visitors: Download NFPA's report, "Fire Loss in the United States During 2010" (PDF, 244 KB)

See more detailed trend information about the U.S. fire problem on the pages below.

> Overview of the U.S. fire problem

> Number of fires by type of fire

> Home fires

> Homes Fires with Ten or More Fatalities

> One- and two-family home fires (includes manufactured homes)

> Structure fires

> Residential structure fires

> Non-residential structure fires

> Apartment structure fires

> Non-home structure fires

> U.S. highway vehicle fires

Free reproducible fact sheets

An Overview of the U.S. Fire Problem
(PDF, 142 KB)

Fire in the U.S. in 2010
(PDF, 71 KB)

U.S. fire loss clock in 2010
(PDF, 98 KB)

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U.S. Fire Administration | FEMA

National Fire Protection Association (NFPA) Estimates

Fire Estimates (2010)

Additional information on the U.S. fire problem is available from the NFPA's website (http://www.usfa.fema.gov/goodbye.jsp?url=http://www.nfpa.org/categoryList.asp?categoryID=953).

NFPA definition of *Structure*
An assembly of materials forming a construction for occupancy or use in such a manner as to serve a specific purpose. A building is a form of structure. Open platforms, bridges, roof assemblies over open storage or process areas, tents, airsupported, and grandstands are other forms of structures.

Total Fire Loss (2010)

All Fires	Deaths	Injuries	Direct Dollar Loss In Millions
1,331,500	3,120	17,720	$11,593

Fire Loss by Property Use (2010)

Property Use	Fires	Deaths	Injuries	Direct Dollar Loss In Millions
All Structures	482,000	2,755	15,420	$9,716
Residential Structures	384,000	2,665	13,800	$7,079
Nonresidential Structures	98,000	90	1,620	$2,637
Vehicles	215,500	310	1,590	$1,376
Outdoor and Other Fires	634,000	55	710	$501

Intentionally Set Structure Fires (2010)

Fires	Deaths	Injuries	Direct Dollar Loss In Millions
27,500	200	Not Available	$585

Source: National Fire Protection Association *Fire Loss in the U.S. 2010*.

Fire Departments (2010)

Number of Fire Departments (2010)

All Fire Departments	All Career	Mostly Career	Mostly Volunteer	All Volunteer
30,125	2,495 (8.3%)	1,860 (6.2%)	5,290 (17.5%)	20,480 (68.0%)

Career=100% career firefighters, Mostly Career=51%-99% career firefighters, Mostly Volunteer=1%-50% career firefighters, Volunteer=100% volunteer firefighters

Response Breakdown (2010)

Response	Number	% Change from 2008
Fires	1,331,500	-1.3
Medical Aid	18,522,000	+8.3
False Alarms	2,187,000	+0.5
Mutual Aid/Assistance	1,189,500	-8.2
Hazmat	402,000	+1.3
Other Hazardous (Arcing wires, bomb removal, etc.)	660,000	+5.5
All Other (Smoke scares, lock-outs, etc.)	3,913,000	+9.1
TOTAL	28,205,000	+6.3

Source: National Fire Protection Association reports *Fire Loss in the United States 2010* and *U.S. Fire Department Profile Through 2010*

Firefighters (2010)

- Estimated number of firefighters in 2010: 1,103,300 (career: 335,150, volunteer: 768,150)
- Firefighters by age group: 16-19 (3%), 20-29 (21%), 30-39 (27%), 40-49 (26%), 50-59 (17%), 60 and over (6%)
- Seventy-three percent of career firefighters are in communities that protect a population of 25,000 or more.
- Ninety-five percent of the volunteers are in departments that protect a population of less than 25,000 and of these departments, about 50% are located in small, rural departments that protect a population of less than 2,500.

Source: National Fire Protection Association, *U.S. Fire Department Profile Through 2010*

Last Reviewed: November 22, 2011

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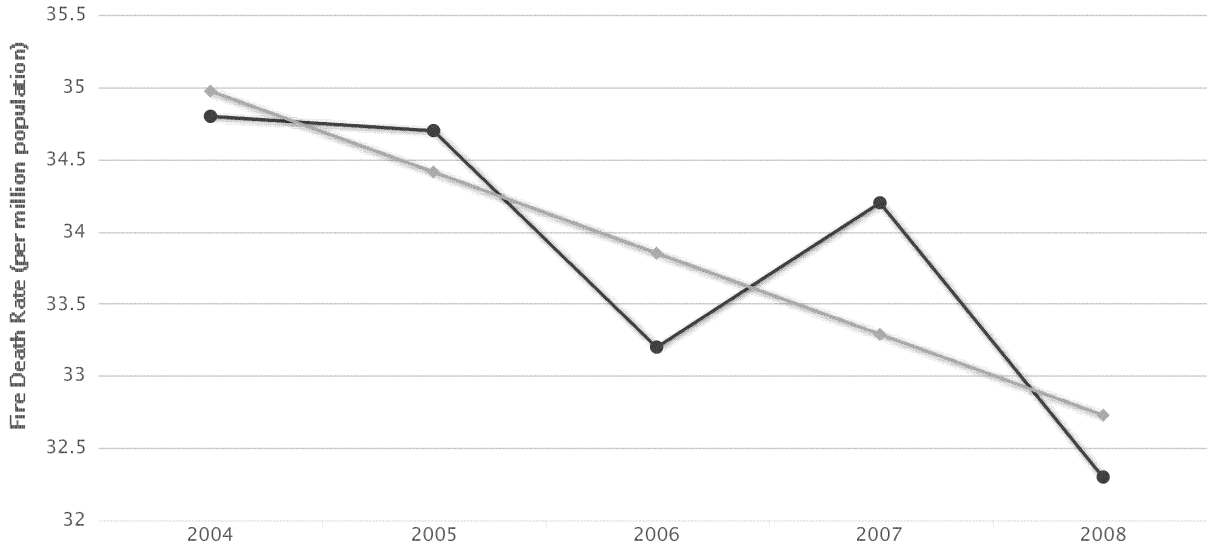
Trends in Older Adult Fire Death Rates (2004-2008)

See also: Overall Trends (http://www.usfa.fema.govtrend_overall.shtm) | Child Fire Death Trends (http://www.usfa.fema.govtrend_child.shtm)

On a per capita basis, fire death rates are declining, partially due to an increase in the U.S. population and an overall decline in the numbers of reported fires and fire deaths. In the case of fire deaths, fire death rates are measured by deaths per million population. Trends in fire death rates are computed to show how the rates have changed over time by smoothing fluctuations or variations in the data from year-to-year.

Overall, the trend in the fire death rate per million population for older adults ages 65 and older decreased 6 percent from 2004 -2008. Although the trend in fire death rates has decreased for the older adult population, older adults face the greatest risk of dying in a fire. In 2008, the risk of dying in a fire for older adults was 2.7 times higher than that of the population as a whole and rose even higher for the oldest segment of the population (age 85 and over). The table and chart below show the decline collectively for older adults ages 65 and over.

Fire Death Rates per Million Population for Older Adults Ages 65+ (2004-2008)



Year	Number of Older Adult Fire Deaths Age 65+	Population	Fire Death Rate (per million population)
2004	1,263	36,263,494	34.8
2005	1,274	36,703,697	34.7
2006	1,237	37,205,916	33.2
2007	1,294	37,867,145	34.2
2008	1,253	38,799,891	32.3

5-Year Trend (%)	-6%

Sources: 2004-2008 National Center for Health Statistics (NCHS) Mortality Data; U.S. Census Bureau Population Estimates, July 1 Estimates (Release Date: June 2010)

More Information

- Statistical Reports: Civilian Fire Casualties - Older Adults (http://www.usfa.fema.gov/statistics/reports/casualties_older_adults.shtm)

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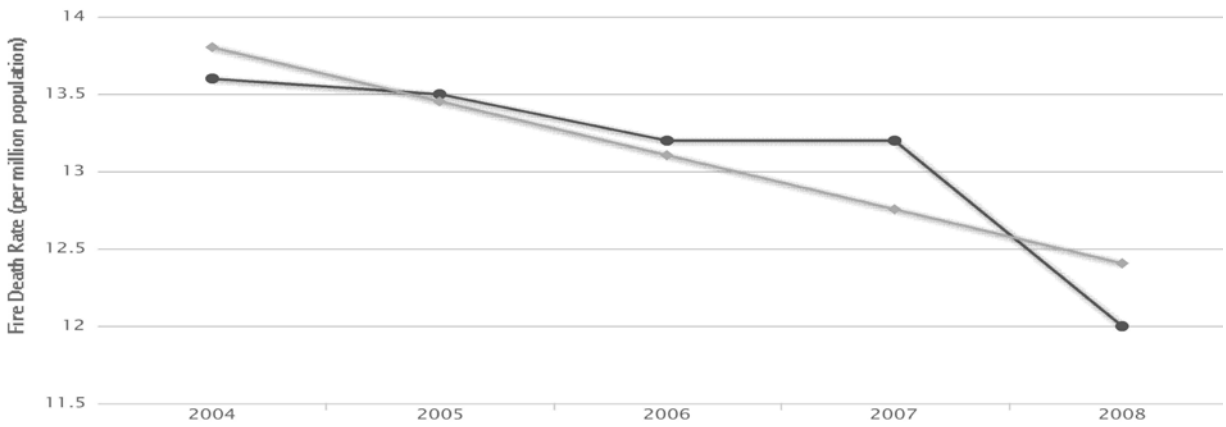
Trend in Overall Fire Death Rates (2004-2008)

See also: Older Adult Fire Death Trends (http://www.usfa.fema.gov/trend_older.shtm) | Child Fire Death Trends (http://www.usfa.fema.gov/trend_child.shtm)

On a per capita basis, fire death rates are declining, partially due to an increase in the U.S. population and an overall decline in the numbers of reported fires and fire deaths. In the case of fire deaths, fire death rates are measured by deaths per million population. Trends in fire death rates are computed to show how the rates have changed over time by smoothing fluctuations or variations in the data from year-to-year.

Overall, the trend in the fire death rate per million population decreased 10 percent from 2004-2008. The table and chart below show the decline in the fire death rate trend.

Fire Death Rates per Million Population (2004-2008)



Year	Number of Fire Deaths	Population	Fire Death Rate (per million population)
2004	3,993	293,045,739	13.6
2005	3,983	295,753,151	13.5
2006	3,940	298,593,212	13.2
2007	3,994	301,579,895	13.2
2008	3,650	304,374,846	12.0
5-Year Trend (%)			-10%

Sources: 2004-2008 National Center for Health Statistics (NCHS) Mortality Data; U.S. Census Bureau Population Estimates, July 1 Estimates (Release Date: June 2010)

More Information

- Statistical Reports: Civilian Fire Casualties (http://www.usfa.fema.gov/statistics/reports/casualties.shtm)

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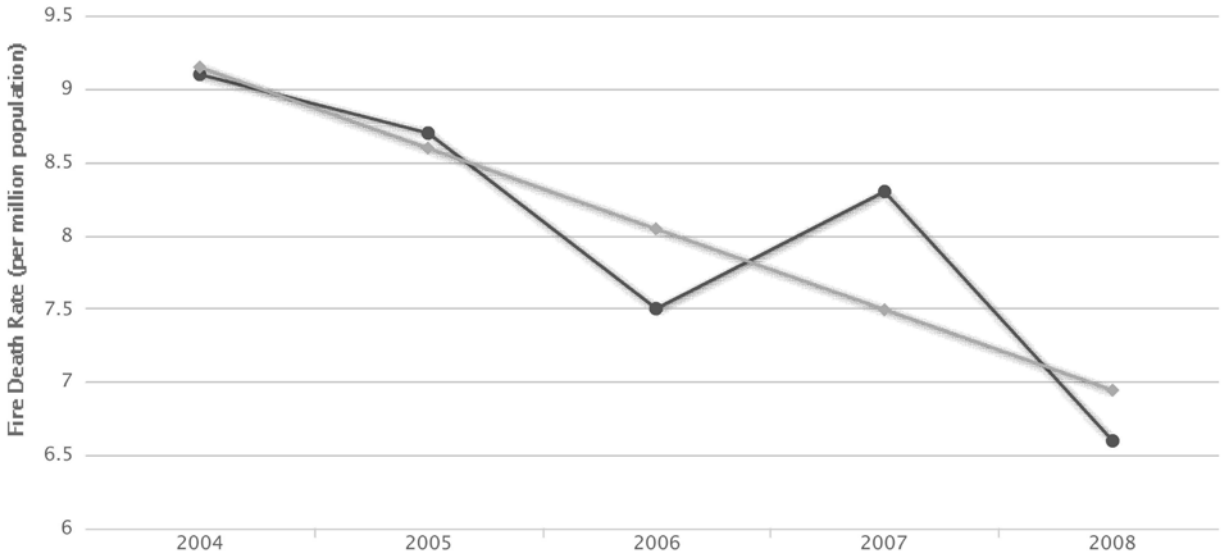
Trends in Child Fire Death Rates (2004-2008)

See also: Overall Trends (http://www.usfa.fema.gov/trend_overall.shtm) | Older Adult Fire Death Trends (http://www.usfa.fema.gov/trend_older.shtm)

On a per capita basis, fire death rates are declining, partially due to an increase in the U.S. population and an overall decline in the numbers of reported fires and fire deaths. In the case of fire deaths, fire death rates are measured by deaths per million population. Trends in fire death rates are computed to show how the rates have changed over time by smoothing fluctuations or variations in the data from year-to-year.

Overall, the trend in the fire death rate per million population for children ages 14 and under decreased 24 percent from 2004-2008. The table and chart below show this decline.

Fire Death Rates per Million Population for Children Ages 0-14 (2004-2008)



Year	Number of Child Fire Deaths Age 0-14	Population	Fire Death Rate (per million population)
2004	558	61,011,791	9.1
2005	529	60,953,039	8.7
2006	459	61,022,964	7.5
2007	509	61,294,588	8.3
2008	405	61,569,505	6.6
5-Year Trend (%)			-24%

Sources: 2004-2008 National Center for Health Statistics (NCHS) Mortality Data; U.S. Census Bureau Population Estimates, July 1 Estimates (Release Date: June 2010)

More Information

- Statistical Reports: Civilian Fire Casualties - Children (http://www.usfa.fema.gov/statistics/reports/casualties_children.shtm)

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2010 Residential Building Other Unintentional, Careless Fire Trends

USFA FIRE ESTIMATE SUMMARY

Fire Estimate Summaries present basic data on the size and status of the fire problem in the United States as depicted through data collected in the U.S. Fire Administration's (USFA's) National Fire Incident Reporting System (NFIRS). Each Fire Estimate Summary addresses the size of the specific fire or fire-related issue and highlights important trends in the data.

Note: Fire Estimate Summaries are based on the USFA's national estimates methodology. The USFA is committed to providing the best and most current information on the United States fire problem and, as a result, continually examines its data and methodology. Because of this commitment, changes to data collection strategies and estimate methodologies occur, causing estimates to change slightly over time. Previous estimates on specific issues (or similar issues) may have been a result of different methodologies or data definitions used and may not be directly comparable to current estimates.

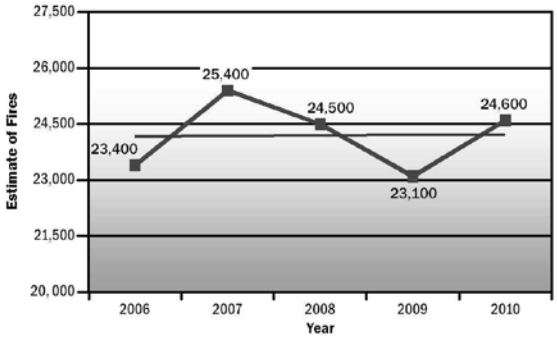
National estimates for residential building other unintentional, careless fires for 2010, the most recent year data are available, are:

- Fires: 24,600
- Deaths: 435
- Injuries: 1,525
- Dollar Loss: $1,134,800,000

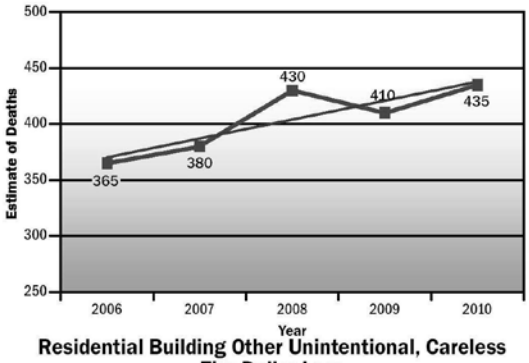
Overall trends for residential building other unintentional, careless fires for the 5-year-period of 2006 to 2010 show:

- A 0.2% (less than 1%) increase in fires.
- An 18% increase in deaths.
- An 11% increase in injuries.
- A 29% increase in dollar loss. (Note: This overall constant dollar loss trend takes inflation into account by adjusting each year's dollar loss to its equivalent 2010 value.)

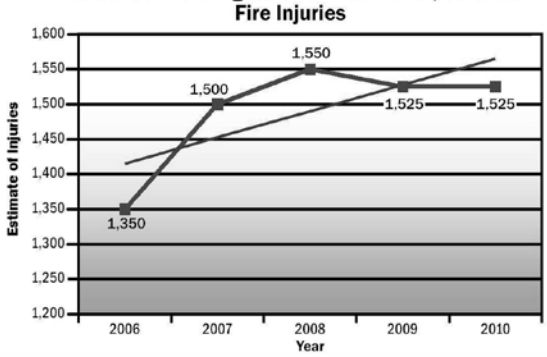
Residential Building Other Unintentional, Careless Fires



Residential Building Other Unintentional, Careless Fire Deaths

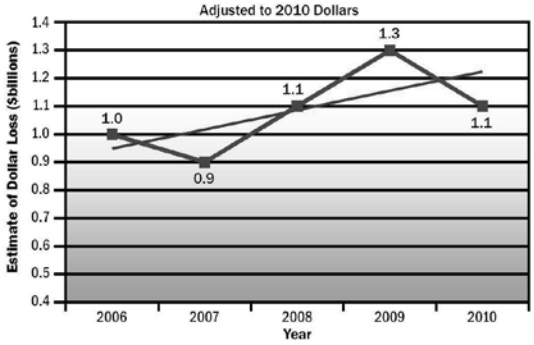


Residential Building Other Unintentional, Careless Fire Injuries



Residential Building Other Unintentional, Careless Fire Dollar Loss

Adjusted to 2010 Dollars



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Residential Other Unintentional, Careless Fires/December 2011

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U.S. Fire Administration Fire Estimates

Fire Estimate Summaries present basic data on the size and status of the fire problem in the United States as depicted through data collected in the U.S. Fire Administration's (USFA's) National Fire Incident Reporting System (NFIRS). Each Fire Estimate Summary addresses the size of the specific fire or fire-related issue and highlights important trends in the data.[1]

Residential Building Estimates

Definition of *Residential Building*

A *structure* is a constructed item of which a *building* is one type. The term *residential structure* commonly refers to buildings where people live. To coincide with this concept, the definition of a *residential structure fire* includes only those fires confined to an enclosed building or fixed portable or mobile structure with a residential property use. Such fires are referred to as *residential buildings* to distinguish these buildings from other structures on residential properties that may include fences, sheds, and other uninhabitable structures. *Residential buildings* include, but are not limited to one- or two-family dwellings, multifamily dwellings, manufactured housing, boarding houses or residential hotels, commercial hotels, college dormitories, and sorority/fraternity houses.

Fire Estimate Summaries of Residential Building Fire Trends and Causes (2010)

Download an Estimate Summary | Go

Residential Building Fires (2006-2010)

Year	Fires	Deaths	Injuries	Dollar Loss
2006	392,700	2,490	12,550	7,188,000,000
2007	390,300	2,765	13,525	7,527,000,000
2008	378,200	2,650	13,100	8,124,100,000
2009	356,200	2,480	12,600	7,378,800,000
2010	362,100	2,555	13,275	6,646,900,000

Residential Building National Estimates (2003-2010)

Download Cause Definitions (http://www.usfa.fema.gov/fireservice/nfirs/tools/fire_cause_category_matrix.shtm)

Residential Building National Estimates by Property Use (http://www.usfa.fema.gov/downloads/xls/estimates/res_bldg_fire_overall.xlsx) (XLSX, 12 Kb)
This spreadsheet contains overall residential building estimates and estimates by property use.

Residential Building National Estimates by Property Use and Cause (http://www.usfa.fema.gov/downloads/xls/estimates/res_bldg_fire_cause.xlsx) (XLSX, 31 Kb)
This spreadsheet contains overall residential building estimates for fires, deaths, injuries, and dollar loss by property use and fire cause.

Nonresidential Building Estimates

Definition of *Nonresidential Building*

Nonresidential buildings are a subset of *nonresidential structures* and refer to buildings on nonresidential properties. Buildings include enclosed structures, subway terminals, underground buildings, and fixed portable or mobile structures. The term *nonresidential buildings* refers to those nonresidential structures that are enclosed. *Nonresidential buildings* include assembly, eating and drinking establishments, educational facilities, stores, offices, basic industry, manufacturing, storage, detached garages, outside properties, and other nonpermanent residential buildings. The term *nonresidential* also includes institutional properties such as prisons, nursing homes, juvenile care facilities, and hospitals, though many people may reside there for short (or long) durations of time.

Fire Estimate Summaries of Nonresidential Building Fire Trends and Causes (2010)

Download an Estimate Summary Go

Nonresidential Building Fires (2006-2010)

Year	Fires	Deaths	Injuries	Dollar Loss
2006	98,900	75	1,350	2,536,100,000
2007	103,000	90	1,275	3,015,900,000
2008	97,100	100	1,250	3,496,300,000
2009	89,200	90	1,500	2,804,700,000
2010	84,900	80	1,375	2,400,700,000

Nonresidential Building National Estimates (2003-2010)

Download

Cause Definitions (http://www.usfa.fema.gov/fireservice/nfirs/tools/fire_cause_category_matrix.shtm)

Nonresidential Building National Estimates by Property Use (http://www.usfa.fema.gov/downloads/xls/estimates/nonres_bldg_fire_overall.xlsx) (XLSX, 17 Kb)
This spreadsheet contains overall nonresidential building estimates and estimates for fires, deaths, injuries, and dollar loss by property use.

Nonresidential Building National Estimates by Property Use and Cause (http://www.usfa.fema.gov/downloads/xls/estimates/nonres_bldg_fire_cause.xlsx) (XLSX, 36 Kb)
This spreadsheet contains overall nonresidential building estimates for fires and dollar loss by property use and fire cause.

[1] Fire Estimate Summaries are based on the USFA's national estimates methodology. The USFA is committed to providing the best and most current information on the United States' fire problem and, as a result, continually examines its data and methodology. Because of this commitment, changes to data collection strategies and estimate methodologies occur, causing estimates to change slightly over time. Previous estimates on specific issues (or similar issues) may have been a result of different methodologies or data definitions used and may not be directly comparable to current estimates.

Related Topics

- National Fire Protection Association Estimates (http://www.usfa.fema.gov/statistics/estimates/nfpa/index.shtm)
- USFA Residential and Nonresidential Fire Estimate Summaries, 2003-2009 (http://www.usfa.fema.gov/downloads/pdf/statistics/fire_estimate_summaries0309.zip) (ZIP, 3.8 Mb - This archive contains files in PDF and XLSX formats.)
- USFA Residential and Nonresidential Fire Estimate Summaries, 2003-2008 (http://www.usfa.fema.gov/downloads/pdf/statistics/fire_estimate_summaries0308.zip) (ZIP, 3.8 Mb - This archive contains files in PDF and XLSX formats.)

Links of Interest

- National Fire Protection Association (http://www.usfa.fema.gov/goodbye.jsp?url=http://www.nfpa.org/categoryList.asp?categoryID=953%26URL=Research%20%26%20Reports/Fire%20statistics/The%20U.S.%20fire%20problem)
- World Fire Statistics Centre (http://www.usfa.fema.gov/goodbye.jsp?url=http://www.genevaassociation.org/Affiliated_Organizations/WFSC.aspx)
- National Center for Health Statistics (http://www.usfa.fema.govhttp://www.cdc.gov/nchs/)
- National Center for Injury Prevention and Control (http://www.usfa.fema.govhttp://www.cdc.gov/injury/)

Last Reviewed: December 5, 2011

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2010 Residential Building Heating Fire Trends

USFA FIRE ESTIMATE SUMMARY

Fire Estimate Summaries present basic data on the size and status of the fire problem in the United States as depicted through data collected in the U.S. Fire Administration's (USFA's) National Fire Incident Reporting System (NFIRS). Each Fire Estimate Summary addresses the size of the specific fire or fire-related issue and highlights important trends in the data.

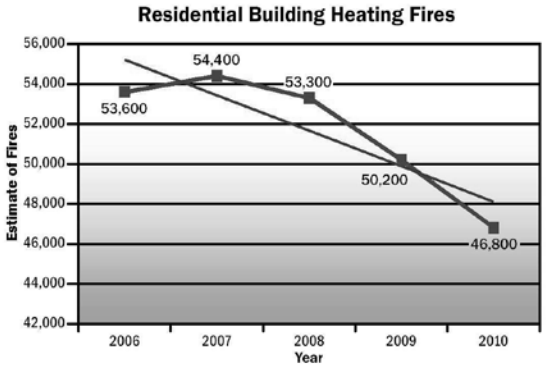
Note: Fire Estimate Summaries are based on the USFA's national estimates methodology. The USFA is committed to providing the best and most current information on the United States fire problem and, as a result, continually examines its data and methodology. Because of this commitment, changes to data collection strategies and estimate methodologies occur, causing estimates to change slightly over time. Previous estimates on specific issues (or similar issues) may have been a result of different methodologies or data definitions used and may not be directly comparable to current estimates.

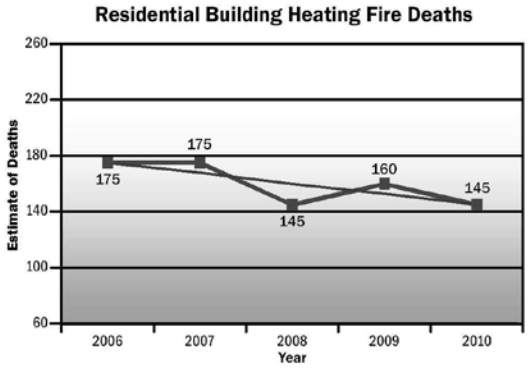
National estimates for residential building heating fires for 2010, the most recent year data are available, are:

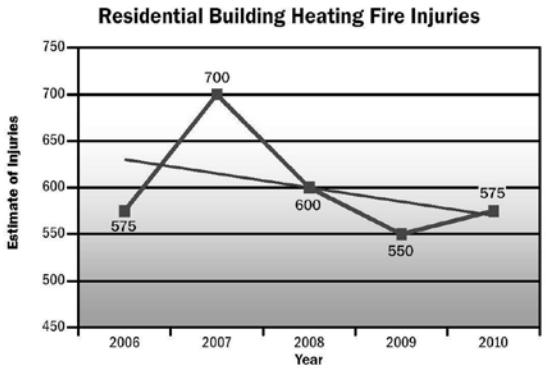
- Fires: 46,800
- Deaths: 145
- Injuries: 575
- Dollar Loss: $325,600,000

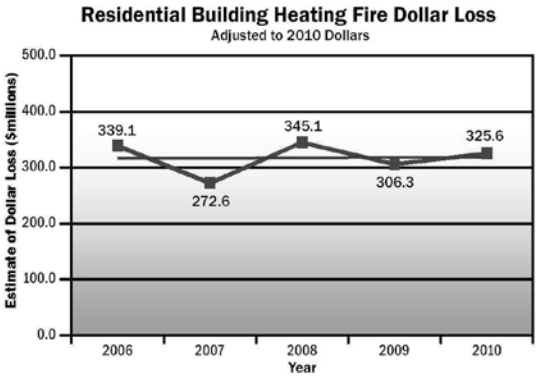
Overall trends for residential building heating fires for the 5-year-period of 2006 to 2010 show:

- A 13% decrease in fires.
- A 17% decrease in deaths.
- A 10% decrease in injuries.
- A 0.8% (less than 1%) increase in dollar loss. (Note: This overall constant dollar loss trend takes inflation into account by adjusting each year's dollar loss to its equivalent 2010 value.)









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Residential Heating Fires/December 2011

2010 Residential Building Cooking Fire Trends

USFA FIRE ESTIMATE SUMMARY

Fire Estimate Summaries present basic data on the size and status of the fire problem in the United States as depicted through data collected in the U.S. Fire Administration's (USFA's) National Fire Incident Reporting System (NFIRS). Each Fire Estimate Summary addresses the size of the specific fire or fire-related issue and highlights important trends in the data.

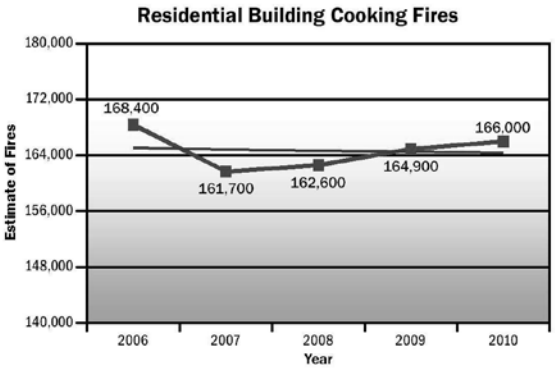
Note: Fire Estimate Summaries are based on the USFA's national estimates methodology. The USFA is committed to providing the best and most current information on the United States fire problem and, as a result, continually examines its data and methodology. Because of this commitment, changes to data collection strategies and estimate methodologies occur, causing estimates to change slightly over time. Previous estimates on specific issues (or similar issues) may have been a result of different methodologies or data definitions used and may not be directly comparable to current estimates.

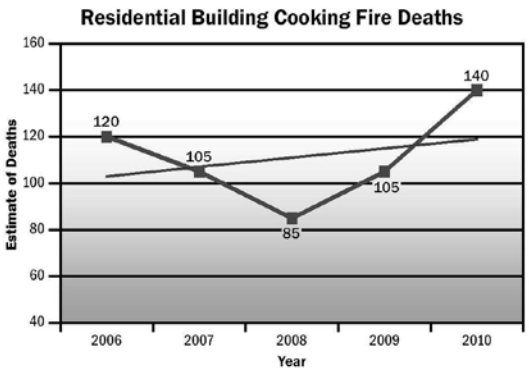
National estimates for residential building cooking fires for 2010, the most recent year data are available, are:

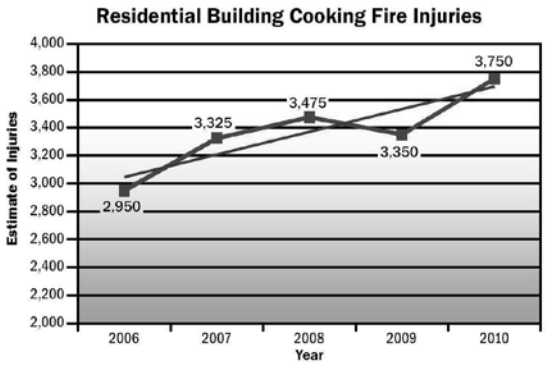
- **Fires: 166,000**
- **Deaths: 140**
- **Injuries: 3,750**
- **Dollar Loss: $316,800,000**

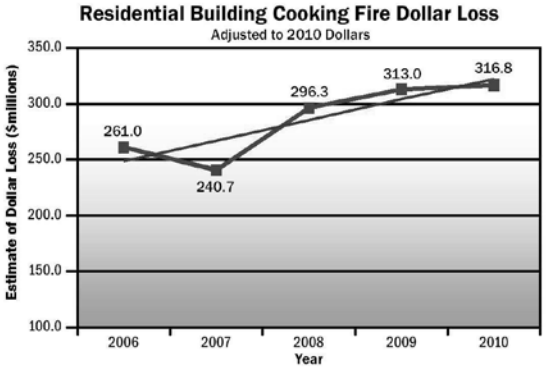
Overall trends for residential building cooking fires for the 5-year-period of 2006 to 2010 show:

- **Despite annual fluctuations, a 0.4% (less than 1%) decrease in fires.**
- **A 16% increase in deaths.**
- **A 21% increase in injuries.**
- **A 30% increase in dollar loss. (Note: This overall constant dollar loss trend takes inflation into account by adjusting each year's dollar loss to its equivalent 2010 value.)**









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Residential Cooking Fires/December 2011

2010 Residential Building Fire Death Causes

USFA FIRE ESTIMATE SUMMARY

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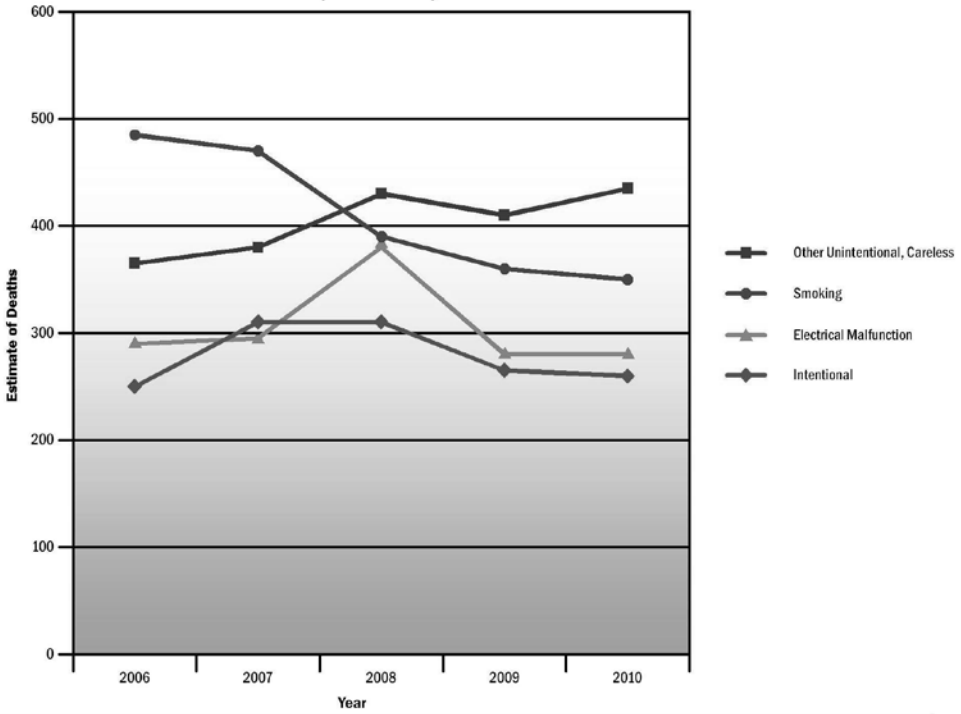
National estimates for the major causes of residential building fire deaths for 2010, the most recent year data are available, are:

1. Other Unintentional, Careless: 435 deaths
2. Smoking: 350 deaths

Overall trends in the leading fire death causes for the 5-year-period of 2006 to 2010 show:

- **Smoking as the leading cause of residential building fire deaths prior to 2008 when other unintentional, careless became the leading cause.**
- **An 18% increase in residential other unintentional, careless fire deaths.**
- **A 31% decrease in residential smoking fire deaths.**

Leading Causes of Residential Building Fire Deaths (2006-2010)



Residential Building Causes—Deaths/December 2011

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2010 Residential Building Fire Injury Causes

USFA FIRE ESTIMATE SUMMARY

Fire Estimate Summaries present basic data on the size and status of the fire problem in the United States as depicted through data collected in the U.S. Fire Administration's (USFA's) National Fire Incident Reporting System (NFIRS). Each Fire Estimate Summary addresses the size of the specific fire or fire-related issue and highlights important trends in the data.

Note: Fire Estimate Summaries are based on the USFA's national estimates methodology. The USFA is committed to providing the best and most current information on the United States fire problem and, as a result, continually examines its data and methodology. Because of this commitment, changes to data collection strategies and estimate methodologies occur, causing estimates to change slightly over time. Previous estimates on specific issues (or similar issues) may have been a result of different methodologies or data definitions used and may not be directly comparable to current estimates.

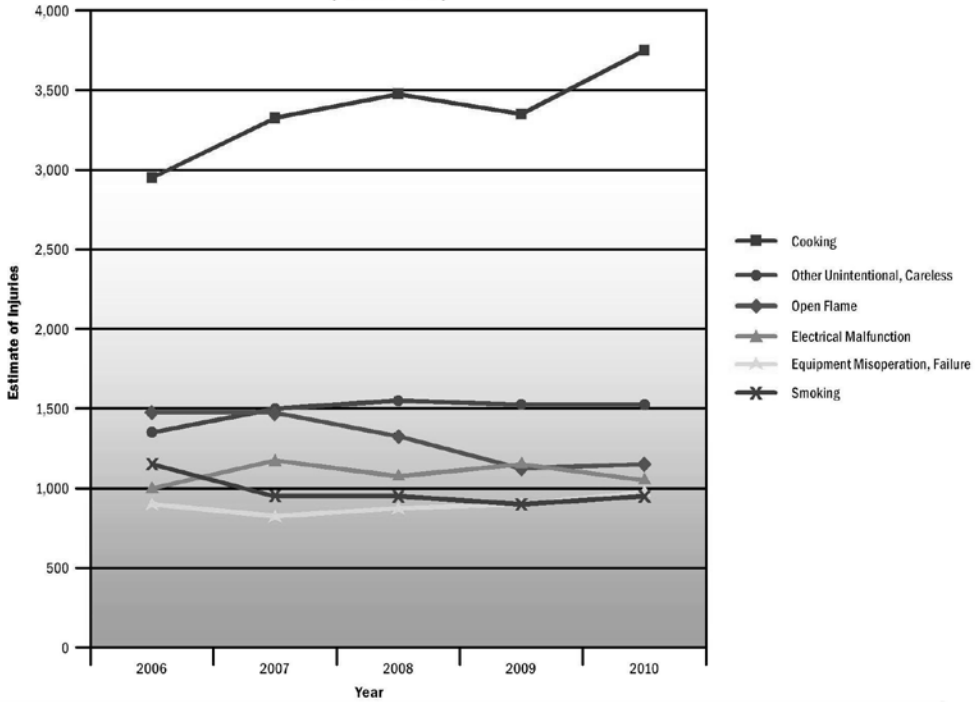
National estimates for the major causes of residential building fire injuries for 2010, the most recent year data are available, are:

1. Cooking: 3,750 injuries
2. Other Unintentional, Careless: 1,525 injuries

Overall trends in the leading fire injury causes for the 5-year-period of 2006 to 2010 show:

- **Cooking as the leading cause of residential building fire injuries for the 5-year-period.**
- **A 21% increase in residential cooking fire injuries.**
- **An 11% increase in residential other unintentional, careless fire injuries.**

Leading Causes of Residential Building Fire Injuries (2006-2010)



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Residential Building Causes—Injuries/December 2011

USFA FIRE ESTIMATE SUMMARY

2010 Residential Building Fire Causes

Fire Estimate Summaries present basic data on the size and status of the fire problem in the United States as depicted through data collected in the U.S. Fire Administration's (USFA's) National Fire Incident Reporting System (NFIRS). Each Fire Estimate Summary addresses the size of the specific fire or fire-related issue and highlights important trends in the data.

Note: Fire Estimate Summaries are based on the USFA's national estimates methodology. The USFA is committed to providing the best and most current information on the United States fire problem and, as a result, continually examines its data and methodology. Because of this commitment, changes to data collection strategies and estimate methodologies occur, causing estimates to change slightly over time. Previous estimates on specific issues (or similar issues) may have been a result of different methodologies or data definitions used and may not be directly comparable to current estimates.

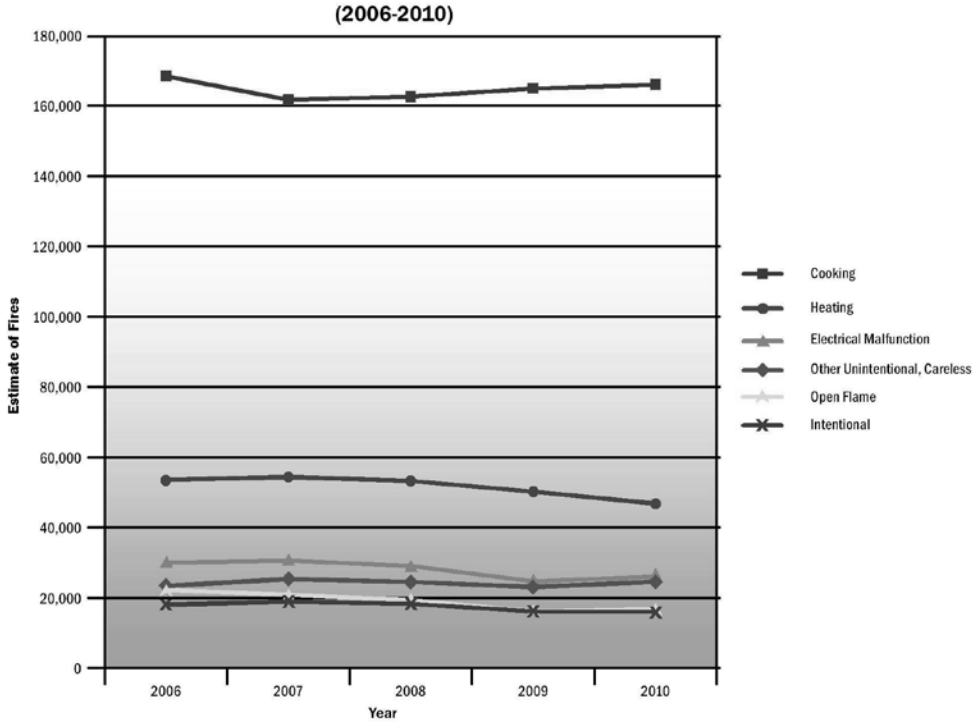
National estimates for the major causes of fires in residential buildings for 2010, the most recent year data are available, are:

1. **Cooking: 166,000 fires**
2. **Heating: 46,800 fires**

Overall trends in the leading fire causes for the 5-year-period of 2006 to 2010 show:

- **Cooking as the leading cause of residential building fires for the 5-year-period.**
- **A 0.4% (less than 1%) decrease in residential cooking fires.**
- **A 13% decrease in residential heating fires.**

Leading Causes of Residential Building Fires (2006-2010)



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www.usfa.fema.gov/statistics/estimates

Residential Building Causes—Fires/December 2011

2010 Residential Building Smoking Fire Trends

USFA FIRE ESTIMATE SUMMARY

Fire Estimate Summaries present basic data on the size and status of the fire problem in the United States as depicted through data collected in the U.S. Fire Administration's (USFA's) National Fire Incident Reporting System (NFIRS). Each Fire Estimate Summary addresses the size of the specific fire or fire-related issue and highlights important trends in the data.

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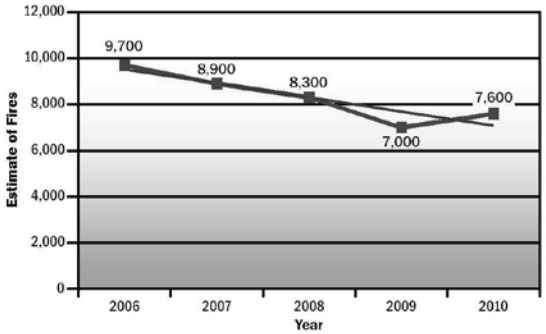
National estimates for residential building smoking fires for 2010, the most recent year data are available, are:

- **Fires: 7,600**
- **Deaths: 350**
- **Injuries: 950**
- **Dollar Loss: $286,200,000**

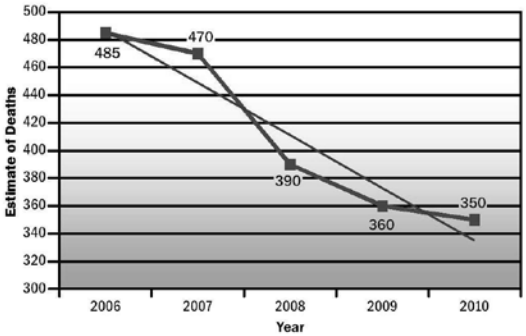
Overall trends for residential building smoking fires for the 5-year-period of 2006 to 2010 show:

- **A 26% decrease in fires.**
- **A 31% decrease in deaths.**
- **A 17% decrease in injuries.**
- **A 6% decrease in dollar loss. (Note: This overall constant dollar loss trend takes inflation into account by adjusting each year's dollar loss to its equivalent 2010 value.)**

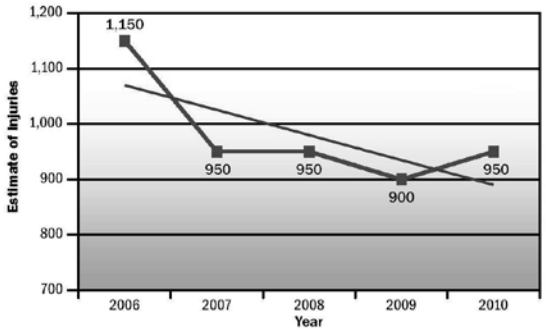
Residential Building Smoking Fires



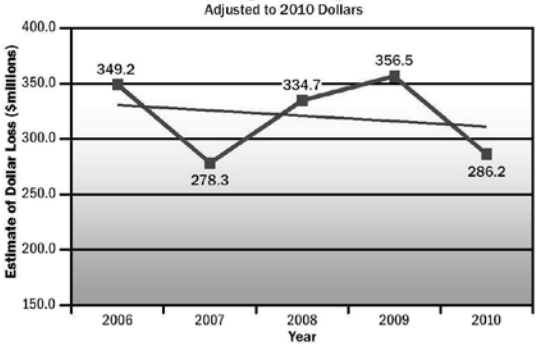
Residential Building Smoking Fire Deaths



Residential Building Smoking Fire Injuries



Residential Building Smoking Fire Dollar Loss
Adjusted to 2010 Dollars



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Residential Smoking Fires/December 2011

Activity 5.4

Assessing a Community Risk Intervention Plan

Purpose

To assess a community risk intervention plan.

Directions

1. Working in your group, review the scenario assigned to you.

2. Consider the following questions when conducting your assessment.

    a. Does the purpose statement clearly communicate the overall purpose and intent of the plan?

    b. Are the target audiences those affected by the problem, or do they have the ability to effect change to mitigate the risk or problem?

    c. Are the resources appropriate for the audience and program objectives?

    d. Are the resources applied effectively and efficiently?

    e. Do the objectives clearly state the desired change or impact?

    f. Do they meet the criteria for a program objective?

    g. Do the strategies support the program objectives?

3. Based on the assessment, make recommendations on how the plan can be modified to be more effective.

4. Select a spokesperson to present your findings to the class.

5. Be prepared to justify your answers.

6. You have 40 minutes to complete the activity.

Scenario 1

The local hospital is developing a program for reducing burns to children in bathtubs. In the past year, the hospital has treated 18 children with such burns. The community has a population of 2,800. The children are usually 2 to 4 years old and primarily are from single-parent homes. A child-care center provides care during weekdays for most of the children.

Purpose: The purpose of the hospital's program is to reduce or eliminate the incidence of burns to children. The hospital hopes to reach as many children as possible with the programs.

Target Audiences: The target audience for the program is the preschool children.

Program Objectives:

1. Implement a preschool burn prevention program.

2. Develop a coloring book for use in the program.

Interventions: The educational interventions include modifying the environment with a floating thermometer, and changing the behavior of the children through educational presentations.

Application of Resources: Of a total budget of $1,000, $500 is being used to buy a curriculum, $450 is being used to print a brochure and coloring book to be used in the program, and $50 is being used to purchase floating thermometers. The thermometers will be distributed to the child-care center directors.

Recommendations:

Scenario 2

A rural community that is close to a major river experiences flooding every spring. In fact, for the past 5 years an average of 100 families has been displaced from the same area during the flood period. Average property damage is $150,000 annually. The county Office of Emergency Management (OEM) wants to start a flood awareness education program so that residents in the floodplain will be aware of assistance available to them during the flood season. The goal of the OEM is to reach every resident who lives in the floodplain with information on flood programs.

Purpose: The purpose of the program is to educate every resident about the programs available from the government to assist during the flood season.

Target Audiences: The target audience is the residents living in the floodplain area.

Program Objectives:

1. Make personal contact and discuss flood programs with 90 percent of the residents in the floodplain by May 1.

2. Mail brochures on floodplain programs to each resident in the floodplain by May 1.

3. Conduct informational presentation at the Farm Bureau during the May meeting.

Interventions: The program will focus on making personal contact with each resident living in the floodplain, mailing brochures about flood programs, and making presentations to the target audience when possible.

Application of Resources: Of a total budget of $1,000, $600 is being used to print flood information packets to be distributed to the families, $300 is being used to print and mail brochures, and $100 is being used to cover the expenses of the presentations. In addition, the OEM is dedicating two full-time personnel to the project for 3 months.

Recommendations:

Scenario 3

A volunteer fire department in an agricultural area is planning to begin a community education program addressing the prevention of range fires along the railroad tracks running through the county. The department averages 38 fires a year along the tracks, all started by flares discarded by train crews. The program consists of presentations to train crews and educational presentations to the farmers with land along the tracks. The goal of the program is to reduce the fires by 50 percent.

Purpose: The purpose of the program is to reduce the number of range fires.

Target Audiences: The target audiences are the train crews and the farmers.

Program Objectives:

1. Do 15 presentations on range fires.

2. Reduce range fires each year.

Interventions: The educational interventions include conducting presentations to the train crews and the farmers, and placing large signs next to the tracks to remind the train crews about the danger of discarding flares.

Application of Resources: The department doesn't have a budget for community education. It is going to submit a grant request to the railroad for program funding.

Recommendations:

Activity 5.5

Developing a Risk Intervention Plan

Purpose

To develop a risk intervention plan for a community on a given problem.

Directions

1. Working in your group, carefully review the scenario assigned to you.
2. Using the information in your scenario, complete the planning Worksheet. Be as specific as possible. Also be creative.
3. Be prepared to justify your plan.
4. Select a spokesperson to present your plan to the class.
5. You have 30 minutes to complete this activity.

Scenario 1

You are hired to develop a community risk intervention plan for a Safe Kids coalition. The coalition includes the fire department, the local Red Cross, the police department, and the injury prevention specialist from the hospital. Each of the organizations in the coalition has at least one full-time public educator.

The city has several areas of concern. Over the past 5 years the number of careless cooking fires has increased 230 percent to approximately 85 fires per year. There have been injuries caused by these fires. There also has been a dramatic increase in injuries to senior citizens resulting from falls, from 5 per year to more than 21 last year. The American Association of Retired Persons (AARP) chapter has approached you and asked for your assistance in developing and implementing an educational program for the seniors. There also seem to be numerous cardiac events. However, your research shows the frequency of cardiac events is remaining steady.

You have been given a budget of $80,000 to develop and implement educational programs. You have the latitude to use any of the resources of the member organizations that are needed for the community education strategies. The AARP also has extended its resources for a senior safety program. The only caution is that the programs have to be implemented within 90 days, and that the programs will be evaluated at the end of 6 months to determine their effectiveness.

Your city lies next to a major earthquake fault. There have been numerous tremors lately, and data indicate a strong probability of another earthquake in the next 10 years. You have never been involved in any kind of earthquake preparedness programs, but the public is beginning to request programs from all the local public-safety organizations. Someone has said that funds for a program may be available through the State office of disaster preparedness.

Scenario 2

You are the fire and life safety education chief for a metropolitan fire department. You have a staff of four education officers and a curriculum development specialist. Also, all of the 520 firefighters in operations meet the requirements for NFPA 1035, Level I, the professional qualifications standard for Public Fire and Life Safety Educator. Your department is active in several local coalitions with a focus on injury prevention. The organizations you routinely work with include the city/county department of health, four of the local hospitals, the department of social services, the county sheriff's department, the school district, and numerous day-care centers, including a company that has 12 centers in town.

Your main concerns after reviewing the fire and injury statistics include residential fires in a lower socioeconomic area of the city, including a large number of ethnic minorities. Most of the homes lack smoke detectors, since there is no code requiring detectors in existing single and multifamily structures. Causes seem to be very diverse. The first involves child fireplay and careless use of heating equipment. In the past 2 years, five children have died from fires started by fireplay. In addition, fires involving heating equipment have increased 200 percent to 14 fires a year in the city.

Another area of concern is injuries to children from riding bicycles. The number of head injuries from lack of helmets is a serious concern to local pediatricians. Your boss, the fire chief, and several of the doctors want to lobby city council to adopt a law requiring bike helmets to be worn when riding a bicycle. The chief believes the council will agree to the law.

The last area of concern is arson fires in the old industrial section of the city. There have been three major fires (fire loss of over $100,000 each) in the past 2 months. According to the investigators, the fires appeared to be very similar and they suspect a professional arsonist is involved. The business leaders in the area have agreed to support an awareness program.

You have a budget of $50,000 to start your programs. You can use any of the department personnel for community education. However, the chief states that you are to limit your efforts to three areas, the programs must be in place within 6 months, and he/she wants very visible results prior to the budget process.

Scenario 3

You are the assistant director of the county health department for a county with 2 towns of 25,000 each, and a rural population of 21,000. You have 1 full-time educator and a cadre of 28 community volunteers who assist with community education programs. Your budget is $10,000 with a grant of $5,000 available from a local company for what it calls a "major community initiative for safety or wellness." There is a county Red Cross chapter, a large VFW post, and the volunteer fire departments are very supportive of community education.

In the past 4 months, three children have drowned in separate incidents. The drownings occurred in local streams while the children were unattended. Your boss is putting a great deal of pressure on you to address this issue.

The other problem you face is burns to seniors. You don't quite understand the nature of this problem, and have tried to get a representative from AARP involved. You haven't had much success. You would like to find another organization that represents the senior community. There have been three incidents of women being burned because their clothing caught fire while they were cooking. Prior to these injuries, it had been 4 years since the hospital reported an injury from a clothing fire.

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Activity 5.5 (cont'd)

Community Risk Intervention Planning Worksheet

1. Describe the community injury and/or fire problems or risks.

2. Describe the target audience(s) affected by the problems described in question 1.

3. Describe the community planning team that you will form.

4. Prioritize the problems or risks listed in question 1 from lowest priority to highest priority.

5. Based on your highest priority problem, describe at least two interventions (solutions).

6. Identify the resources you will need for these interventions (solutions).

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Activity 5.6

Solutions--Culminating Activity
Graded Rubric Assignment

Purpose

To develop a Community Risk Intervention Plan for one problem in your community.

Directions

1. Working individually, review the activity carefully. This activity requires information on your community.

2. Using the information from your own community, complete the Worksheet individually.

3. Be prepared to present your work to the instructor for review at the next class session. The instructor may recommend changes, so save your work on a disk.

4. If you have any questions, ask the instructor as soon as possible.

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Activity 5.6 (cont'd)

Worksheet

Refer to Activity 4.3 and the high-risk target audience.

1. Describe the community fire/injury problem that is the highest priority for this high-risk group.

_____

_____

_____

_____

_____

2. Consider the plan that you developed for reaching this group in Activity 4.3. Describe the planning team that will work to help you.

_____

_____

_____

_____

_____

3. Describe the "what's in it for me" for each person you identified in your planning team; in other words, why they should get involved with the team.

_____

_____

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_____

4. Based on your problem, describe at least two interventions (solutions).

_____

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_____

_____

_____

5. Identify the resources you will need for these solutions. If you aren't sure, list the resources that may be needed.

_____

_____

_____

_____

_____

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GLOSSARY

Planning Process A process used to identify the highest priority fire and injury problems, and solutions to solve those problems.

Program Objective A clear and concise statement of desired change or impact that is measurable and has a deadline for achievement.

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APPENDIX

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LEADERSHIP IN PUBLIC FIRE SAFETY EDUCATION: THE YEAR 2000 AND BEYOND

Findings of a National Symposium

FEMA

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FOREWORD

The U.S. Fire Administration sponsored a two and one-half day symposium to identify strategies and actions that will advance public fire education as we move into the changing world of the 21st century. Held by and for leaders in the field, the symposium resulted in a clear expression of many of the key trends that are impacting, or will impact, the field. These included trends in society, in schools, in local government, in the fire service, and in the field of injury prevention and health. Based on their analysis of the implications of these trends for public fire safety education, participants recommended future-oriented strategies and actions to maximize the impact of education on the nation's fire problem. Their findings are applicable to all public and private organizations whose mission includes the development or delivery of educational programs to reduce the loss of life and property from avoidable fire incidents.

The U.S. Fire Administration appreciates the efforts of all symposium attendees who have taken time from busy schedules to help us address this important subject. We particularly wish to express gratitude for the efforts of our energetic Steering Committee, which helped to focus and plan the symposium with a high degree of professional skill and dedication:

- Meri-K Appy, National Fire Protection Association
- Stephen Bethke, Minneapolis Fire Department
- James Coyle, U.S. Fire Administration
- Jim Crawford, Portland Bureau of Fire, Rescue, and Emergency Services
- Susan Hills, Scientific and Commercial Systems Corporation
- Ken Stewart, Stewart Training Associates
- Joan Williams, Pan-Educational Institute

I hope that leaders across the country will seize this opportunity to consider how best to position themselves for maximum impact on our nation's fire problem. We all know that prevention is the answer--but only through effective outreach to the American people will the necessary changes happen. Our strategies must capitalize on new developments in communication, education, technology, and other areas. They must also reflect an understanding of the key demographic changes we see in our audience. Through this report, we seek to ensure that leaders in this critical field move into the future with both the skill and the vision needed to accomplish our shared goals.

Edward M. Wall
Deputy Administrator, U.S. Fire Administration

EXECUTIVE SUMMARY

Participants in "Leadership in Public Fire Safety Education: The Year 2000 and Beyond" include leaders in the field assembled by the U.S. Fire Administration to consider how organizations and individuals across the country can maximize the impact of public fire safety education in the coming decades. Through background reading assignments, expert presentations, and group discussion, leaders were asked to reflect upon the enormous societal, political, and demographic changes taking place in our country today. The increasing multi-culturalism of our communities, the aging of our population, rapidly changing technologies, the need to address a wide range of health and safety issues among diverse audiences--what effect will these other factors have on the role of the fire and burn prevention educator, both in the near future and into the 21st century?

Analysis of Trends

Attendees prepared to identify forward-looking strategies by reviewing literature and hearing speakers on some of the most important trends that could have an impact on the field. Work groups focusing on different topic areas then identified key trends they believed leaders should bear in mind as they seek to position themselves and their organizations in anticipation of the fire problems and intervention strategies of future years. It should be clearly noted that while some trends are discouraging, strong leadership from the fire community can overcome apparent barriers. A revolutionary shift in the way the country views fire and burn injuries is needed--one that focuses energy on the problem at every level and dedicates determined minds to the search for solutions. When this shift is accomplished, the result could well be a marked decrease in the number of destructive fires experienced each year.

Trends in Injury Prevention and Health

In the broad area of injury prevention and health, the group noted significant trends that are already affecting large portions of our population. Immigrant populations are growing rapidly, and the percentage of older adults in our population is increasing as well. Age-appropriate, as well as culturally appropriate, materials and delivery strategies will be needed.

Attitudes and values in the area of injury prevention and health are also in the process of changing. Individuals and employers are placing an increased emphasis on "wellness" and injury prevention, creating opportunities to offer training in the work place and to promote awareness of public fire safety issues within the larger context of preventive health strategies and health care reform. A trend that may be related is the increased use of litigation, which can be used to redress injuries arising from poor health or safety practices. (Participants wondered whether it might not also be employed if injuries should result from flawed or inconsistent fire safety messages!)

Turning their attention to service providers, the group noted increased competition among various social issues (such as drug abuse and AIDS prevention) for limited dollars. Partly for

this reason, stress levels are believed to be increasing in fire departments. The good news is that the group found, overall, an increased appreciation of the value of prevention education.

Trends in the Fire Service

Considering the fire service as a whole, the group observed that workforce demographics--like those in society at large--are changing. The fire service is already much more diverse, with more women and minorities. As paramedics become increasingly influential, the structure of the department is changing as well.

The fire service also will mirror society at large in its increased use of technology for a wide range of applications. Specialized equipment and automation will continue to reshape job performance, while a marked trend toward more built-in fire protection equipment may help reduce fire losses.

Participants noted an increased demand for more cost-effective services and greater accountability, coupled with greater visibility and scrutiny of programs. In their quest for accountability, some communities are in effect "taking charge" of fire departments which once had relative autonomy within the community system. In an effort to cope efficiently with shrinking budgets, many services once located within the department are contracted out, and some departments even charge for certain services to make ends meet.

Alternative and additional services are being required by many communities, calling for new alliances with other organizations as well as new skills. Fire departments commonly provide emergency medical services and require specialized training to respond to hazardous materials incidents. Some may have environmental resource management responsibilities such as monitoring water quality. Within the rubric of fire prevention, programs in juvenile firesetter intervention are increasingly viewed as cost-effective and appropriate ways of reducing fire loss. In some fire departments, fire safety education programs are being redefined in broader terms as injury prevention education programs. Because of the pressure of such responsibilities in a time of shrinking budgets, fire departments must increasingly work through coalitions to solve problems. Overall, fire departments are showing a marked increase of interest in networking--a positive trend that can help them cope with their diverse responsibilities.

Increasingly, the fire service is also straining to comply with Federal regulations, often within short time frames. Recent examples include the requirement of the Centers for Disease Control that all personnel in contact with the public must have hepatitis shots and the hazardous materials training required under the Superfund Amendments and Reauthorization Act of 1986 (SARA), Title III.

Increased training is required for other reasons as well. Higher professional qualifications, including certification and advanced degrees, are more frequently expected for advancement.

These pressures strike with particularly devastating force in volunteer departments. Volunteers have difficulty meeting training and certification requirements in such areas as hazardous materials response. The trend toward increased use of litigation in society is of particular concern to all agencies that serve the public, but especially to volunteer departments.

Participants observed a trend to place greater emphasis on importance of prevention. This recognition is related to the "wellness" theme in society at large and within departments as well, where an increased emphasis on firefighter health and safety has helped some departments reduce injuries. Nevertheless, in a time of shrinking budgets, it is possible that many departments will choose to cut prevention activities in order to maintain suppression capabilities--just as prevention was gaining ground. The burden of additional services makes this even more likely in some departments: whatever is not mandated by the community may have to be cut.

"Self-help" safety programs have been used to attack a wide range of problems including drug abuse, handicapped access, AIDS, and crime. With the interest in prevention, it is possible that growing activist expertise in how to organize communities to tackle hard problems could also be brought to bear on public fire safety.

Overall, as they deal with the complex issues facing them today, departments find a greater need for strategic planning, data collection and analysis, and comprehensive problem-solving (as opposed to "crisis management").

Schools-Related Trends

Symposium participants observed a number of significant changes in public fire safety education outreach, especially in school settings. They found the increased emphasis on "wellness" is manifested in a trend toward comprehensive health and safety education, as opposed to education carrying only public fire safety messages. Some public fire safety educators believe this trend could have the effect of de-emphasizing or "squeezing out" fire service messages. In addition to delivering multiple types of safety messages, the public fire safety educator is also increasingly expected to employ multi-cultural and multi-lingual materials to serve diverse populations.

The available strategies for delivering safety messages are diversifying as well. The successful educator in coming years must demonstrate greater sophistication in selecting and using outreach methods. More sophisticated technology is being employed to carry educational messages; computers have already supplied new options for training and education, and new technologies, such as virtual simulations, will provide new tools for the educator (though some may be relatively costly). Also, education can increasingly occur in settings other than the traditional classroom--at home or at work, for example.

At the same time these exciting technical developments are unfurling, however, there is a discouraging deterioration in the school environment. Many school settings are less conducive to learning because of violence, underfunding, over-regulation, increased class size, and other factors. Increased classroom size makes it much harder to maintain a close relationship between school personnel and student families.

Perhaps partly out of concern for this deterioration, however, there is a trend toward increased parental involvement in the schools. This opens the possibility for parent-child educational programming in the school setting. It should be noted, however, that "traditional" families are less common, and in many families a child's education is overseen by an adult who is neither the child's biological mother nor father.

As funding levels decline, many public fire safety educators have relied on public and private partnerships to fund message delivery. Rightly approached, such partnerships are win/win strategies. The private sector funding source receives excellent publicity and appreciation for the contribution, while the safety message is adequately funded and successfully delivered.

The trend toward early intervention opens many possible settings in which to reach very young audiences, such as through Head Start and other providers of early childhood education. Simultaneously, there are more opportunities to reach adults. Programs such as work site safety training and remedial education, as well as many other adult-targeted training initiatives, can readily incorporate public fire safety messages.

Materials developed for use in these or other settings should take into account the trend toward "outcome-based" education. The educator should determine how changes in skills and attitudes can best be measured and address this need to measure change as part of the curriculum planning process. In addition, to decrease fragmentation, all content should be clearly related to the core learnings the curriculum is designed to address.

Trends in Society

A number of important demographic trends are affecting the audiences targeted to receive public fire safety messages. Among these are changes related to the socio-economic structure of society, particularly the increasing gap between "haves" and "have nots." In urban areas, building and infrastructure are aging; children and the aged are disproportionally trapped in substandard conditions because of poverty. At the same time, inner-city problems such as violent crime are beginning to spill over into the suburbs.

The nature of the family is changing as well. There are more single-parent families and more teenage parents (especially in lower socioeconomic groups). At the opposite end of the age scale, many women (especially in upper socioeconomic groups) are having children later in life.

Other trends which have particular importance for the public fire safety educator include the increasing percentage of older Americans, a group that requires thoughtfully tailored outreach. In addition, increasing numbers of people are seeking respite from the pressures of modern life by moving into wildland areas. These homeowners need education about how to reduce the potential for firespread in what is sometimes called the "urban wildland" environment.

Prevailing attitudes in our changing population must also be taken into account. In general, the sense that the future is not bright (economically and in other ways) is affecting the work ethic. Fewer people appear to believe in the work ethic, though new initiatives that create opportunities for employment could conceivably reverse this trend.

Subgroups with distinct value systems are becoming common as ethnic and other groups seek to maintain their identity--both their distinct cultural attributes and their language--within the larger culture. To be effective, the educator must communicate in culturally appropriate ways. At present, the clash of subcultures is not being adequately addressed in some areas, and tensions between cultural groups may escalate. Whether the future trend will be toward further conflict and violence or positive multi-cultural cooperation will depend on what actions are--or are not--taken by citizens and by our leaders at all levels of government.

Important changes in lifestyle also are occurring. Increasingly, poverty and hunger pose a barrier to education. As government budgets are slashed, citizens depend less on government to address basic security needs. In part as a result of economic pressures, the nature of volunteerism is changing. People tend to be more willing to offer short-term, project-specific assistance and less willing to make long-term or open-ended commitments.

For a variety of reasons, including the fact that technology makes possible the ready transfer of information between work and home, more time is being spent at home (a comparatively high-risk environment for fire). Increasingly, people live lives that reflect their dependence on technology functioning as expected.

Familiarity with fast-moving, glitzy technology has raised expectations for message delivery, especially among the young. In an era of budget cuts, educators are challenged to deliver effective messages through the media that will hold the viewer's attention.

Some trends in the area of politics and activism were also noted. Increasingly, there is an orientation to long-range strategic planning. Special interest groups are lobbying to have a variety of needs met and concerns addressed by all levels of government. At the same time, voters appear to have less allegiance to political parties.

Local Government Trends

Examining trends in local government, symposium attendees noted that while fewer Federal dollars are available to support state and local services, unfunded Federal and state mandates continue, straining budgets and producing a trend to charge for some services once provided through public funds.

Governments are consolidating and downsizing to reduce costs, and some services are being contracted or privatized. Agencies with similar responsibilities are reorganizing to increase their efficiency.

To ensure the best use of limited funds, local governments are conducting needs and resource assessments and setting priorities to ensure the best use of limited funds. Economy and efficiency audits are producing increased accountability and adherence to performance standards. Another factor tending to increase productivity is the trend toward higher professional training levels for government managers.

Participants noted a demographic shift in leadership at all levels as more minorities and woman are elected to office and assume influential roles in government. In general, more people from outside traditional government circles are assuming government roles. In an attempt to promote change and introduce new ways of addressing problems, term limitations for elected office are increasingly common.

Strategies and Actions

After reviewing major trends in key areas of American life, symposium participants considered the implications of these trends for public fire safety education and identified strategies and actions that could be taken by leaders at all levels. These strategies were grouped in the following general categories: building coalitions at all levels, materials development, strategic planning, injury prevention and health, research, and materials development. All strategies were prioritized in a plenary session (with the exception of strategic planning priorities, all of which were considered too important to prioritize). Strategies in the following summary are presented in priority order.

It should be noted that while many of the strategic planning and other activities seen as urgent are envisioned as occurring first at the national level, there is no substitute for the power of the local fire service as an instrument for change. As local leaders successfully overcome the societal, educational, and economic barriers that tend to keep public fire safety education on the back burner, the nation as a whole will make a "quantum leap" in fire prevention that will benefit everyone.

Strategic Planning

The following actions and strategies in the general area of strategic planning were recommended to promote public fire safety education.

1. a) The U.S. Fire Administration (USFA) should recommit to the functions of the former Office of Planning and Education by allocating resources to support the development of tools; provision of technical assistance, conferences, newsletters, and databases; and identification of fire safety learning outcomes.

   b) The International Association of Fire Chiefs (IAFC), the National Volunteer Fire Council, and the Professional Qualifications Coordinating Council should provide an internal ladder to recognize volunteers and promote non-suppression activities in public fire safety education within the fire service.

   c) USFA should identify strategies to identify, recruit, train, and recognize community volunteers for the purpose of assisting local fire departments in public fire education efforts (for example, the National Community Volunteer Fire Prevention program, Volunteer Action Councils, etc.).

   d) USFA should establish a coalition to organize a comprehensive initiative to address fire and life safety education needs.

   e) USFA and a coalition of fire service organizations should immediately develop a specific national action plan to address the U.S. fire problem through education and research. The plan should focus on key areas in which analysis of the nation's fire problem suggests behavior change is needed

   f) USFA should research existing resources to develop a strategic information plan specifying public information activities that would help local emergency service providers educate and build partnerships with the media.

Research

The following strategies and actions were identified in the general area of research activities that would benefit public fire safety education:

1. USFA should review and revise the National Fire Incident Reporting System (NFIRS). Population-specific information should be expanded, and states should network on data collection at all levels.

2. USFA should identify and recommend experts to research and develop effective tools to motivate behavior change.

3. USFA should provide evaluation strategies that can be applied at the local level to conduct cost-benefit analyses and demonstrate return on investment.

4. a) USFA should research the implications of charging fees for prevention services and retaining these fees to support public fire safety education.

   b) States should develop a comprehensive needs assessment for fire and injury control, targeting specific groups.

Building Coalitions at All Levels

The following coalition-building strategies were identified:

1. The USFA should lead a coordinated effort to plan and conduct a high-impact, nationally coordinated initiative to elevate awareness of the cost of fire and burn injury and to stress positive prevention strategies.

2. National fire service organizations and USFA should interact with key policymaking groups to impact school health and wellness policies and curricula and to work toward identification of specified outcomes for fire safety education at each educational level.

3. USFA and the National Association of State Fire Marshals (NASFM) should promote establishment of a statewide focus on public education (staffed by a fire education coordinator) in each State Fire Marshal agency. An annual public education conference should be convened as part of this initiative in order to facilitate state efforts.

4. NASFM (or other appropriate authorities) should develop a working coalition with other state agencies that impact on fire and burn safety issues to establish, coordinate, and maintain school-based fire and burn safety education.

5. National fire service organization with large constituencies and USFA should interact with appropriate Federal agencies to influence national health and wellness policies and curricula. National policies and curricula should incorporate fire safety education concepts which reflect key learner outcomes.

6. USFA should reach out to the Education Commission of States (which includes legislators, governors, and commissioners of education) and convince it to work with USFA to increase the effectiveness of public fire safety education in schools.

7. a) USFA should contact the U.S.

Department of Education to explore collaboration of national programs that reach into local communities.

b) National fire service organizations and USFA should interact with health, consumer, and child advocacy organizations to impact health and wellness policies and curricula and to ensure that fire safety education is adequately and appropriately addressed.

c) USFA should work through/with the National Criminal Justice Association (NCJA), the National Governor's Association, and other appropriate agencies to develop state goals that promote fire safety education.

Materials Development

The following strategies and actions for developing needed public fire safety education materials were recommended:

1. a) USFA should lead a coordinated effort to plan and conduct a high- impact, nationally coordinated initiative to develop materials which will elevate public awareness of the human and economic impact of fire and burn injury, and of constructive, positive prevention strategies.

   b) Developers of public fire safety education materials at all levels should research and develop effective tools to motivate behavior change. Developers should expand their expertise in the development of materials in both traditional and non-traditional formats.

2. USFA should assume the commitment to assemble a national coalition to develop materials in non-traditional formats such as pictograms, comic books, and MTV spots.

3. National fire service organizations should establish standards for both content and format of public fire safety educational materials.

4. Developers of public fire safety education materials should adapt materials for use in specific settings for targeted adult learners. Examples include remedial education, English as a second language (ESL) programs, work sites, and locations specific to the aging population.

5. Public fire safety educators should explore the application of existing and newly emerging technology available in their areas in fire and burn safety interventions.

Delivery Strategies

1. USFA should lead a coordinated effort to plan and conduct a high-impact, nationally coordinated initiative to elevate public awareness of the human and economic impact of fire and burn injury, and of constructive, positive prevention strategies.

2. Public fire safety educators should identify and reach out to special groups, or niches, in their communities through such means as cable-syndicated foreign language networks, radio stations, and ethnic-based newspapers, using culturally appropriate materials.

3. A national coalition facilitated by USFA should support the delivery of materials in non-traditional formats by developing flexible and adaptable models, providing leadership on process, and supporting local groups.

4. Public fire safety educators at all levels should cultivate and maintain public/private partnerships to assist with delivery and development of technologies in support of fire safety education.

Political Action

Political action strategies identified by the group include many already incorporated in the section on Coalition Building.

1. All levels of fire service organizations must educate policymakers to exercise the appropriate leadership to address the fire problems of their constituents. Policymakers must also understand the positive and negative financial implications of addressing these problems.

2. The national fire service should assist the promotion of fire safety issues by developing a guide for state and local fire service leaders on how to access and work with Federal, state, county, city, township and school board political processes. The national fire service should utilize expert counsel (presidents, Congress, governors, legislators, counties, cities, townships, school boards, and lobbyists) in putting together this "how" to manual.

3. a) National-level fire service organizations and USFA should interact with health, consumer, and child advocacy organizations to impact health policies.

   b) USFA should reach out to the Education Commission of States (which includes legislators, governors, and commissioners of education) and convince them to work with USFA to increase the effectiveness of public safety education in schools. The commission could:
   - Establish groups to review materials, and to make sure they are educationally sound.
   - Assist in implementing effective public fire safety programs nationwide.
   - Act in an advisory capacity.

Other Actions and Strategies

1. USFA should contact the Department of Health and Human Services to present the need for fire service participation in health care reform.

2. Identified leaders in public fire education should reconvene to monitor progress and re-evaluate strategies.

3. Fire departments and communities should reevaluate the strategic balance between prevention and suppression.

INTRODUCTION

The United States Fire Administration (USFA) conducted a two and one-half day symposium in Emmitsburg, Maryland entitled "Leadership in Public Fire Education: The Year 2000 and Beyond." The major goals of the meeting were to:

- Identify trends in public fire safety education and discuss their implications for maximized program impact.

- Anticipate the role public fire educators will need to play in community health and safety throughout the current decade and into the next century, and identify actions needed to fulfill that role effectively.

- Identify strategies to strengthen fire departments' organizational and leadership capabilities, including:
  - Development of community networks
  - Legislative and environmental activities, and
  - Skills development.

Through this discussion, USFA hopes to be able to assist leaders in public fire safety education as they seek to position themselves and their organizations for maximum impact on the U.S. fire problem in the coming decades. This requires careful analysis of trends in the areas most pertinent to the field and thoughtful consideration of their implications for fire problems, target audience characteristics, or outreach methods.

Those invited to participate in the symposium included national leaders in public fire education--private corporation representatives who have supported national campaigns, public fire safety educators with national reputations, and representatives of fire-related and other organizations who have sponsored national public fire safety education efforts.

The process used to arrive at recommendations included both small group sessions facilitated by steering committee members and plenary sessions where findings were discussed and refined. On the first day, participants concentrated on identifying trends in society, local government, the fire service, injury prevention and health, and schools. Small groups focused on particular areas and presented their findings in plenary sessions. These were word processed and distributed for reference on Day Two.

On the second day participants considered in plenary session the implications of identified trends for public fire safety education. They then returned to small groups to recommend strategies and actions which leaders should undertake to ensure program responsiveness and promote success. Groups reported out in plenary session and identified categories in which their recommendations should be presented in the final report.

On the final day of the symposium participants refined the wording of some strategies and actions, combined several strategies, and prioritized strategies and actions within each category

(with the exception of those in the strategic planning category, all of which were considered too important to allow priorities to be distinguished).

In addition to this final report, participant findings were publicized in a teleconference which featured speakers on various aspects of leadership in public fire safety education.

OPENING REMARKS

After welcoming participants and noting the "wealth of knowledge and talent in a diversity of fields" they represent, the Administrator made the following comments, which highlighted the purpose of the symposium and lent focus to ensuing efforts.

Our goal is to merge the resources of the entire community and work together in fire and injury prevention programs. We are moving into an area where the fire department cannot do it alone. If we are to make a major breakthrough, fire prevention needs community *ownership* fostered by community *leadership*. We at the U.S. Fire Administration want to work with you to tap your knowledge and share your vision. Our role is that of facilitator, catalyst, and supporter, helping the fire service community act as one to develop the most efficient and effective prevention programs and strategies.

We are living in changing times; societal factors weigh greatly on how we approach community health and wellness issues. Last month, three small children and an infant died in a tragic fire in Prince George's County, Maryland. In the fire's aftermath, all of us sought answers. What went wrong? What could have been done to prevent such a catastrophe? Who or what was to blame? We may never know all the answers but this fire made one thing clear: we still have a long way to go in public fire education. If we are to stem the tide of similar tragedies, we must recognize that fires and injuries have a cause, and most are preventable.

That is why you are here this week--to help us identify roles and needs and trends. At the very least, the Maryland fire identified one growing trend--latchkey children. Parents often must forego supervision for economic survival. There is nothing more important than the quality of care we provide for our children when we are away from home. It is critical we use caregivers who are old enough to be responsible and who are educated about home safety.

Fire strategies at the national and community levels must be viewed within the context of a complex mix of societal trends. Fire does not occur in a vacuum. Fire and health safety strategies must be cooperative efforts with ever-widening public and private participation. Today's fires require strategies that are not only in step with the times, but ahead of the curve. And that is my charge to you. Ask questions, challenge the status quo, reassess the way we approach public fire education. Put us ahead of the curve. For the next three days we want you to broaden our horizons and provide a blueprint for the future of public fire education in the year 2000 and beyond.

Thank you for your participation and your dedication to building a better and safer America.

PRESENTATIONS TO THE SYMPOSIUM

The following summary captures some of the major points Dr. Hodgkinson make in his presentation. For a more complete discussion, readers are referred to publications by the Institute for Educational Leadership, Inc., 1001 Connecticut Avenue, N.W., Suite 310, Washington, DC 20036.

KEYNOTE SPEECH: TRENDS IN DEMOGRAPHICS

Harold L. Hodgkinson, Director, Institute for Educational Leadership, Inc.

Growth Rates Across the United States

We find that our population increased by 22.1 million persons in the preceding decade. Ninety percent of this population growth occurred in the south and west. Astonishingly, just three states accounted for *half* the nation's total growth--California, Texas, and Florida. In general, the states that are growing most rapidly tend to be states with a high percentage of minorities, especially minority youth.

Most Americans now live in our 39 largest metropolitan areas, mostly in the suburbs. (Sixty-four percent of all new jobs created in the last decade were also in the suburbs.) Dr. Hodgkinson predicts that "Edge Cities--self-contained suburbs outside the Metro Center--will become common, leading to further destruction of the inner cities as money, talent, education, and jobs continue their move to the suburbs and Edge Cities." A doughnut provides an appropriate metaphor: "The suburbs have the dough and the city's in the hole."

Correspondingly, Dr. Hodgkinson believes, rural life will become less and less viable. Almost half of U.S. counties lost population between 1980 and 1990; over 90 percent of Iowa's counties did.

As demographers look to the year 2000 and beyond, some important shifts are predicted: the total population will increase, but at a slower rate (a 7.1 percent increase by 2000 and a 5.3 percent further increase by 2010); however, the youth population (age 0-17) will first go up (by 5 percent in 2000), then down (by 4 percent in 2010). This means that the youth population will increase only .5 percent from 1990 to 2010.

The racial mix of the country's youth will also change, as white, non-Hispanic youth decline by 3.8 percent, Hispanic youth increase by 2.6 percent, Black youth increase by 1.2 percent, and other races increase by .6 percent. By 2010, four states--California, Texas, Florida, and New York--will contain one-third of all youth in the U.S. Nonwhite youth in these states will grow up to become, over the next decades, a majority of entry-level workers, new households, new parents, and finally retirees and Social Security recipients.

Increasingly, the Census must add more and more choices for Census respondents to identify their ethnic heritage. Even with the vastly expanded list of options included with the 1990 Census, a significant number of respondents identified themselves as "other." Our country is becoming more ethnically diverse, with populations retaining their own diverse cultural characteristics, and sometimes languages, within the larger culture.

The Changing American Family

In 1990, less than 6 percent of all households consisted of what once was considered a "traditional" family: a working father, homemaker mother, and two children of public school age. Approximately 2 percent of all children (under age 18) now have working mothers, and six out of 10 mothers of preschool-age children work at least part time. Over 25 percent of all children were born to unmarried parents. Forecasters say that sixty percent of today's children will live with a single a parent at some time before they reach age 18. In 1990, 1.2 million men were raising children by themselves, as compared with 6.6 million women. Over 3 million children are being raised by their grandparents.

By 2000, Dr. Hodgkinson predicts, we will have almost as many households *without* a married couple as there will be *with* a married couple.

Poverty

Thirteen percent of all children were regularly hungry, and 20 percent were poor; 19 percent had no health insurance. Women who were single parents were raising 13.7 million children with a median family income of $10,982.

The Changing Workforce

Eighty-five percent of new workers in the year 2000 will be women, minorities, and immigrants. Only 15 percent of new workers will be white males. The Carnegie Institute has estimated that in 2000, 70 percent of America's jobs will not require a college degree. Dr. Hodgkinson sees two workforces emerging: "one in minimum wage occupations that can be performed by high school dropouts…and the other in well-paid occupations in technical or administrative positions that need a college degree for entry. What has been declining throughout America are jobs in the middle of the economic range…The service workforce has a small 'middle' and a large number of high- and low-paying jobs at the extremes."

Social and Medical Problem-Solving

Dr. Hodgkinson believes that "the Federal government will continue to find itself unable to lead the nation; it is too big for the small problems and too small for the big problems."

As a result, state and local governments and key organizations will assume leadership for dealing with social and health issues. He believes that "the wave of collaborative alliances (between education and health particularly) seen in the 1990's should continue for several decades, as local success stories begin to increase and people participate locally to further their self-interest." Increasingly, the emphasis will be placed on local prevention of social and medical problems; "cures" will be just too expensive.

Questions and Answers

Question: *Why are the current names for minority population groups used in the U.S. Census not satisfactory?*

Answer: *What we deal with now are looser cultural differences. More names will be needed to further distinguish those currently used. For example, we may need such breakdowns as Hispanic/black vs. Hispanic/Caribbean.*

Question: *Will the middle class continue to shrink?*

Answer: *The problem is with the types and numbers of jobs. The number of jobs is growing, but primarily for those already below the poverty line. For example: for every single high-tech job, four are created at McDonald's. We simply don't know where new middle class-level jobs will come from.*

Question: *In your analysis of the cost-effectiveness of prevention, you suggested that we cite the number of people for whom we have to provide treatment. Why not use figures that convey what we spend vs. what costs we estimate we have prevented?*

Answer: *You need to use money as an issue to attract attention. Approach it in terms of the cost/benefit ratio; clout comes from talking about the number of people affected.*

Question: *Are we going to be able to retire?*

Answer: *Yes, but you probably won't get Social Security. Demographics and needs have changed since Congress put the program in place. You are now looking at 30 years of work and 30 years of retirement, something the system can't afford and a burden that the next generation will be unwilling to bear.*

TRENDS IN PRIVATE SECTOR FUNDING

Stephen Delfin, Vice President of External Relations, "Just Say No" International

The Funding Environment

The climate for fund-raising is, at present, quite a challenging one. The issues and challenges in public fire safety--as documented in the USFA publication *Overcoming Barriers to Public Fire Education*--are quite similar to those in the field of youth drug prevention, in which Mr. Delfin is currently working, and disaster preparedness, with which he is familiar from his earlier work with the American Red Cross. These similarities include:

- A lack of awareness and understanding about the issues
- A crowded school curriculum, which leads to an inability to reach young people
- Public apathy (at least until something bad happens)
- Lack of funding
- Turf issues
- The difficulty of measuring the success of prevention (i.e., how to demonstrate the success of an activity whose end result is that something *didn't* happen).

A few key points about the current funding environment can be made using Fairfax County, Virginia, as an example. This county boasts a superior park and recreations system, top-notch health and human care services, better than adequate public transportation, and one of the best public school systems in America. Yet, in the past few years, here is what has been happening in this seemingly fortunate county:

- The recession is eroding the tax base, leading to budget deficits and cutbacks on basic services.
- The quality of education is being reduced, and many wealthy citizens are sending their children to private schools.
- Unemployment is increasing.
- The number of county employees is being reduced and salaries frozen.
- Delays are frequently experienced on repairs to the infrastructure, including roads and sewers.

As a result of these changes, here and elsewhere, it seems that everyone is looking to the private voluntary sector to pick up the slack. The combination of a faltering economy, cuts in government funding and services, and a general public and political distaste for tax hikes has led to national and community leaders asking the private voluntary sector to do more. Such organizations are often viewed as efficient and effective alternatives to increasing taxes for publicly funded services. Thus, expectations for organizational performance may be higher than they have ever been.

Yet, the funding environment does not make it easy for service organizations to step in with problem-solving alternatives. Donors--both private and corporate--do not give money easily or without strings. Donors want to see measurable results. The recent controversy at United Way,

long considered one of the most credible agencies, has exacerbated the situation. A sometimes uniformed media has fueled the concerns of a more skeptical public.

There is closer scrutiny of nonprofit organizations at all levels and more moves to regulate them. Organizations currently doing telemarketing must file with the attorney generals of each state they market in. This requires large legal fees to fill out the requisite forms. ("Just Say No" International, which once spent a few thousand dollars a year to ensure compliance with relevant state laws, now must have a part-time staff person and specialized counsel to deal with this issue, at a cost of $50,000 to $60,000 annually.) Increasingly, apparently, charities are considered unethical unless regulated.

The number of nonprofit organizations competing for limited funding has increased--from less than half a million in 1980 to over one million today (1992). Unfortunately, among them are a greater number of fraudulent groups which will inevitably increase the pressure for regulation of legitimate ones.

Current Trends in Private Sector Funding

Current trends in private sector funding cited by Mr. Delfin include:

- In spite of a tight economy, philanthropy continues to increase. $122.5 billion was raised by charities in 1990, a 5.7 percent increase over 1989. (With inflation taken into account, however, this amount represents an increase of only about 1 percent.)

- An increasing number of donations are in the form of bequests and property acquisitions rather than dollars. Many good fundraisers try to get people to leave their estates to their organization. Bequests reached approximately $7.79 in 1990.

- Gifts for education, safety, the environment, international aid, and groups that benefit local areas get the most money.

- National causes are losing out to local issues. As United Way loses strength, community foundations are likely to increase in strength.

- Individual donations account for 83 percent of all donations.

- Private foundation grants are up to 3.2 percent from 1980 (when adjusted for inflation), totaling $7.08 billion in 1990; corporate donations are up .6 percent from 1980 (when adjusted for inflation) to $5.9 billion. Government aid, on the other hand, is shrinking.

- Donors increasingly prefer to fund organizations that collaborate, largely because of a growing concern about duplication of services as the number of nonprofits proliferates. Many foundations and corporations, in fact, are demanding that charities collaborate, pool their resources, and eliminate inefficiences caused by duplication.

For instance, the HCA Foundation in Nashville, Tennessee, encouraged charities to collaborate, setting aside $50,000 to provide grants for such efforts. It received an overwhelming response. This year (1992), the same foundation doubled these targeted grants, providing over $100,000 for nine collaborative projects assisting 50 charitable groups.

- Prevention is a key concept in all human services. People are beginning to figure this out and everyone wants to jump on the bandwagon. An increase in gifts to education is another encouraging present trend.

- Direct mail is no longer as effective a fund-raising tool as it once was. Many organizations are conducting their renewals by telephone and drastically reducing their overhead costs.

- Donors tend to be less interested in organizational needs and much more concerned with what impact their dollars will have on problems relevant to them. Overall, giving to groups involved in social equality, community development, and other activities with a perceived direct public benefit has increased by over 25 percent.

Long-Term Trends in Private Sector Funding

Mr. Delfin sees the following long-term trends in private sector funding:

- Corporations and foundations are already beginning to focus their resources on single issues. The most popular include education and "at-risk youth." This suggests particular opportunities for the public fire safety education field.

- Increasingly, corporations and foundations will focus their giving on specific areas of interest that are either related to their business or timely in terms of visibility.

- Corporations will want to look at their local area first (the cities in which their headquarters are located) and then spin off successful ideas.

- Giving will be increasingly responsive to trends of the moment--whatever the hot topic is. Seizing the moment when the spotlight is turned on something relevant to your organization and using the media effectively at that critical instant will be extremely important.

- Nonprofit organizations will turn increasingly to private foundations for aid as state and Federal funds are scaled back. If the recession continues, it will make it tougher to raise money from individuals.

- Individuals will continue to require accountability for their donations. For many organizations, this demonstration will require significant expenditures.

Funding Opportunities

Mr. Delfin offered the following suggestions for developing a successful private sector fund-raising program.

Trying to raise money on the basis of an organization's needs is like trying to obtain a bank loan by pleading poverty. Panhandling is as ineffective with donors as it is with bankers. Too many institutions haven't accepted this reality and continue to act as if the more desperate they appear, the more successful fund-raising will be. From the donors' viewpoint an organization has no needs. A community has needs. People have needs. Organizations have solutions, answers, and capabilities to meet those needs, or they are not worth supporting. Successful organizations seek investment, not charity.

Prevention is very difficult to sell. It's a negative message: "Please give to us, so we can help educate people to avoid a disaster." The Red Cross has a similar problem in raising money for disaster relief. Success requires selling the *positive* aspect of your cause. In the case of fire prevention, Mr. Delfin suggests, educators should present themselves as community assets, comparable in nature to a solid school system or strong business environment.

To appeal successfully to individual donors, begin by putting people before dollars. Increase the participation of potential donors in your program. When people are truly involved, they will become your best givers and advocates. Discover new ways to use volunteers. Think long-term, and devote the time and energy you need to develop a first-rate fund-raising program designed to reach individual givers.

Be creative in your public relations activities. PSAs don't work. News releases don't work. News conferences, generally, don't work. "Public education" starts with gatekeepers--the media, business leaders, community leaders. Reach them, and you'll begin to reach many others.

Don't rifle out news releases and expect the media to magically cover you. Use neighborhood newsletters, community association meetings, PTAs, Chambers of Commerce. Take the fire safety message anywhere where one-to-one/face-to-face communication can occur without the screen of the media. Stress the impact your work has in the community in terms of:

- Lives saved
- People educated

- Community resources saved
- Lifestyle improvement, and
- Positive economic environment.

Demonstrate the benefit of public fire safety education in these terms, taking advantage of whatever opportunities for outreach occur following events that cause public concern about fire safety.

Finally, recognize donors and volunteers. Many organizations forget or feel it's too complicated or time-consuming. People want to be thanked and recognized. It's human nature--and it's the right thing to do.

Question and Answer

Question: *Are insurance companies an appropriate place to look for funds?*

Answer: *They have not been receptive in the past but still could be a good place to look. You will need to find a "hook".*

TRENDS IN THE MEDIA

Rich Adams, News Consultant; Frank Field, CBS News

Rich Adams, a media consultant and volunteer firefighter, opened the discussion with a controversial suggestion: a funeral to bury once and for all Smokey Bear, Rocco the Dog, and the Fire Squirrel. Then, he suggested, we can "get on with the business of teaching fire education." He pointed out that Pepsi and Sony don't use squirrels and bears to sell their products; if the fire service wants to "sell" the concept of public fire safety education, it needs to learn the proven techniques used by major corporations. Used properly, he suggested, the media can sell almost anything.

Frank Field, reporter for CBS News, first got interested in fire about five years ago after reading an article by Phil Schaenman. He was sure it was full of misinformation and called him up to discuss it. He realized then how little he knew about fire and the fire problem. As he looked into the problems of public fire safety education in New York City, where he is stationed, he found that only three out of a force of 13,000 firefighters were full-time fire educators.

Many of the facts he learned about fire surprised him, and ran counter to much that movies such as *Backdraft* implied: the impaired visibility experienced in smoke, the danger of disorientation, the rapidity of flashover. To publicize life-saving messages of fire safety, he formed a partnership with McDonald's to give heightened publicity to these messages during National Fire Safety Week. McDonald's put fire safety messages on their tray liners, and in return was mentioned regularly as part of a news series on fire safety. Believing that the public has no idea what fire is really like, the series stressed these basic messages: fire is black, you will not see; fire is fast, you will no have time; fire is hotter than you ever imagined; and, finally, that it is the smoke and fumes that kill--not the fire. The intent was to counter the false message that heroic individuals can charge through fire safely without protective gear--or even find their way in the thick smoke.

Both speakers stressed the power of television as a medium, and insisted that fire safety educators must learn to use it. Because of the growth of cable networks across the country, television will become increasingly accessible to the fire service at no cost. Fire safety educators can smooth the road to access by making friends with the local television personnel. Be persistent, the speakers advised, and don't give up. Rather than beginning with the major networks, educators should go to local television and radio stations. Local stations need material, and if creative shows and material are presented to them, they are likely to be extremely responsive. By building a community voice to carry safety messages, educators fulfill their mission of saving lives and property.

How can fire educators attract media attention? Letters to the news director can be helpful. An even more promising approach, though, is the use of creative strategies to co-opt media attention: for example, inviting news directors to send reporters to participate in a fire safety course for media personnel, with the reward that those who completed the course will receive name tags that entitle them to better access when covering local fires. Speakers predicted stations would not give other stations an advantage by refusing this privilege; if a good, well-researched, informative course were presented, the result would be more sensitive and educational coverage of public fire safety. For example, reporters can be coached to recognize the vulnerability of elderly and disabled populations to fire, and the need for neighbors to be aware of the special needs of such individuals; the importance of working smoke detectors to save lives and property; and the importance of families planning alternative escape routes and post-fire rendezvous points.

The fire service should tailor its message to the specific audiences and niches it is trying to reach, using human interest effectively and employing images and themes appropriate for the audience. Imagine the impact on fire safety education if there were a video game in which the Teenage Mutant Ninja Turtles had to escape from the maze of a burning New York City sewer--perhaps gaining points if they set off smoke detectors!

Questions and Answers

Question: *How do you get the message out? How can we reach the public with the 10 most important lessons about fire safety?*

Answer: *(Rich Adams) That's just the problem: 10 is too many messages! You need to narrow it down to one for a successful national campaign. The fire service has been giving out too many messages and the public just can't absorb them. You need to seek consensus on what the message will be and use repetition to get it across.*

(Frank Field) There may not be just one message. But there should be a better use of effective strategies to change behavior. For example, look at the drunk driving campaign: "Drunk driving is not an accident, it's a crime." We need to get across the message that people cause fires (i.e., it's not an accident, it's a crime, and a preventable one). Or the fire service could take its cue from crime prevention sources. Crime has identifiable sources: people are afraid of inner-city youth, the Willie Hortons, etc. But no one has a clue who starts fires. The truth is it may be YOU!

Questions and Answers

(continued from previous page)

Question: *Corporate advertisers spend a lot of money on glitzy campaigns to influence the public to buy their products. Should fire service organizations be investing in glitzy presentations similar to commercials?*

Answer: *(Frank Field) If you're talking about Public Service Announcements, PSAs are dead! Action needs to be taken at the local level. People get scared when they see a fire reported on TV. Use that as an educational opportunity. Dramatize your message to make it memorable: this cigarette lighter is more dangerous than a gun. Let people know the statistics, and present them in a meaningful way. Work on why you should change smoke detector batteries as well as when. Use major corporations to advertise the fire issue. (A symposium participant gave the example of a window company advertising its products as a great second way out in the event of fire.)*

(Rich Adams) It's more important to build relationships with the local media. Don't be in awe of them or so disgusted with something they did you don't want them to talk about. They can help you. For one thing, there are a lot of volunteer firefighters out there. Some of them could be in the newsroom. Like me!

Question: *What about 10 years from now? What will the trends in media be?*

Answer: *(Frank Field) There will be much easier access to television because there will be so much more community-level programming. Also, telecommunications will be a factor in getting the message across nationally.*

TRENDS THAT MAY AFFECT PUBLIC FIRE SAFETY EDUCATION

Participants identified key trends in public fire safety education in five primary areas: injury prevention and health, societal, fire service, local government, and schools-related.

As they discussed trends on Day One, participants sometimes began to consider the implications of these trends for the public fire safety educator. These initial discussions are also captured in this section, though specific strategies noted here were often refined and appear in a different form in the following section--Recommended Actions and Strategies to Address Trends--which captures the findings of the group as refined through discussion on Days Two and Three of the symposium.

I. Trends in Injury Prevention and Health

Participants divided these trends into three subcategories: those related to target populations for education, those dealing with changing attitudes and values, and those related to service providers in the health and injury field.

Trends in Target Populations

1. *Immigrant populations are growing rapidly.*

   In recent years, there has been a huge influx of immigrants into the United States. To communicate effectively to new cultural groups, fire and health educators will have to develop culturally appropriate outreach strategies. Existing resources must be adapted in order to bridge both language and cultural barriers. For example, foreign language radio and cable television stations can be used to broadcast fire and health messages, and printed messages must be translated--with cultural sensitivity--into the different foreign languages spoken in the community. Fire safety educators will have to determine how many languages should be used and what percentage of each targeted population is literate (even in their own languages).

   If there are not enough resources now to teach fire and health issues, how can agencies possibly find the resources to address this enormous new problem? One way is to merge fire safety messages into an overall health/safety/prevention program and to present this program using the combined resources of all appropriate agencies. This strategy would also address the fire service trend of a need for greater cost-effectiveness: with limited resources, there will have to be a great deal of "bang for the buck."

2. *The percentage of older adults in our population is increasing.*

The population is "graying." Age-relevant aspects of the fire/burn problem must be addressed. What are the specific problems facing the elderly? Among them are mobility, loss of reflexes and flexibility, hearing loss, loss of strength and speed, isolation, medical problems, disorientation, falls, forgetfulness (leaving food cooking on stove), and specific problems like falling asleep while smoking. The health implications and prevention strategies for each of these problems should be addressed in outreach efforts.

To provide elderly people with fire and health safety information, a new system is needed that can reach them with age-relevant and age-appropriate messages and can target the areas where they live. One avenue to investigate is the use of social service agencies, since they often have contact with low-income elderly persons. Another is to target caregivers for elderly people. (This could include relatives as well as administrators of nursing/care homes and boarding homes.) The types of materials used will also be important. Safety educators will have to consider such things as using large type and not using glossy paper (to cut down on glare).

Attitudes and Values

3. *There is increased emphasis on "wellness" and injury prevention on the part of individuals and employers.*

Employers are interested in having healthy employees in order to increase productivity and contain insurance costs. Increasingly, they may force behavioral changes in employees by pointed interventions such as having them undergo drug testing or sign agreements not to smoke, drink or engage in high-risk activities (such as skydiving). At the same time, the work place is increasingly being used as a training arena in which risk reduction messages of various types are delivered. While many people see this as employers encroaching on people's private lives, it is a part of the overall trend toward wellness and injury prevention that began as the fitness "craze" of the 1980's.

Corporations are paying for employees to have physicals, to stop smoking, to undergo alcohol and drug abuse treatment, to have mammograms, and to carry out similar preventive measures. Whether paid for by individuals or corporations, coming years are likely to see an increase in hospital-sponsored health activities such as screening clinics.

Increasingly, health care is viewed as a right, not a privilege. This has led to a drive to make insurance more affordable. Some states (for example, Oregon) are considering rationing health care. Heath precaution legislation is becoming increasingly common: for example, helmet laws are in force in many states, and there are new requirements for All-Terrain Vehicles (ATVs).

In this health-conscious environment, some entrepreneurs are capitalizing on profit-making opportunities with both useful and unproven or fraudulent products. In general, product design has changed for the better; products seem, on the whole, to be getting safer. In some cases, product design is being used instead of the "iffier" approach of educating people to protect themselves. (In addition to passing seat belt laws, why not install automatic seat belts and air bags?) On the other hand, unsafe products are being removed from the marketplace more quickly. Recalls are being used more frequently. Increasingly, manufacturers are being taken to court by consumers when their products are considered unsafe (for example, gas tanks alleged to be more likely to explode), or even when people choose to consume products with known hazards (such as alcoholic beverages or cigarettes).

4. *There is an increased tendency toward litigation in our society.*

Many symposium attendees believe we have become a society in which we always want to blame someone or something else for our problems. We seek to shift blame away from individuals and toward the environment or specific products or services. This trend has led to an increase in lawsuits and raised concern about possible lawsuits in fire departments. Of course, it's not just the fire service that is being sued more often. Everyone is being sued more often: police departments, hospitals, individual physicians, product manufacturers, pharmaceutical companies, state and local governments, and employers. All who may become lawsuit targets must factor the costs of lawsuits and malpractice insurance into the costs of goods and services. In the case of fire departments, this trend can reduce funds available for prevention activities or force departments to consider such undesirable options as charging for some services.

Service Providers

5. *There is increased competition among various social issues (illegal use of drugs, AIDS, etc.) for limited funding.*

While fire departments try to stretch scarce dollars to provide more and more new services, health professionals are similarly challenged to respond to new and more serious health crises. When it seemed that such diseases as syphilis and gonorrhea were being brought under control, a host of new sexually transmitted diseases emerged. There is the persistent problem of AIDS. Illegal drugs, especially crack, have unleashed extreme violence in cities and exacerbated the problems of child abuse and neglect. More crimes are committed and more guns are readily available. Poverty has increased, and there are more poor children. More police officers and prisons don't seem to be the answer.

Health safety educators are confronting so many issues competing for their attention that they will be forced to build more alliances and collaborate more with other organizations to address community concerns effectively. In the opinion of most symposium attendees, successful approaches will have to be more holistic, stressing *life* safety rather than fire safety alone. All health/safety message providers (fire, police, mental health, other injury prevention) will do well to cooperate in securing common channels through which to reach citizens. There will have to be *effective* use of the media, and especially of the "teachable moment" of community crisis when a disaster such as an earthquake or fire occurs.

Increasingly, valid approaches to evaluating the worth and accomplishments of social programs, and specifically their use of funds, will be essential--especially in light of the fact that fewer dollars are likely to be available for fire and burn prevention. To manage programs effectively and demonstrate their impact, professionals will have to develop greater organizational, management, and communications skills. Top management will be called on to provide support, money, vision, and commitment. More long-range strategic planning will be important to address public needs.

6. *Stress levels are increasing.*

Symposium attendees believe that society as a whole suffers more stress than ever before. Service providers such as firefighters or medical rescue personnel are especially vulnerable. More skilled interventions are becoming available to deal with this stress; for example, grief counseling for victims and responders and critical incident debriefings are more widespread. This practice is useful and important not only for emergency service employees, but for employers: if workers are suffering, they are not able to perform. Appropriate post-trauma intervention is also important for victims and survivors. In the past, no one realized that schoolchildren would need debriefings because someone terrorized their school and shot their classmates. Such practices should be incorporated in life safety outreach programs where appropriate.

7. *There is an increased appreciation of the value of prevention education.*

Prevention education, more than anything else, seems to work. Where there have been innovative ideas for prevention education and the funds to carry it out, there have been success stories--effective smoke detector promotion and anti-smoking campaigns, for example. The trend toward prevention education came up repeatedly as participants said that too much money has been spent trying to fix things that could have or should have been prevented in the first place. For example, money spent to send a child to Head Start versus money spent to keep that same individual in prison later in life, or money spent on prenatal care versus one hundred times the same amount required to care for a child born disabled as a result of inadequate prenatal care. As a society, we may finally be prepared to shift our attention from finding solutions to problems to looking for ways to prevent problems.

II. Societal Trends

Symposium attendees grouped societal trends in four primary categories: demographics, attitudes, lifestyles, and politics/activism. Many trends identified as societal also have been identified in other primary discussion areas, particularly in health and injury-related trends. This presentation captures the essence of the discussion that occurred on the trend when it was discussed n the context of society at large.

Demographics

1. *The gap between "haves" and "have nots" is increasing.*

   Census Bureau data reveals a middle class in decline. In 1969, 71 percent of Americans lived on middle incomes; in 1989, that figure was 63 percent. At the same time, the percentage of the population living on high incomes grew from 10.9 percent in 1969 to 14.7 percent in 1989. In short, "the rich are getting richer and the poor are getting poorer."

2. *There are more teenage parents, especially in lower socioeconomic groups.*

   Teenage parents, sometimes, ill-prepared to supervise young children and often under stress, may require particular care in targeting fire safety messages.

3. *Single-parent families are increasing.*

   The traditional two-parent family is increasingly uncommon. Instead, more single parents or grandparents are raising children. This has implications for how fire safety messages are presented, especially for images of the family contained in fire safety literature.

   For families with economic hardships that affect their ability to locate suitable day care, child supervision is a troublesome issue; as a result, fire safety at home may be a growing concern. Nearly 60 percent of all women with children under six years of age were in the workforce in 1990.

4. *In urban areas, building and infrastructure are aging; children and the aged are frequently trapped in substandard conditions because of poverty.*

   As the population moves away from the inner city, local government is faced with aging and degenerating buildings and infrastructure.

At the same time, the inner-city tax base which supports local services, including prevention and suppression activities, is declining in many cities. Prevention activities must compete with pressing needs such as street repair for those shrinking dollars. As those with adequate means escape to the suburbs, urban populations of older adults and children appear trapped by their poverty in substandard conditions.

5. *Women (middle class and above) are tending to have children later in life.*

Many middle- and upper-class women postpone childbearing to later years and have fewer children. These women tend to be more interested in and involved in their children's education, and they have high expectations of the quality of that education.

6. *Inner-city problems are overflowing into the suburbs.*

Participants discussed the "ring effect" of shifting populations and its effect on the fire service's mandate to protect life and property. The core urban areas and their problems are beginning to spill into the suburban areas. Gang activity and violence are spreading to the suburbs. Violence and destruction of property are becoming a rite of passage for some groups, posing a specific challenge to fire and life safety programs.

7. *Overall, the population is aging.*

As baby boomers reach retirement age in the decade following the year 2000, the average age of the American population will increase. The larger number of older people will require specially targeted education. Many may live in new types of arrangements designed for the elderly that will have special fire and life safety requirements. Outreach appropriate to the lifestyle and concerns of this group will be needed.

8. *More people are moving into wildland areas.*

For a variety of reasons, aesthetic as well as financial, more people are moving to wildland areas. This trend is expected to continue. (A 1985 poll indicated that three out of five people in the U.S. preferred living in spacious, low-density areas.) Many of them are building their homes in ways that encourage fire spread and complicate suppression activities. The Oakland Hills fire of October 1991 has provided a dramatic example of the level of loss that can result from such dangerous practices in urban wildland areas. Participants expressed concern that those who have suffered such losses often rebuild without regard to ease of access of emergency vehicles, equipment, and personnel; utilities to service the emergency needs; or appropriate landscaping to deter fire spread. Determined and effective outreach is essential in areas that have the potential for urban wildland fires.

Attitudes

9. *The sense that the future is not bright (economically and in other ways) is affecting the work ethic. Few people seem to believe in it.*

   Economic barriers have reinforced the division between classes and posed barriers to education. Core values have shifted in some segments of our population. There is no longer the sense that hard work guarantees getting ahead socially or economically. In 1990, the Census Bureau counted large numbers of high school dropouts: 1.6 million 16- to 19-year-olds were out of school without a degree. These changing priorities and values are often inimical to fire prevention needs and messages.

10. *The clash of cultures is not being adequately addressed. Future trends may be toward further conflict and violence or positive multi-cultural cooperation depending on what actions are--or are not--taken.*

    Demographic trends are unmistakably towards increased racial and cultural diversity. A dramatic wave of immigration has spread unevenly across the country; coupled with disparities in age and income, these factors can escalate tension in communities, particularly in hard times. Some communities are experiencing a dangerously hostile clash of cultures. The last decade has seen an increase in vocal prejudice against races and classes of people. Accompanying this is what some viewed as a tendency to blame the victim for economic and personal hardships.

    There was no sense among participants that conflict and even violence among cultural groups was likely to decrease. Rather, both were considered likely to worsen in the immediate future, in part because of the lack of clear direction and funding to address these problems.

    Fire safety educators can improve their effectiveness and enhance their position in target communities by building partnerships with the various groups, proactively bringing those with shared concerns together to identify common goals and problem-solving strategies. It is essential to reach out and educate immigrant and other cultural groups and encourage them to become allies in fire prevention.

11. *There is an increased emphasis on wellness and prevention.*

The increased awareness of the importance of wellness and prevention offers valuable opportunities for educational opportunities and partnerships. Prevention is clearly the next wave in health care and provides a logical tie-in with fire safety education. There is a new interest in cost-effectiveness in health care strategy and in long-range approaches to maintaining a healthy population, as opposed to heroic attempts to deal with whatever issue is attracting headlines at the moment. Corporations are paying for preventative care (for example, mammograms) for their employees.

12. *Ethnic and other subgroups are often maintaining a distinct identify within the larger culture by retaining their language and other cultural characteristics.*

The United States now has the largest number of foreign-born persons in its population it has ever had--though much of the country is relatively untouched by the dramatic but uneven wave of immigration. In 1990, just under 8 percent of the U.S. population was foreign-born. Nearly 32 million persons speak a language other than English at home, and more than 40 percent of these persons say they do not speak English well.

Ethnic groups and people with special needs, such as disabled populations, increasingly demand recognition. Groups representing these diverse populations are becoming more unified, active, and vocal. The fire service must communicate with them sensitively and in culturally appropriate ways.

The wide diversity of languages and cultural behaviors that exists in some communities must be considered in public fire safety education. One strong conclusion of symposium participants is that the emergence of cultural, racial, and economic diversity indicates that successful fire and life safety programs can no longer rely on generic messages that assume a relatively homogeneous population. The unique needs of the population living in a particular area must be taken into account.

Lifestyles

13. *Increasingly, poverty and hunger pose a barrier to education.*

Over the last decade, poverty rates increased, particularly among children. Nearly one-fifth of all children in the U.S. are now considered poor. Among persons over 65 years of age, approximately 13 percent were below poverty level. Poverty is greater in some parts of the country than others--for example, poverty rates in the South are 48 percent higher than in the Northeast. Housing costs outpaced income growth, fueling the problem of poverty and closing the possibility of home ownership to many families.

The problem of poverty and hunger inevitably affects education, including public fire safety education.

14. *Citizens depend less on government to address basic security needs.*

Economic pressures affect individuals and government. As the tax base dwindles and public services are reduced, urban populations in particular can depend less on government for basic security needs.

15. *The role of volunteerism is changing.*

Changes in lifestyle have also affected the operation of the fire service, which could once depend heavily on volunteers to augment its ranks as firefighters and to assume some educational responsibilities. As increasing numbers of adults are forced by financial conditions to work more than one job, and more families have two working parents, the volunteer system can no longer be depended on to support prevention and suppression activities. On the opposite end of the economic spectrum, wealthier individuals have more disposable income and time to pursue high-tech recreation, a choice which removes some of them from the volunteer pool.

As populations shift, the fire service can no longer tap traditional well-defined demographic and geographic areas to find volunteers. The role of volunteers will change as fire safety professionals use volunteers for more discreet, specific, short-term projects, and rely on them less for long-term or open-ended commitments.

16. *More time is being spent at home (a high-risk environment).*

Changes in lifestyle and technology also mean that more people are spending more time at home, traditionally a high-risk environment for fires.

17. *People are increasingly dependent on technology working for them.*

People are becoming more dependent on technology as home increasingly becomes a viable work site for many professions, and computers are routinely used as entertainment, data management, and learning centers. New technology may introduce new fire sources and may call for particular preventive messages to be conveyed through fire safety education.

18. *Familiarity with fast-moving, glitzy technology has raised expectations for message delivery, especially among young people.*

The increased use of high-tech media for entertainment provides both an avenue for outreach and a funding headache for those who develop and target fire safety messages. Television has been seen as the growth medium for message delivery, but it has also raised expectations of how video messages should be designed. MTV is viewed by some as a promising outlet for fire safety messages, but messages must be produced at a technical and visual level comparable to other media messages.

In particular, children--especially those raised with a high degree of exposure to television, which is probably most of them--require messages to be conveyed in different formats than do adults or elderly people (more fast-paced, for example). A generation raised on television requires more sophistication in the quality and delivery of the message.

Politics/Activism

19. *Increasingly, there is an orientation to long-range strategic planning.*

At all levels, a greater emphasis is being placed on planning as a tool to achieve goals and refine strategic approaches to persistent problems.

20. *There is more lobbying by special interest groups.*

The rise in special interest groups means increased pressure on local governments for attention, money, and programs. These groups are finding new ways to use the political process and to influence political parties to reach their goals.

21. *There is less traditional allegiance to political parties.*

The breakdown of traditional constituencies and parties is opening the door for new alliances based on common goals. The political landscape is being reshaped by influential constituencies at all levels of government.

22. *An increased emphasis is being placed on personal responsibility ("self-help").*

Citizens have given self-help new meaning. Where a Neighborhood Watch used to seem an aggressive self-protection strategy, citizens now organize foot patrols to drive drug dealers out of their neighborhoods.

An emphasis on health and fitness during the 1980s helped foster the idea that people must take responsibility for their own state of health. Parents now are much more vocal about issues that affect their children, such as sex education in schools and background checks on child care providers. More hotlines have been established to help people with their problems, and a wide range of self-help groups are active in many communities.

People have become more involved in shaping their own destinies and in looking out for themselves, for children, for elderly people, and for the handicapped. For example, in the past, people might not have thought much about playground safety. Now, they not only think about it, they call up and ask how many injuries have occurred and what is being done to prevent them. In some cases, Federal or state money is available to help people care for handicapped people at home. Citizens have learned to shape agendas and, in many cases, to raise the money to carry out their agenda items.

III. Fire Service Trends

Trends in the fire service may be classified as internal to departments, as related to external demands and pressures, or as other changes.

Internal Changes

1. *Workforce demographics are changing.*

The makeup of today's workforce--in the fire service as throughout the U.S.--is more diverse than ever, with many more women and members of minority groups. Like the rest of society, it also has its fair share of aging workers who will be retiring in the next 10 years, creating the need to educate their replacements.

Fire departments must recognize and respond proactively to the challenges and opportunities posed by the cultural diversity of the fire service. They should be aware of problems that could be experienced by workers for whom English is a second language and take advantage of the educational opportunity posed by the connections these workers have with particular segments of the community.

In recent years, paramedics have become increasingly influential in the fire service, leading to changes within the organizational culture. In many fire departments, emergency medical service (EMS) response comprises the lion's share of the department's calls. Many young firefighters are actually medics first, firefighters second. The increased emphasis on EMS means that EMS personnel who are moving up the ranks may place comparatively little emphasis on suppression or prevention activities. The role of the firefighter could be diminished and fire prevention and education suffer even more.

2. *There is greater use of technology in jobs and security.*

In the future, there will be less reliance on public education to control consumer behavior and more emphasis on engineering, which seeks to produce safer consumer products and prevent unsafe use of products through design. Consumers have shown themselves ready to take advantage of such currently available technology as smoke detectors, seat belts, and alarm systems. Fire equipment will be increasingly built-in, both in commercial and residential settings. More sophisticated early warning, detection, and alarm systems are available. Sprinklers in commercial settings have had, and will continue to have, a mitigating effect on the fire problem. Residential sprinklers, which will eventually lead to lower dollar losses and decreased death and injury totals, may lead to a shift in emphasis from fire safety to overall life safety.

Fire departments, like society at large, are making increasing use of technology in many different arenas. Computers are increasingly employed to collect fire data, which can then be used to help departments identify, and be more responsive to, local fire problems. Computers can also help solve staffing problems and aid in equipment tracking and allocation. In the prevention area, performance-oriented codes allow code administration to be more flexible and more effective.

All these trends will necessitate more training for the fire service: training in the use of computer technology and of more sophisticated equipment such as robotics or life-saving medical equipment, as well as in data analysis and management. Fire service personnel will also need to receive more training in such areas as strategic and long-range planning.

Participants believed that the education level in the fire service is rising, but that it still lags behind the level of education for fire service personnel in many other countries.

3. *A greater emphasis is being placed on firefighter health and safety.*

Physical fitness programs are frequently offered to help maintain firefighter health and may even be mandatory. The debilitating effects of stress are widely recognized, and a range of programs are often available for stress reduction, including psychological counseling for fire service personnel when needed. Personnel have access to improved protective clothing and breathing apparatus, better equipment, and more training in how to protect themselves from avoidable injuries. In many departments new policies address workers' compensation reform, rehabilitation of injured workers, and stringent safety standards. In the fire department, as elsewhere in society, the work place is becoming an arena for risk-reduction messages.

At the same time, it was noted that many fire service personnel remain resistant to safety messages. Unfortunately, the U.S. leads the world in firefighter deaths. Many firefighters still tend to see themselves as heroes and rugged individualists, and often believe personal safety measures are incompatible with this image. This is more often true of the older fire service personnel, however, and may be expected to decrease over time as younger members achieve certification and more women enter the fire service.

4. *More networking is occurring among fire departments--within the United States and even more internationally.*

Years ago, participants speculated, most U.S. firefighters would not have sat still for a lecture on what was being done in the Japanese fire service. Now, energetic sharing of ideas occurs internationally, and both firefighters and managers are interested in how international innovations might be applied at home. The trend toward increased networking is related to the trend toward forming alliances and using more teamwork to achieve goals. In each case, the idea is to share information and avoid "re-inventing the wheel."

5. *Volunteer departments are increasingly under pressure: fear of litigation, pressing needs for retraining, time constraints, and high turnover rates pose serious challenges.*

Many of the same problems experienced by the paid fire service affect the volunteers, but often hit even harder where there are even fewer financial resources to meet them. Such dilemmas include the problem of providing protection against potentially costly lawsuits. It is difficult enough for a paid department to manage its exposure to liability lawsuits, but volunteer departments are even more vulnerable.

Increasing certification requirements also pose a particular challenge to volunteer departments. Volunteers who want to use their spare time to help the community must be available for extensive training to receive certifications in hazardous materials and other areas, a time-consuming process. As more people need to work second jobs to make ends meet, they are beginning to take a hard look at the amount of time they have available to volunteer. In the case of volunteer fire departments, requirements are becoming so rigorous that they are becoming a deterrent. Often, "it's just not fun anymore."

Certification and other requirements can also include mandates for particular types of specialized equipment. Volunteer departments have always had to raise money for apparatus, but meeting new equipment requirements as well can be a truly daunting challenge.

Changing Demands

6. *Citizens and local officials are demanding more cost-effective services and greater accountability of all public service agencies.*

The fire service, along with all public services, is being examined to determine whether it is providing cost-effective services; whether it should get more funding or, perhaps, whether it can function with less funding; whether is can do with fewer personnel; and whether certain services (e.g., EMS, code inspections) should be contracted out. This re-examination has often led to major organizational changes, and to increased contracting out of services ("privatizing").

Unlike other public services, the fire department does not have the luxury of cutbacks such as reducing the number of weekly trash pickups to save money. Among the cost-cutting measures some department have used are instituting fees for services (particularly nontraditional ones) and cross-training personnel to provide greater flexibility. This means that firefighters are frequently required to become certified as EMTs or paramedics, and/or to get more training in such areas as hazardous materials and use of the Incident Command System.

To make sound management decisions in the current fiscal environment--one which is unlikely to improve in coming years, and may get worse--greater professionalism will be required in the upper ranks of the fire department. Leaders will need leadership training, insight into policy development, problem-solving skills, and training in long-range and strategic planning. The fire department cannot survive public scrutiny without planning for the future, and without the means to justify its budget and its use of scarce resources.

7. *Communities are looking to fire departments to provide a wide range of alternative resources.*

Fire departments are now expected to act as first responders for everything from hazardous materials incidents to civil unrest, while at the same time teaching public fire education to an audience of children, the elderly, immigrants, and other special populations, and providing such special services as underwater rescue teams.

Since the fire service clearly cannot continue to offer more and more new services in the face of shrinking budgets, it must make greater use of alliances to solve problems and act

within the framework of an integrated service model at the community level. Teamwork is needed to reach goals, and the degree of collaboration between health and fire services must increase even further.

Many fire education professionals believe that what is now needed is an overall life safety message, not simply a fire safety message. This means that the fire service needs to reach out to such organizations as the Red Cross to share ideas and information, to ensure that the information being presented is consistent and appropriate for the audience, and to increase the size of the audience that can be reached. Conversely, fire service organizations should be responsive to invitations to participate in fire education efforts being led by other organizations.

More agencies are now vying for time in the school classroom, which could lead to a decrease in fire safety input by fire departments. However, since agencies are often trying to reach the same target groups--latchkey children, young and elderly people, non-English speaking populations, etc.--opportunities exist for collaboration to replace competition.

More community initiatives are being organized to impact serious problems, as evidenced by the growth of groups such as Mothers Against Drunk Driving (MADD). Fire educators can often team with like-minded community groups to increase their impact in alternative service areas as well as in public fire education.

Within the field of public fire education, arson is now considered to be the number two fire problem in the United States. This means that more emphasis will have to be placed on juvenile firesetter programs, and much more learned about why juveniles set fires and how to intervene successfully to prevent firesetting.

8. *There is a greater emphasis on the importance of prevention.*

This trend has been emerging for many years. Early evidence of its power was the huge push to install smoke detectors in homes. Now there is a drive to go one (large) step further and to require residential sprinklers. The passage of such legislation as helmet laws for motorcyclists suggests increasingly strong support for prevention strategies. Many departments are now conducting outreach to decrease EMS calls by emphasizing education in areas such as preventing drownings and burns. Interest in prevention also tends to translate into more inspections and more fire education. Often, fire departments are using victims and survivors to get fire safety messages across to the public memorably and believably.

9. *Budgets are shrinking.*

There was universal agreement that less money is available in general, and less money in particular for arson prevention activities such as juvenile firesetter intervention, fire education activities, and fire prevention.

Money continues to be available for suppression activities and EMS; however, people worry that education and prevention will suffer disproportionately when budget cuts are needed because strong-minded individuals in many departments consistently try to direct non-suppression money toward suppression. In some departments, budget pressures are leading to the sacrifice of prevention activities in order to preserve suppression activities. Internal competition for money within departments can be divisive.

Also, as the fire department takes on more new duties, existing dollars have to be stretched more ways. This contributes to the increasing tendency to contract out fire department services. The lack of money is felt at the local, state, and Federal levels. (NFA's decreased fire safety education courses are a good example.) Unfortunately, the paucity of funds comes at a time when there are serious needs in most communities. These range from the need for more protection against crime to the spread of AIDS and the decay of the infrastructure, especially in the inner city.

10. *There is increasing pressure on the fire service to comply with Federal regulations in short time frames.*

    Institutions such as the Centers for Disease Control often impose regulations (such as requiring all personnel to get hepatitis shots) with very short deadlines that are close to impossible to meet. The SARA Title III legislation requires fire departments to have hazardous materials response training, and many departments and industrial fire brigades are still scrambling to get it. Often, these requirements are mandated without much thought to time constraints or how departments will get the money for additional training and equipment.

Other Trends

1. *Litigation is more frequent.*

   The fire service is being sued more often than ever before. Citizens more frequently think of blaming the environment or work place for causing injuries and accidents, and litigation has soared, raising costs for fire departments. On the other hand, the same trend opens the possibility of aggressive action against those who impair or intentionally disable fire safety equipment such as smoke detectors.

IV. Local Government Trends

Local government trends may be divided into those related to resource management--the largest group--or those related to changes in leadership.

Resource Management

1. *Fewer Federal dollars are available to support state and local agencies.*

   There is increased pressure on local government to maintain continuity of core services, even as Federal funds to support many of these services are being withdrawn. The local tax base is often dwindling in areas that need services most, for example inner-city and rural areas. There is less money passed down, but there are more pressing issues and needs. This dilemma has ramifications on all facets of local government.

   One result is that many mandated local services are no longer mandated, or they are downsized at the risk of impairing effectiveness. Some participants observed a trend to waive fire code requirements in order to save money and expedite permits. Pressure is brought by small business owners (such as day care providers) and developers who are anxious to reduce costs. The fire official becomes the focal point of the controversy and is often forced to make less than desirable compromises because of political and economic pressure.

2. *There is a trend to charge for some services that were once provided through public funds.*

   Fire safety services have, in the view of many participants, often been taken for granted. In many areas, this is no longer the case, as fire departments are forced to charge for services once expected as a matter of course. Some public agencies now market their services, seeking to create a demand for what was once an assumed public function.

3. *Governments are consolidating or downsizing to reduce costs.*

   Agencies with similar responsibilities and functions are something being reorganized under a single umbrella agency to reduce costs. One fiscal drawback is that combining organizations with similar responsibilities means that personnel performing related duties must all become technically and legally proficient in new areas. The drive to get more for each dollar spent can lead to firefighters having to perform EMT duties, or to fire and police departments merging into Departments of Public Safety. Personnel and facilities are sometimes shared across or within governments.

   In some instances, consolidation of city and county jurisdictions/ functions has led to removal of a government layer. Sometimes that has meant better prevention and larger departments. However, it can also have the opposite effect and degrade prevention services as responsibilities increase and resources are stretched to the limit.

4. *Services are being privatized.*

   Voter dissatisfaction and economic pressures demand less spending for services. One alternative could be a shift to privatization (the service is the same, but there is a different provider, generally from the private sector). A profit incentive for this alternative may increasingly open opportunities for market-driven entrepreneurs. Once-mandated public services could shift from government agencies to the private sector. Problems include the difficulty of locating private organizations with the requisite background and the issue of oversight. Accompanying this trend could be a shift away from career to combination or volunteer departments.

5. *Local governments are conducting needs and resource assessments and prioritizing to ensure the best use of limited funds.*

   The positive result of needs and resource assessments can be grass roots involvement in the change process. Local government is the ideal area for this to work because it is much more flexible than higher and larger government levels. The issue becomes one of coalition building, drawing together the stakeholders to solve problems while missions remain separate. It can also mean more team building and cooperation among agencies and departments.

6. *Economy and efficiency audits produce increased accountability and adherence to performance standards.*

   Increasingly, government managers are professionally trained for their careers. They expect personnel in agencies they supervise to be accountable. Fire safety officials must learn to be fiscally accountable in terms these managers will respect, including the ability to convincingly and appropriately demonstrate the costs vs. benefits of the services provided.

Changes in Leadership

7. *A demographic shift in leadership is occurring.*

   In recent years, as the political process encompasses a wider diversity of citizens, more women and minorities are running for office and are being elected to serve. Some of those entering politics are former "outsiders," and may have even less understanding of the issues associated with fire safety education than former elected officials. Fire safety professionals may be required to educate local government officials about the continuing importance of fire safety in an era of tighter budgets.

Term limitation legislation is of interest in many areas and government levels, in part stemming from a general lack of trust of those in office and a desire for change. Constituencies once built among legislators over several terms of office may have to be rebuilt on a continuing basis. As "institutional memories" are lost, and with them commitments, educators need to find opportunities to work through those newly in power to accomplish their mission.

V. Trends in Schools

Trends in schools may be classified as those involving changes in technology, changes in education theory and approach, and changes in the school environment.

Changes in Technology

1. *More sophisticated technology is being employed to carry educational messages.*

Technology will have an impact in several arenas. Educators must be aware of all them and ready to use new technology for fire and life safety messages where appropriate. Advancing technology will decrease the isolation of children in remote areas; electronic media will make it possible to teach even highly technical subjects with specialized personnel operating at a distance. New ways will be found to provide networking capacity between multiple sources, in education as for other purposes. The type of subjects taught, as well as the way they are learned, will be affected. Mediums such as interactive video and virtual reality will make it possible to gain knowledge in a manner more similar to direct experience. This new realism will provide an opportunity to change unsafe behaviors, such as those that can start fires or prevent escape, through memorable educational designs.

Teacher qualifications and the economics of the classroom will change. Students will navigate information-rich pools, while teachers will become advisors who assist them in this process--not, as now, primary information sources themselves. Students will work with each other more collaboratively and less competitively, and student mentors will be an increasingly common strategy. Teachers will cooperate with each other more in curriculum planning and in facilitating interdisciplinary approaches. Changes in technology will call for different kinds of materials--not just the same materials in different formats. Because of the wide variety of material available and the way it is accessed, the school board may have less clout in determining content; there will be less potential for control and review than exists for a conventional text-based curriculum.

However, teachers will face economic barriers to purchasing or renting their own equipment and tools, since much of the new technology will be quite expensive. For most students, too, technology-enhanced learning cannot be supported at home. Even now, the extensive use of computers as learning tools has widened the chasm between "haves" and "have nots" among students.

Changes in Educational Theory and Approach

2. *There is a trend toward comprehensive health/wellness/safety education.*

The contemporary focus on wellness is reflected in most curricula; however, many different problems and issues related to student health compete for class time with each other and with traditional subjects. Fire safety education should be part of comprehensive injury prevention and health programs, as well as incorporated into disciplinary educational projects and even extracurricular activities. Topics such as family development offer possible avenues for presenting fire and life safety messages. The effective fire safety educator will be aware of what is being taught in local schools and how, in order to seek the best ways of integrating important messages.

If elementary teachers are to deliver this education, however, they may need to receive a simple course on safety education and how to integrate it in the core curriculum. It can even be woven in with other subjects--by integrating fire safety messages in reading lessons, for example.

Many participants were particularly concerned with the growing number of latchkey children who arrive home without supervision and with time on their hands. Early interventions with practical safety education become extremely important to prevent family tragedies. Many children spend large parts of their day alone and/or caring for younger siblings. They need basic skills.

3. *There is a trend toward multi-cultural/multi-lingual education.*

As we become a more multi-cultural society, English is no longer the primary language for increasing numbers of persons, particularly in certain geographic areas. Fully 14 percent of our population nationally--and much larger percentages in some areas--speak a language other than English at home; of these, more than 40 percent say they do not speak English very well. To deliver educational messages effectively in this multi-cultural society, texts and materials must be translated not only into the reader's language but into terms consonant with the cultural framework in which the message is presented.

More emphasis is being placed on teaching additional languages at an early age in schools. However, there is also increasing resistance (white backlash) to acceptance of

cultures other than "white and middle class". Fire safety educators need to be among the bridge-builders who work effectively and affirmatively with the diverse populations in their communities.

4. *There is a trend toward "nontraditional" education.*

A variety of approaches to education are being explored, some facilitated by technology. Often the interest in these methods is driven by concern with crime, a desire for greater quality for education, or a dislike of multi-cultural influences. This trend is multi-age, multi-lingual and multi-ethnic. Examples range from Christians who home-school to protect their children from what they view as negative influences in the public schools, to parents given safety and parent skills training in the work place. Community and continuing education programs now offer life skills training as well as a wide range of certification programs. Fire safety educators should be aware of growing numbers of ways learning is occurring in their communities and consider how their message can be integrated in each learning environment.

5. *In general, parents are becoming more involved in the schools.*

While some working parents are finding it more difficult to be involved in school functions, many parents--particularly those of relatively privileged children, or of special populations such as learning disabled, handicapped, or gifted children--are becoming more involved in the curriculum issues, and are sometimes very vocal in decisionmaking. Schools are having to open their doors to a wider and diverse kind of involvement. In some school districts, this wider involvement means that the potential exists for side-by-side educational presentations that involve whole families in fire and life safety issues. It is also true, however, that many single parents either can't afford to take off from work during the day or pay a baby-sitter to enable them to attend night meetings.

6. *Public/private partnerships are increasing as a result of declining monetary resources.*

Many corporations and industries are becoming more involved with local school systems by providing resources such as supplies or computer equipment or even loaning their personnel for tutoring or class presentations. With less money available from the public sector, the private sector is sometimes willing to pick up the slack. Such partnerships may provide opportunities for the funding and delivery of public fire safety education, particularly in innovative formats.

7. *Early intervention is being used for specific school populations to enhance learning potential.*

Early childhood education is an ideal time to present fire/ health/safety issues. Head Start, for example, is moving toward a standardized national curriculum that might include some of these issues.

This is also an excellent entry point for parent education. Family Resource Centers attract young parents, who are a ready audience for materials that present parents as teachers of fire safety as well as other health and safety issues. Appropriately targeted materials should be developed to capitalize on new points of entry into the educational system, both for small children and for their parents.

8. *There is a trend toward outcome-based education.*

Instead of presenting classroom achievement as a test curve in which scores are given for correct answers on a paper exam, schools are now moving toward results-oriented instruction in which knowledge, skills, and understanding are measured more directly. Students are increasingly asked to demonstrate their learning in more meaningful ways than the ability to take a written test in a certain format. Fire safety educators will need to provide outcome-based educational materials consistent with this approach.

What is truly needed, participants believe, is a *national* effort to identify key behaviors that should be included in curricula and to distribute learner outcomes for each grade level nationwide.

9. *There is a greater emphasis on adult education, and more opportunities to reach adults are available.*

High school equivalency programs for dropouts, certification programs of various types, and occupational training are among the types of educational programs for adults that may be able to incorporate public fire safety messages. Educators should be alert to where adults are learning in their communities and be ready to take advantage of potential opportunities.

Changes in the School Environment

10. *In many districts, the school environment is becoming less conducive to teaching and learning.*

Violence, increased class size, gangs, hunger, drugs, poverty, child abuse, the pressure to acquire material goods--all these factors can affect children's ability to learn. Educators need to be sensitive to the learning environment as well as the problems both students and teachers are confronting.

RECOMMENDED ACTIONS AND STRATEGIES

The following section presents suggested strategies in priority order as determined by symposium participants. Where letters such as a) and b) are used, they indicate that the items in question are both the same level of priority: 3.a) and 3.b), for example, would be tied for third priority as indicated by full group votes. The exception is the section on strategic planning, in which all recommended activities were considered to be of such importance that they could not be prioritized. The need for comprehensive strategic planning is seen as the critical next step in improving fire safety education nationally and reducing our national fire losses. While this step is seen as occurring initially on the national level, there is no substitute for the energetic participation of local leaders at the fire department level. Unless fire departments ensure that public fire safety education is viewed and funded as a priority, the public benefit of reduced fire loss will remain a distant vision.

Strategies are grouped according to subject headings identified by participants and were identified based on key trends which are having, or are expected to have, impact on the field of public fire safety education.

Many of the identified strategies overlap. In order to give a complete picture of the type of strategies envisioned in each of the categories, several strategies appear in more than one place, and many are interrelated. Different aspects of the same strategy may be highlighted depending on the specific context in which it is presented; for example, the same "nationally coordinated initiative" is seen as an illustration of coalition building, a means of developing materials, and a mechanism to forge a consensus on national fire prevention strategy.

I. Strategic Planning

Please note that strategic planning activities are *not* in order of priority; attendees felt that all activities were so important that priorities could not be identified.

1. *a) The U.S. Fire Administration (USFA) should recommit to the functions of the former Office of Planning and Education by allocating resources to support finding new ways to provide:*

   - Tools (i.e., promote awareness of USFA's "Partnerships Against Fire")
   - Technical assistance
   - Sponsorship of a national conference
   - A newsletter for educators
   - Educational Materials and Human Resource Library (a telephone-accessed computerized database capturing significant data on population "niches" and associated data that may help target fire prevention outreach), and
   - Identified sequential learner outcomes for pre-kindergarten through Grade 12 that addresses fire safety education.

USFA was seen as in a key position to help public fire safety educators deliver high quality prevention efforts. Many believed that the Office of Planning and Education, no longer in existence, filled a necessary role in nationwide strategic planning that is not being addressed by other agencies. USFA was asked to consider reinstating this function and carrying out such essential networking and information-sharing activities at those cited above.

b) *The International Association of Fire Chiefs (IAFC), National Volunteer Fire Council (NVFC), and the Professional Qualifications Coordinating Council should provide an internal ladder to recognize volunteers and promote non-suppression activities in public fire safety education within the fire service.*

Incentives are needed to reward those who fight fires with education rather than hoses. Yet, all too often, it is those who suppress preventable fires who are rewarded with promotion and other recognition, while those who work to save lives and property in a different way--of at least equal benefit to the community--are sometimes seen as second-class citizens within the department structure. National groups able to impact this problem are urged strongly to consider what they can do to foster the use of appropriate internal reward systems to equalize rewards for these different forms of community service.

c) *USFA should identify strategies to identify, recruit, train, and recognize community volunteers for the purpose of assisting local fire departments in public fire education efforts (for example, the National Community Volunteer Fire Prevention Program, Volunteer Action Councils, etc.).*

Partly as a result of budget-cutting, volunteers may be increasingly important as elements of community outreach on public fire safety. In order to locate and use volunteers to maximum benefit, and to help keep them motivated, support is needed from USFA.

d) *USFA should establish a coalition to organize a comprehensive initiative to address fire and life safety education needs.*

The symposium envisioned a national coalition that would:

- Develop a master plan for fire service training to enable fire departments to deliver both fire and personal injury prevention education.
- Develop a strategy to foster an attitude change (on the part of both fire service organizations and other agencies) away from doing reactive education and toward prevention-based education.

- Develop comprehensive state needs assessments on fire and injury control, targeting specific groups.
- Create opportunities for multi-cultural leadership to become involved in the development and delivery of fire safety education.
- Impact current coalitions on injury prevention underway through the Department of Health and Human Services.
- Determine fire safety education curriculum content and standards.

e) *USFA and a coalition of fire service organizations should immediately develop a specific national action plan to address the U.S. fire problem through education and research.*

Strategic planning to address the nation's fire problem must be based on sound research and developed within a cooperative framework with organizations that have "clout" in different segments of the community. In order to place the plan on solid footing, a number of different types of strategic planning initiatives are needed. The national coalition should:

- Fund research to assess gaps in national awareness of fire problem (general public and niche groups), including emphasis on the arson problem and its specific implication in fire safety education.
- Determine specifically how to change behavior in key areas.
- Fund market research to find out how to reach identified high-risk audiences.
- Identify groups to provide support in reaching audiences through appropriate delivery mechanisms (based on market research and identified gaps).
- Develop a plan to reach every household every 10 years with the safety message.
- Strategize with targeted delivery groups to plan implementation.
- Evaluate the effectiveness of different messages for each targeted group.

f) *USFA should research existing resources to develop a strategic information plan specifying public information activities that would help local emergency service providers educate and build partnerships with the media.*

Smooth and effective cooperation with the media is of increasing importance. USFA can support cooperative efforts to build effective partnerships by providing information that will help local-level providers include effective media outreach in their strategic plans.

II. Research

1. *USFA should review and revise the National Fire Incident Reporting System (NFIRS).*

   Participants believed that NFIRS data could better support fire prevention. They noted that the "census" portion of the NFIRS form provides useful data that is frequently not returned and suggested networking with the National Fire Information Council (NFIC) to make this happen. They also believed data should be collected for each occupancy experiencing a fire that would help identify what target populations were involved and what behaviors contributed to the fire. Finally, they encouraged USFA to network with insurance companies and other sources that may have relevant data to ensure that whatever information is available is accessed and distributed for use in planning fire prevention efforts.

2. *USFA should identify and recommend experts to research and develop effective tools to motivate behavior change.*

   Participants stressed the need for definitive research to clinch our understanding of what behaviors are contributing to the nation's fire problem, what target groups are involved, and what beliefs or habits may be behind the behavior that places them at risk. A meeting of top experts was seen as an essential first step: available fire data would be assessed, and consensus reached on behaviors which should be targets for change. The second step would be to conduct research leading to consensus on the best tools to motivate behavior change nationally in these targeted areas. A well-orchestrated national campaign could then be carried out. Marketing experts, public relations experts, psychologists, and others who have expertise in the dynamics of behavior change should be brought together to collaborate with fire safety specialists on the planning and coordination of this campaign.

3. *USFA should provide evaluation strategies that can be applied at the local level to conduct cost-benefit analyses and demonstrate return on investment.*

   Because of financial stresses on local systems, fire safety specialists must be prepared to carry out the difficult talks of demonstrating convincingly that their work is cost-effective--even though generating valid statistics on fires that didn't happen, but might have, is admittedly quite a challenging task. USFA is in a strong position to assist local departments in using the data available to them to make meaningful analyses that will assist them in maintaining essential budget support at the local level.

4. *a) USFA should research the implications of charging fees for prevention services and retaining these fees to support public fire safety education.*

Symposium participants were interested in the possibility of charging fees for such services as plan and building inspections. The funds derived from this could be dedicated to public fire education. However, they were concerned that use of dedicated funds might eventually lead to being cut from general funds, and the income might be too unpredictable. The issue of public perception would surely be a problem as well. Nevertheless, participants were sufficiently intrigued by the possibility to see research in this area as potentially worthwhile.

b) *States should develop a comprehensive needs assessment of fire and injury control, targeting specific groups.*

At the state level, available data from all sources should be used to gain the clearest possible understanding of fire causes and problem areas within each state. This data should be used to support the development of well thought-out strategies at the state level in which local fire departments work cooperatively to change the regional behaviors that contribute most to their fire loss statistics.

III. Building Coalitions at All Levels

1. USFA should lead a coordinated effort to plan and conduct a high-impact, nationally coordinated initiative to elevate awareness of the cost of fire and burn injury and to stress positive prevention strategies.

Participants believe that, for too long, organizations with fire safety missions have worked separately and failed to deliver consistent, memorable messages to the American public. They see USFA as in a prime position to exercise leadership to bring key organizations together to create an effective, multi-faceted national initiative that can really affect the national fire loss statistics by making a difference in behaviors that cause fire. They also believe that USFA's national-level partnerships would provide a model for state and local fire programs and that USFA should take action to directly foster teamwork at all levels. Specifically, they urge USFA to:

- Work with other health and education agencies at the local, state and county levels to coordinate activities to implement fire prevention education programs.
- Provide a guide for developing public/private partnerships at the local level that would foster the cost-effective creation and delivery of high quality public fire safety education.

- Develop/provide a guide for use at the local level on ways to develop effective relationships with communications media so that the media will be receptive to carrying the fire safety education message to the public.

The latter document, a guide for the media relations by local fire departments, is currently available from USFA. A kit titled *Home Fire Safety--Act On It* has been prepared for fire service users; another kit with the same title targets the media.

2. *National-level fire service organizations and USFA should interact with key policymaking groups to impact school health and wellness policies and curricula and to work toward identification of specified outcomes for fire safety education at each educational level.*

Relevant policymaking groups include:

- The National School Boards Association
- National Conference of State Legislators
- Council of State Governments
- National League of Cities
- National Association of Towns and Townships
- National Bilingual Association
- The American Association of School Superintendents
- Union leadership
- Rural Teachers and Rural Schools Coalition
- Health, consumer, and child advocacy organizations such as National Safe Kids, the Children's Defense Fund, the Consumer Federation of America, the Rural Health Network, and organizations representing school nurses
- American Federation of Teachers
- National Education Association
- American Association of Curriculum Developers
- Council of Chief State School Officers

Participants believed that by reaching such policymakers with a coherent picture of what behavioral changes are needed and what type of educational programs could effect those changes, high-impact, well-coordinated outreach would become possible.

3. *USFA and the National Association of State Fire Marshals (NASFM) should promote establishment of a statewide focus on public education (staffed by fire education coordinators) in each State Fire Marshal agency. An annual public education conference should be convened as part of this initiative in order to facilitate state efforts.*

Once a more coordinated approach to publicizing fire safety problems is developed at the national level, state-level organizations will become a critical link in carrying that focus to the local level. Participants believed that states can play this role effectively only if fire training coordinators are active within each state and are given opportunities to interact with each other, with counterparts at the local level, and with representatives of key national organizations.

4. *The NASFM (or other appropriate authorities) should develop a working coalition with other state agencies that may have an impact on fire and burn safety issues to establish, coordinate, and maintain school-based fire and burn safety education.*

   Coalition-building at the state level is as essential as at the national and the local level. Within each state, state-level partnerships can pave the way for local areas to interact with local chapters of the same groups, benefiting from an already-tested working relationship.

5. *National fire service organizations with large constituencies and USFA should interact with appropriate Federal agencies to influence national health and wellness policies and curricula. National policies and curricula should incorporate fire safety education concepts which reflect key learner outcomes.*

   According to many participants, a lot of information and material is available on fire safety--however deficient it may be in consistent, coherent messages that cross organizational lines. However, a supportive environment for implementation of key concepts is lacking, along with a unified sense of direction. If USFA can work directly with other national fire service organizations, presenting a clear picture of the cost of fire and burn injuries and the seriousness of the issue, they may be able to ensure that fire safety issues become part of the national wellness debate. Federal agencies which are developing life safety policies or curricula should be made aware of the importance of attacking the fire loss and death rate through health-related initiatives. Their efforts could, in turn, facilitate complementary partnerships at the state and local levels.

   Among the fire organizations which could work with USFA are the International Association of Fire Chiefs (IAFC), the International Association of Fire Fighters (IAFF), the International Association of Black Professional Fire Fighters (IABPFF) and the National Fire Protection Association (NFPA). Organizations with potential health and wellness initiatives that should be targeted for outreach include Head Start; the Women, Infants, and Children Program (WIC); the Consumer Product Safety Commission (CPSC); Health and Human Services (HHS); the Indian Health Service (IHS); and Maternal and Child Health (MCH).

6. *USFA should reach out to the Education Commission of States (which includes legislators, governors, and commissioners of education) and convince it to work with USFA to increase the effectiveness of public fire safety education in schools.*

   Participants believe that while fire educators know fire safety education, education associations and state curriculum developers may know more about the best way to deliver material in their states.

If these experts can become involved in reviewing and improving materials and helping to format them to maximize success, and then in incorporating them in statewide curricula, statewide improvement in fire loss data could result. The Education Commission of States was seen as a powerful organization which could:

- Assist in implementing effective public fire safety programs nationwide.
- Encourage public/private partnerships to assist with delivery and development of emerging technologies in support of fire safety education.
- Establish groups to review materials and to make sure they are educationally sound and consistent.
- Act in an advisory capacity to public fire safety educators.

7. a) *USFA should contact the U.S. Department of Education to explore collaboration on national programs that reach into local communities.*

Participants noted that the recent "America 2000" effort attempted to develop a national strategic plan, yet made it clear that decisionmaking power remained, ultimately, with the local community. Similarly, they believe the U.S. Department of Education could provide guidance and strategic thinking that would influence communities to address public fire safety positively in their curricula. The USFA would be the appropriate agency to determine what national educational initiatives may already be underway that could incorporate fire safety messages and to coordinate with the U.S. Department of Education to ensure they are accurately addressed.

b) *National fire service organizations and USFA should interact with health, consumer, and child advocacy organizations to impact health and wellness policies and curricula and to ensure that fire safety education is adequately and appropriately addressed. Organizations which should be targeted include the Children's Defense Fund, the Consumer Federation of America, National Safe Kids, Rural Health Network, and school nurse organizations.*

Organizations already active in health and wellness fields may well not have considered the relevance of public fire safety to their missions or may lack the technical knowledge to address it. As national networking begins to occur as a matter of course, fire service organizations can present a unified view of the fire problem and of needed changes in behavior and can assist relevant groups in incorporating this material where it would be appropriate in their ongoing programs and in special targeted initiatives.

c) *USFA should work through/with the National Criminal Justice Association (NCJA), the National Governor's Association, and other appropriate agencies to develop state goals that promote fire safety education.*

The National Governor's Association sets educational goals in which fire and life safety should be addressed. State education departments and school superintendents are likely to follow the governor's lead, and a coherent national strategy can be implemented through top-down initiatives. NCJA serves as an example of another influential organization that could be approached, in this case in the context of developing strategies to reach juvenile firesetters. Through joint problem analysis and goal setting, greater understanding and impact on a major source of our nation's serious arson problem could be achieved.

IV. Materials Development

1. a) *USFA should lead a coordinated effort to plan and conduct a high-impact, nationally coordinated initiative to develop effective materials to elevate public awareness of the human and economic impact of fire and burn injury and of constructive, positive prevention strategies.*

Materials should be developed to support the high-impact, nationally coordinated initiative described in "Building Coalitions at All Levels," strategy 1. These materials should be prepared in a variety of formats consistent with the recommendations of leading experts in behavior change (see "Research," priority 2) and distributed nationally within the framework of a well-planned and well-coordinated cooperative campaign involving fire service organizations and other organizations with fire and life safety missions at all levels.

b) *Developers of public fire safety education materials at all levels should research and develop effective tools to motivate behavior change. Developers should expand their expertise in the development of materials in both traditional and non-traditional formats.*

In addition to the recommendation that national experts lend their knowledge to the support of coordinated national campaigns, participants believed that everyone involved in fire safety education, at any level, needs to gain sophistication in all aspects of their work. Future developments will not take them by surprise if they have conducted appropriate research and ensured access to the training and education needed to keep abreast of changing worlds--in technologies, outreach methods, fire causes, and population characteristics. The following specific recommendations were made:

- *Review social science research on message delivery.*

  It is essential to learn from social scientists how to impact the behavior of target groups.

- *Establish review teams who are culturally sensitive to message delivery issues for specific populations.*

  Each cultural group has distinct characteristics which must be taken into account when messages are prepared. Since these cannot be assumed on the basis of possibly uninformed impressions, alliances must be formed with leaders of specific communities who can provide needed advice on how best to frame and deliver important information in the most persuasive ways. One excellent way to do this is through the use of review teams for fire safety educational materials in which community representatives are involved.

- *Involve groups who represent target audiences in materials delivery.*

  For each targeted group, different means of distributing information are likely to be more effective than others. Different community gathering places exist, proficiency in responding to written messages may vary, and typical use of media in everyday life may differ as well. To ensure that messages are distributed appropriately, target audience members must be involved in planning specific outreach methods for each target audience.

- *Work with communications and media specialists to increase materials quality.*

  Another type of alliance that is essential to fire safety specialists is with those who work in media and communication fields. Formal training and education can help increase sophistication in these areas, but it is also possible to learn one-on-one from those who are proficient in these fields. Visiting newsrooms and meeting with others experienced in planning and conducting campaigns (including those in other branches of local government) can help upgrade the quality and success of outreach efforts.

2. *USFA should assume the commitment to assemble a national coalition to develop materials in nontraditional formats such as pictograms, comic books, and MTV spots.*

   Where once a simple brochure may have been a reasonable approach to conveying needed fire safety information, a wide range of sociological and technological changes have made it essential to explore other formats.

Outreach mechanisms must be suited to the reading level, sophistication, and typical media use of targeted populations. Fire safety educators must not only think creatively but also be able to take their ideas through production in a wide range of mediums, whether they are doing the work themselves or overseeing work done by others.

3. *National fire service organizations should establish standards for both content and format of public fire safety educational materials.*

   Conflicting messages and priorities among fire service groups, as well as substandard or clashing formats, can decrease the impact of key messages. To change the behaviors that cause fires, people should receive consistent messages wherever our mobile population moves across the United States. Again, cooperation is seen as the quintessential ingredient in success.

4. *Developers of public fire safety education materials should adapt materials for use in specific settings for targeted adult learners--for example, remedial education programs, English as a second language (ESL) programs, work sites, and locations specific to the aging population.*

   As educators seek to capitalize on a wide range of opportunities for reaching segments of the adult population in specific settings, materials already in existence may need to be adapted to convey the same message in a format appropriate for the specific setting. For example, ESL programs may offer an excellent way to reach members of immigrating populations, but cannot be presented in the English language or in ways that are not culturally appropriate. Thoughtful adaptation will be needed to capitalize on each type of opportunity.

5. *Public fire safety educators should explore the use of existing and newly emerging technology available in their areas in the development of fire and burn safety interventions.* These include:

   - Virtual reality
   - Increased access to TV broadcasting
   - University systems
   - Computer-based training
   - Interactive video, and
   - Local access cable TV.

   As we have seen, the range of outreach channels available to educators is increasing. Using new means of communication effectively will require greater sophistication and new training to gain proficiency in specific mediums and formats. However, the payoff will be great. Fire departments and educators must be prepared to emphasize the acquisition of cutting edge educational skills in order to use available media successfully.

V. Delivery Strategies

1. *USFA should lead a coordinated effort to plan and conduct a high-impact, nationally coordinated initiative to elevate public awareness of the human and economic impact of fire and burn injury, and of constructive, positive prevention strategies.*

   Delivery strategies nationally are seen as flowing from the work of a national coalition of fire service organizations. This group would cooperate on strategic planning, research, materials development, and, finally, delivery of materials to targeted groups in the formats agreed upon. For further discussion of this national initiative, see priority 1 under "Building Coalitions at All Levels."

2. *Public fire safety educators should identify and reach out to "niches" in their communities through such means as cable-syndicated foreign language networks, radio stations, and ethnic-based newspapers, using culturally appropriate materials.*

   New delivery strategies are called for to target special groups, or niches, of target audience populations. What niches should be targeted, and by what means, can be determined on the local level by appropriate analysis of community fire loss data, including the location and cause of fires and the relevant characteristics of occupants. Available means of reaching each niche should be chosen based on research and on consultation with informed representatives of targeted groups.

3. *A national coalition facilitated by USFA should support the delivery of materials in non-traditional formats by developing flexible and adaptable models, providing leadership on process, and supporting local groups.*

   While some materials development must inevitably occur at the local level, the national coalition can greatly support this development by providing appropriate models and supporting local-level development through coaching, funding, explaining the development process, and other appropriate assistance. (See also "Materials Development," priorities 1.a and 1.b.)

4. *Public fire safety educators at all levels should cultivate and maintain public/private partnerships to assist with delivery and development of technologies in support of fire safety education.*

   In an era of tightening budgets, those working on preventing needless fire losses can best serve their cause by reaching out to allied groups. These include not only organizations with appropriate missions and those which represent targeted audiences, but also groups of educators, communication strategists, and those familiar with the capabilities and best use of available technologies.

VI. Political Action

1. *All levels of fire service organizations must educate policymakers to exercise the appropriate leadership to address the fire problems of their constituents. Policymakers must also understand the positive and negative financial implications of addressing these problems.*

   Policymakers require solid information on what fire problems are faced by those they represent, what behaviors contribute to these problems, what is needed to change these behaviors, and, finally, what the respective costs are of addressing, or not addressing, these problems. Some of these costs are in dollars (whether spent directly or estimated as an indirect result of fire loss); other costs may include political ramifications of acting or not acting, or lives lost. Policymakers must have data they can act on with confidence and a clear reason to act. Fire service organizations should consider exactly what actions they want policymakers to undertake and how best to present the supporting data that will convincingly document the need for this action.

2. *The national fire service should assist in the promotion of fire safety issues by developing a guide for state and local fire service leaders on how to access and work with Federal, state, county, city, township, and school board political processes. The national fire service should utilize expert counsel (presidents, Congress, governors, legislators, counties, cities, townships, school boards, and lobbyists) in putting together this "how to" manual.*

   In order to affect the political process, the fire service needs the best possible understanding of how the decisionmaking process works at each level and what strategies are most likely to influence it successfully. A "how to" manual which provides useful suggestions for methodologies likely to foster change in the right direction would be an invaluable resource. The national coalition of fire service organizations should consider the publication of such a manual as part of its coordinated national campaign to eliminate behaviors that fuel our nation's high level of fire loss.

3. *a) National-level fire service organizations and USFA should interact with health, consumer, and child advocacy organizations (such as the Children's Defense Fund, the Consumer Federation of America, National Safe Kids, and school nurse organizations) to impact health policies.*

   In keeping with the overall theme of cooperating with and working through organizations with suitable missions, a national-level outreach effort was seen as a key ingredient in maximizing the fire service's ability to decrease fire losses nationally. Groups concerned with health, consumerism, and child advocacy are good examples of organizations likely to have a clear interest in fire loss and burn injuries, and which offer channels to reach audiences and impact the problem that might not be available to the fire service acting alone. (See also "Coalition Building," priority 7.b.)

b) *USFA should reach out to the Education Commission of States (which includes legislators, governors, commissioners of education) and convince them to work with USFA to increase the effectiveness of public fire safety education in schools.*

Because of its influential and well-informed membership, the Education Commission of States was seen as a prime target for coalition-building, and as an organization able to contribute substantively to the effort to develop a consistent, highly effective national campaign that will truly affect fire loss statistics. Specific actions that the Commission might be expected to undertake are detailed in "Coalition Building," priority 6.

VII. Other Areas

Strategies in this section were *not* prioritized.

1. *Identified leaders in public fire education should reconvene to monitor progress and re-evaluate strategies.*

   Those who attended the symposium are a source of expertise on public fire education leadership which should not be lost. Attendees hope to continue their involvement as national initiatives are undertaken in the areas recommended and to play a constructive role in monitoring progress toward implementing key strategies. As trends change, strategies should, of course, be updated. Additional data and perspectives may also become available as this report is circulated nationally and feedback on its recommendations is forwarded to USFA and to symposium attendees.

2. *USFA should contact the Department of Health and Human Services to present the need for fire service participation in health care reform.*

   As health care reform increasingly demands national attention, USFA should ensure that the national fire and burn problem is considered in the discussion and that changes which might have a beneficial impact on reducing fire loss or improving victim care are considered.

3. *Fire departments and communities should reevaluate the strategic balance between prevention and suppression.*

   A continuing dilemma in reducing the nation's fire loss has been the tendency of communities to reduce prevention activities, which are less visible to citizens when funding cuts are required.

   Fire departments should consider their own commitment to prevention activities and how best to present the argument for continued strength in prevention efforts to local government representatives.

UNIT 6: EVALUATING COMMUNITY EDUCATION AND SHARING RESULTS

GOAL

Given an overview of the evaluation process, the students will be able to design an evaluation plan for a community risk issue.

OBJECTIVES

The students will:

1. *Summarize the benefits and limitations of evaluation.*
2. *Develop an evaluation plan and describe levels.*
3. *Determine methods used to measure accomplishments of objectives.*
4. *Use criteria for evaluating programs, materials, and instructors.*
5. *Discuss management issues that are associated with evaluation.*
6. *Discuss methods of conducting program monitoring and documentation to support the evaluation process.*

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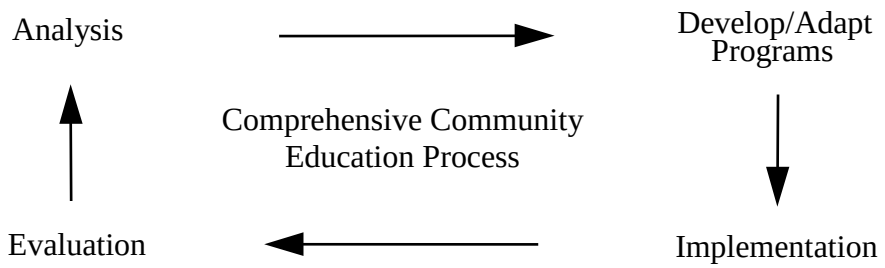
EVALUATION AS A MANAGEMENT FUNCTION

Evaluation is another step in planning. It is a management tool that assists the manager in making decisions. Consider it in terms of monitoring and tracking what you and your staff are doing.

Evaluation is an assessment, not a judgment of:

- presentations;
- programs; and/or
- comprehensive community education.

Evaluation is part of your comprehensive community education process.



It is a process that begins in the planning stages of your program. It is an integral part of the design, development, implementation, assessment, and analysis that can be used to select the target injury and population appropriately. Evaluation provides the information needed to determine goals and objectives that can be implemented within your agency's resources. Choice of interventions is based on those that already have been evaluated or appear to make sense. It is an ongoing process to modify your program direction, priorities, objective, activities, and resources. Evaluation runs through the life of the program.

Program feedback gained from program evaluation provides ongoing information to guide a program. The feedback can help to

- identify whether your program is effective;
- document what works and what doesn't work;
- identify weak spots and loopholes;
- increase community satisfaction;
- redirect program goals and objectives;
- review program operations;
- improve results; and
- improve responsiveness to the community.

Accountability is demonstrating to others that a program is worthwhile. Establishing accountability can aid program monitoring or provide justification for future funding. Accountability enhances public relations and so can help meet funding or legal requirements.

Through evaluation the community education manager can demonstrate to decisionmakers, funding sources, and the community that tax dollars or contributions are being spent wisely.

Evaluation is essential to program development. By testing prevention theories, strategies, and techniques for specific target populations, the body of prevention knowledge is expanded. Evaluation can provide the latest data, assist in comparing prevention techniques, help program managers choose among different techniques, help the planner design programs, and provide a mechanism for identifying new techniques and program strategies.

Evaluation has certain limitations. It requires careful planning. Staff may not have the capabilities to design and administer the evaluation and interpret the findings. The results of an evaluation may not provide the information desired. Evaluation may be affected by the biases of the target audience and the evaluators.

HOW DO WE KNOW WE'RE MAKING A DIFFERENCE?

Aspects Measured

This section will discuss various aspects of programs that can be measured. Some departments may evaluate the materials used, while others evaluate the presenters who deliver the programs. Even though these are measures, the most compelling evidence is shown in the reduction of incidents, fires, injuries, and/or dollar loss.

Materials

Consider the use of focus groups (another name for a selected group in your target audience) to make sure that your messages, brochures, posters, or graphics are doing what you intended. A focus group can help to determine if your materials are appropriate for your target audience and its capabilities, if your messages are focused rather than confusing, and to show the positive. Graphics should grab attention and be visually appealing.

- Can the target audience identify with the pictures?
- Do the graphics give a message without any caption or text?
- Are the materials easy to read?

There are three categories of people who read brochures: 3-second readers, 30-second readers, and 3-minute readers. The point being made in the brochure must jump out whether it's being read by a 3-second or a 3-minute reader. Finally, the materials must be technically correct.

Instructors/Presenters

These people apprise whether delivery is up to standard, which:

- allows for measuring consistency in delivery of programs;
- allows feedback to presenter on performance;
- allows for recognition of good performance;
- allows for improvement in specific areas;
- assists in determining training needs; and
- assists in transferring staff whose skills and abilities could be better used in another assignment.

Outreach

Outreach is measured by showing that a certain percentage of the target group was reached. It is an important first indicator of whether the program is likely to affect the bottom line. To determine outreach, use percent reached versus number reached. For example, there is a significant difference between reaching 5,000 people out of 5,500, and reaching 5,000 out of 1 million.

Change in Student Knowledge

Measure changes in knowledge by conducting pretests and posttests. It is more beneficial to test retention several weeks, months, or even a year after a program was conducted. If a correct action is remembered at the end of the class in which it was taught, but not 2 weeks later, it is unlikely that much was accomplished.

Change in Student Behavior

Measure changes in behavior by conducting a survey before the campaign starts, and repeating the survey after the campaign is completed. This can involve asking a number of citizens one or two questions on the telephone. For example, before starting a program that advocates parents and children wearing bike helmets, ask people how often their families wear their helmets, and then ask the same question to another sample group after the program.

Environmental Change

Measure change by observing if hazards have been reduced, and by observing safe behaviors being practiced.

- Include home visits to check on hazards, surveying schoolchildren on their home safety practices, or having them follow through with a checklist.

- Conduct observational surveys to determine if people are wearing seatbelts, using child safety seats, or wearing bike helmets.

End Results

End results are the proof that the program had an impact on the bottom line. Changes in behavior and environment produce a reduction in fires, deaths, injuries, and/or dollar loss. It would include anecdotes detailing lives saved that are linked to the program.

Ways to measure the effectiveness of prevention programs if reduction in losses cannot be shown.

- demonstrate that a majority of the target audience was reached with the message;
- demonstrate an increase in awareness or knowledge in the target audience; and
- demonstrate that the target audience responded to the safety message.

For example, people may act by maintaining smoke detectors, installing a fire sprinkler system, or providing a fence on all four sides of a swimming pool. These measures should be documented regardless of the statistical outcome.

Making Comparisons

Compare changes in a targeted type of risk or behavior to the trends in other types of risk or behavior. For example, look at changes that may be occurring in juvenile firesetting versus cooking fires, after a campaign that targeted juvenile firesetters. Compare your community's experiences over time. Establish a baseline before your program starts, monitor the community, and then compare results over time to see if there is a difference.

Compare one part of your community to another. Look for a difference among areas that have community risk education and those with fewer community risk education activities, or where they are conducted less frequently. Compare your community to communities with similar characteristics. Look for a difference between your community and a similar community that has not had the benefit of any interventions.

Look at particular changes in the target audience. Measure knowledge, behaviors, or bottom-line statistics that reflect the specific content of the injury prevention messages being delivered. In this case, look for changes in the target audience, not for the total population.

Outside Factors

Take into consideration outside factors that can affect results: weather, age of population, economic changes, ethnic composition of community, income, etc. Look at data on a per capita basis: Is the population changing? This can make a difference if population has changed more

than 1 or 2 percent either up or down. A constant number of fires during a 5-year period while population increases 10 percent may not seem like a decrease, but in per capita terms, it is very impressive.

Evaluate Qualitative Benefits of the Program

Often benefits occur that cannot be measured quantitatively. They are benefits that also should be assessed. For example, the formation of a coalition and networks to address community problems may be a benefit. Improved relations among the fire department, other public and private agencies, and the community by virtue of their being involved actively in the welfare of their citizens also may be qualitative benefits. Look for institutional change/organizational practices, such as the increase or reallocation of resources that include staff, budget, equipment, facilities, roles, and staff responsibility, or a policy statement.

Demonstrating the ability to conduct successful programs can lay the foundation for additional funding to expand existing programs or start new ones.

LEVELS OF PROGRAM EVALUATION

After the risk, population, and interventions have been identified, it is time to determine the type of program evaluation to be conducted and to develop program objectives and methods to monitor the program. In some cases, you will be developing plans for new programs, and in other cases you may be working with an existing program without program objectives or with unclear or unmeasurable objectives.

The evaluation plan answers the question: What is to be done? This is the essential starting point for program evaluation. It is a description in precise terms of what the program will do and contains the following elements of your program:

- the injury problem you are addressing;
- the target population;
- program goals;
- formative, process, impact, and outcome objectives;
- implementation plan, including your interventions and strategies as designed to meet your objectives; and
- the management structure and resources to be used to accomplish the program.

Formative Evaluation

Formative evaluation is used to assess understanding of the causes of the problem; assess understanding of project goals, objectives, strategies, and timelines; and assess involvement of stakeholders and help target the evaluation.

Why is formative evaluation useful? It allows for revisions and helps to ensure the program succeeds.

Use formative evaluation during development of a new program. Or use it when an existing program:

- is being modified;
- has problems with no obvious solutions; and
- is being used with a new population, or to target a new problem or behavior.

Formative evaluation measures:

- problem;
- target problem;
- stakeholders;
- knowledge levels of target populations;
- ability to reach target population;
- resources;
- plans and strategies;
- methods for implementing and evaluating program;
- pilot testing;
- barriers to success; and
- acceptance by personnel.

Examples of formative evaluation questions:

- What is the problem?

- What populations are most affected?

- What are our resources?

- Do participants understand that support is available from the fire department?

- Are the materials culturally and gender sensitive?

Examples of formative objectives:

- By September 1, 2015, the project coordinator with the assistance of the Fire and Life Safety Coalition will have conducted a community risk assessment of Central City.

- By January 1, 2016, the Fire and Life Safety Coalition will select a risk issue and target population to address in Central City.

- By March 31, 2016, the Fire and Life Safety Coalition will identify stakeholders in the Cleveland Park District to join the coalition.

Process Evaluation

Process evaluation also is known as formative evaluation or program monitoring. It is the first level of evaluation. Process evaluation documents that a program provided some service, the nature of the service, and who received it. It answers the questions:

- Who is being reached by the program?
- To what extent?
- Is the implementation occurring as planned?
- What were the strengths and weaknesses of the program and the materials?

By ensuring that we have specific, measurable objectives, activities can be planned to meet the objectives. Each program objective is monitored for activity.

Process Evaluation Methods

- measuring the extent of the program's outreach;
- monitoring each program objective for activity;
- developing logs, forms, charts, inventories, etc., to assist in tracking activities;
- counting, tabulating, and analyzing data to determine compliance with your program design and its objectives;
- counting number of presentations, number of attendees, households visited, number of items given away, such as brochures, smoke detectors, etc.;
- tracking number of television appearances, newspaper articles, radio interviews, social media hits, and number of times public service announcements (PSA's) are run; and
- documenting number and demographic characteristics of participants to support that the participants are from the target audience.

Why is it useful? It helps to keep track of what you are doing organizationally to accomplish the program's objectives. During this time, the early detection of problems in implementation enables program managers to make adjustments before the problem gets out of hand. If changes are made, they must be documented in the Implementation/Evaluation Plan and new program objectives or program activities recorded. It addresses what you want to know about specific numbers and types of activities to be completed by specific dates and describes who will be accountable. Process evaluation objectives are written using action verbs (like monitor, coordinate, plan, write or publish) to show accountability.

Process evaluation objectives normally are developed after the interventions have been selected, and decisions are made based on who is going to do what when--not considered strategic. Use process evaluation for your project's milestones. You have control to make sure activities, meetings and trainings are conducted.

Examples of process evaluation questions.

- How many people can we reach?
- How many lessons were given to my teachers on bike safety?
- How many bike helmets can the coalition distribute?
- How many meetings does the coalition need to have?
- How many presentations can coalition members give?

Examples of process objectives:

- By April 1, 2016, the project coordinator will have implemented a social media campaign to raise awareness about bike safety.
- By June 30, 2016, the coalition will have distributed 200 bike helmets to children in the district who participate in the free/reduced lunch program.
- By December 31, 2016, the station commander at the Cleveland Park Station, with the assistance of the coalition, will have conducted three bike rodeos and offered bike helmets to those qualifying.

Keep records of names, time, and input of coalition members to provide information on the human resources required to conduct the program.

Impact Evaluation

Impact evaluation also is known as summative evaluation. Impact evaluation answers the questions:

- Has the target audience learned anything?
- Has the program changed the target population's behavior?
- Has the program changed public policy?
- Have hazards been removed?

Impact evaluation measures changes in performance or behavior, or changes in the physical environment with the application of technology. Impact evaluation also may be used to measure passage of, or changes in, legislation or the enforcement of legislation.

Use impact evaluation: at the baseline and after each encounter with a target group. The impact of the program can be measured by a variety of methods ranging from short questionnaires to observation. Most of the time this is out of your control, meaning that impact evaluation objectives are based on being able to determine change in someone else's knowledge, behavior, physical environment, or adoption of a public policy.

Examples of short-term impact evaluation questions:

- Can the coalition get bike helmet legislation passed?
- How many parents/caregivers know bike safety rules of the road?
- What is the knowledge gain of second graders after presentation?
- What percent of children are wearing helmets after exposure to the program?

Examples of impact objectives:

- By December 31, 2018, as compared to baseline data, there will be a 25 percent increase in the number of children who wear bike helmets in the Cleveland Park District.
- By June 30, 2019, as compared to baseline data, there will be a 25 percent increase in children ages 10-16 who can name three rules of the road pertaining to cycling.
- By December 31, 2019, as compared to baseline data, there will be a 25 percent increase in the number of parents/caregivers who can name three ways their children can be safe bike riders.

Impact Evaluation Methods

- measuring knowledge or educational gains by conducting pretests and posttests;
- measuring changes in behavior or usage by observation, such as the use of smoke detectors, helmets, car seats, and seatbelts; or conducting observational studies to provide a baseline before you begin your program; and at some later point, measuring to determine if there has been a change in usage; and
- measuring environmental changes and behavioral changes by using telephone or mail surveys, home inspections, or by asking people about their households; number of citations written.

Outcome Evaluation

Outcome evaluation shows the degree to which the program has met its ultimate goal; the reduction in deaths, injuries, property loss, or emergency calls; saves attributed to the program; measures sustained change over time; cost effectiveness of program; cost benefit of the program; and direct relation to community's acceptable level of risk.

Why is outcome evaluation useful?

- continuation of funding program growth, replication, improved interventions; and
- provides evidence of success.

Use outcome evaluation at appropriate intervals for ongoing programs; at the end when program is complete; and in the future, generally 3 to 5 years.

Outcome evaluation is based on:

- long-term implications;
- statistical evidence;
- anecdotal proof; and
- expected outcome.

Examples of outcome objectives.

- By December 31, 2020, as compared to baseline data, there will be a 35-percent **reduction in fatalities** to children 10 to 16 years from bicycles in Cleveland Park.

- By December 31, 2020, as compared to baseline data, there will be a 50-percent **reduction in injuries** to children 10 to 16 years from bicycles in Cleveland Park.

- By December 31, 2020, as compared to baseline data, there will be a 75-percent **increase** in the number of children 10 to 16 years old who consider it acceptable to wear bicycle helmets.

Outcome Evaluation Methods

- monitoring whether there has been a reduction in number of deaths, injuries, incidents, and dollar loss for your targeted community risk issue; and
- collecting anecdotes to provide evidence of program impact--letters from individuals, newspaper articles, or television clips.

Evaluation Measures for Community Risk Reduction

Feature Measure	Type of Evaluation	Examples of Evaluation Measures	Instruments and Methods to Measure Change
1. End result	Outcome	Number of deaths, injuries, dollar loss, number of calls Saves attributed to program	Injury/Loss statistics
2. Public policy	Impact	Passage of legislation ordinances, and codes	Legislation
3. Behavior	Impact	Percent of children wearing helmets Percent of homes conducting home safety checks Children who can do stop, drop, and roll	Observational survey Questionnaire Skill testing
4. Environment	Impact	Percent of chimneys cleaned annually	Home visit
5. Knowledge	Impact	Percent of public that knows how to extinguish a grease fire	Pretest/Posttest Self-report survey
6. Extent of program	Process	Percent of public receiving prevention materials	Estimating number of people attending presentations Counting, attendance sheets
7. Appeal and usage	Formative	Percentage of teachers who think materials meet state objectives and use them	Pilot testing of forms, questionnaire, personal interviews, focus groups
8. Institutional change	Formative	Introduction of safety curriculum Funding for programs Forming/Joining coalition	Letter of agreement, adoption of curriculum Budget Minutes of meeting

Adapted from Schaenman, Stambaugh et al., "Proving Public Education Works." 1990.

WHO IS GOING TO EVALUATE, AND HOW MUCH ARE WE GOING TO EVALUATE?

Coalitions and organizations must assess their ability to determine the level of evaluation that can be performed. Be realistic about what activities, time, and money are necessary to carry out the program. If activities cannot be carried out, neither an impact nor an outcome will occur. Don't promise unrealistic results to your organization or your funding sources.

Who Will Evaluate?

It is not necessary to be a trained researcher or social scientist to conduct an evaluation of your program. The person responsible for carrying out the evaluation must have a good understanding of your program, including its goals and objectives, and be committed to learning more about the strengths and weaknesses of your program and to improving its delivery.

If there is a person on staff who is willing to be responsible for the evaluation, you must be able to recognize limitations or biases in any information collected. Information being collected should be gathered systematically and reliably. It must be collected the same way for all participants. Information should be valid so that it measures what it is supposed to.

It may be difficult for staff to interpret data carefully, fairly, and with an open mind. As managers, we must be aware of bias that may influence how data are interpreted. Don't be afraid to ask for help on ways to address limitations or biases. Every effort must be made to ensure the objectivity and credibility of the data analysis and interpretations.

Involve an experienced evaluator in your planning process as early as possible: impact and outcome evaluations require experienced evaluators. Ask for help from agencies that have expertise. Technical assistance can come from injury prevention research centers, State injury control agencies, State health departments, colleges and universities, researchers at local hospitals, or epidemiologists with local health departments. They can be invaluable in offering suggestions for your program design and in helping to design surveys. Experts also add credibility to the project. No matter what type of evaluation you undertake, discuss your plan with an outside consultant for feedback and guidance regarding your overall approach.

Human and Financial Resources

Evaluations don't happen by themselves. Human and financial resources have to be allocated. Identify one key person and the other people who will be responsible for planning and conducting the evaluation. The key person should have the major responsibility for implementing evaluation activities. This person should be committed to conducting an evaluation and have the time to devote to evaluation activities.

Determine how much the evaluation is going to cost. Determine whether or not the money is available. Evaluations can be very expensive, but they don't have to be. Costs can include staff time, meeting costs, telephone calls, printing of surveys and other forms, postage, and computer costs.

At the very least, process evaluation should be conducted. Although you may conduct an extensive process evaluation, you have not proved that your program was successful in terms of impact and outcome. If, during implementation, changes are made to the program design based on process evaluation, they must be documented in the descriptive evaluation, and new program objectives or program activities recorded.

Ideally, the evaluation plan should include formative, process, impact, and outcome measures.

DETERMINING PROGRAM EFFECTIVENESS

Managers need to monitor and evaluate programs to make decisions. Successful programs are made up of different elements to address the risk issue. Managers make decisions based on evaluation.

- Program feedback provides ongoing information to identify whether your program is effective.
- Accountability demonstrates to others that a program is worthwhile.
- Program development identifies successful techniques and strategies.

Managers need to monitor programs to aid in their decisions. Program monitoring will determine how effective the program is. Four situations are possible:

1. Program objectives are met.
2. Program is meeting objectives.
3. Weaknesses or loopholes have been identified.
4. Program is failing/failed.

If the program has met the stated objectives, you can decide to terminate the program, since a successful outcome has been achieved, or begin a planning process to tackle a new community issue.

If the program is meeting its objectives, continue monitoring the program and report results.

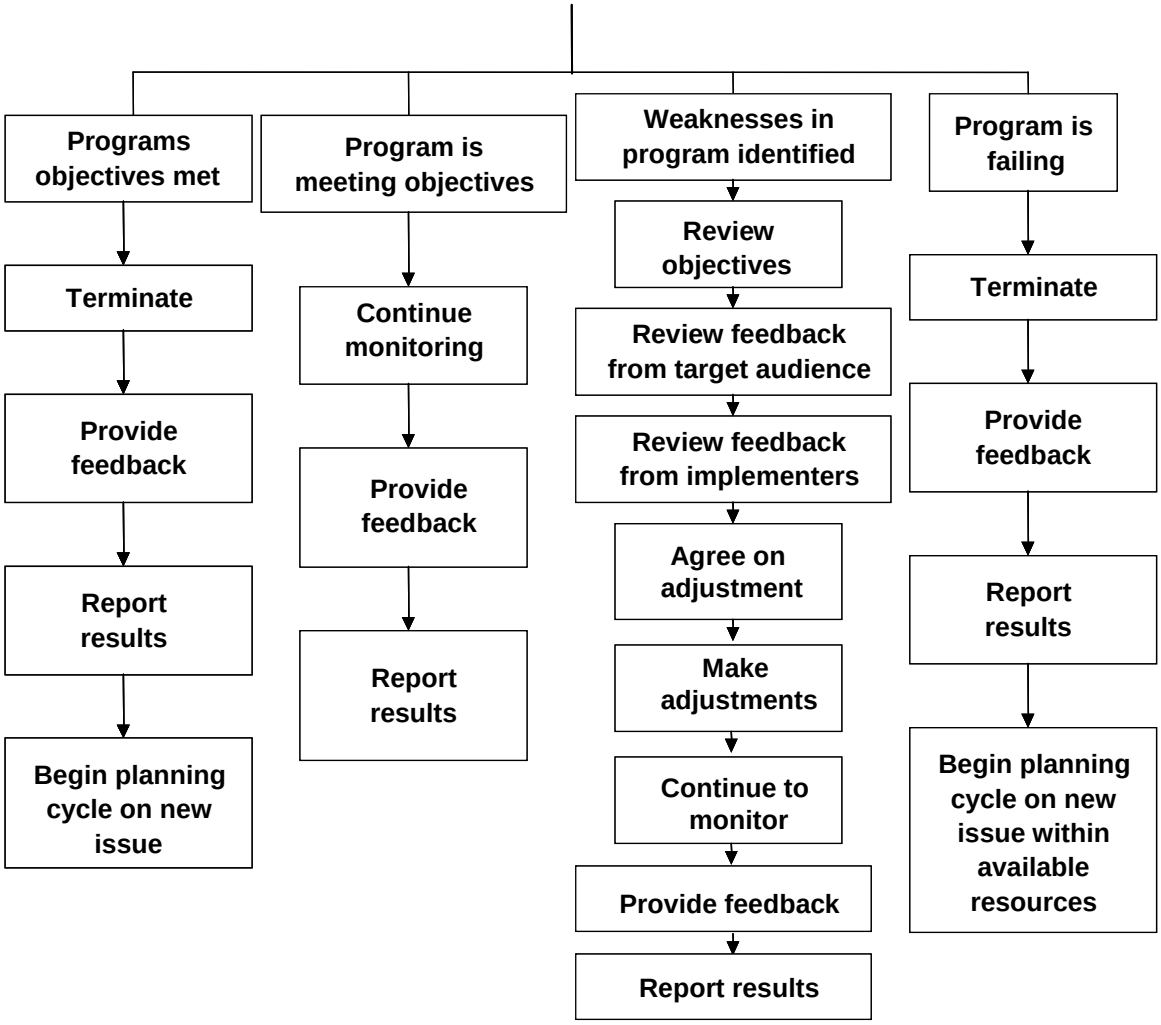
If monitoring identifies weaknesses or loopholes in the program:

- review program objectives;
- review feedback from target audience to improve program;
- review feedback from implementers on what adjustments need to be made;
- agree on what adjustments need to be made;
- make adjustments;

- continue to monitor program; and
- provide feedback to implementers.

If the program is failing or has failed, program objectives may need to be modified to be more realistic, given the existing resources. If adjustments cannot be made for whatever reasons--lack of funding, resources, personnel, or interest--programs may need to be terminated. Begin planning process to address a community issue given the available resources.

Program Monitoring Has Determined Program Effectiveness



Program Monitoring and Documentation

When designing an evaluation plan, each objective must have a tracking mechanism. Determine the major tasks that must be accomplished to meet the objectives. Determine what data to collect. Determine the source of the data. Determine method of collection. Decide when data will be collected. Set deadlines/completion dates and assign tasks.

A recordkeeping mechanism to document program activities should include

- number of programs given;
- number of participants;
- agencies participating;
- survey results;
- home visits;
- television appearances, newspaper articles, radio interviews, number of times PSA's run, etc.;
- numbers of items given away, such as brochures, smoke detectors, bike helmets, etc.;
- test scores;
- letters from the public; and
- minutes from meetings.

A form for tracking community education should include

- date of presentation;
- audience;
- name of group;
- age of group;
- special needs;
- number in audience;
- location;
- title of presentation or type of information presented;
- person making the presentation;
- materials used and/or distributed;
- other agencies participating; and
- comments.

EXAMPLE OF AN EVALUATION PLAN FOR A SPECIFIC OBJECTIVE

Objective: By June 1997, there will be a 50-percent increase in the number of elementary-school-age children wearing bike helmets in the Maryville section.

Tasks	What Data/ to Collect	Source of Data	Methods of Collection	When to Collect	Person Responsible
Recruit presenters to build Speakers' Bureau	Names of volunteers and organizations	Outreach coordinator	Give names to Speakers' Bureau coordinator	After recruitment	Speakers' Bureau coordinator
Contact school system about new curriculum implement-tation	Letter of agreement	School board representative	Give letter to project coordinator	After agreement reached	Project coordinator
Provide training to teachers	Names of teachers	Training sessions	Give names to project coordinator	When training is conducted	Outreach coordinator
Make coupons available for discount helmets	List of distribution sites, number of coupons	Distribution sites, number of coupons used	Give used coupons to helmet coordinator	Throughout campaign	Helmet coordinator
Distribute brochures	List of	Distribution sites, number of coupons used	Give used coupons to helmet coordinator	Throughout campaign	Helmet coordinator

SHARING RESULTS

Determine how to present the results in a way that gives all essential information to the reader quickly and easily. This most often is done in a narrative form. A report should include an executive summary so the reader can answer the following questions:

- What is the report about?
- Who wrote it and where is it coming from?
- What were the methods used to compile the report?
- Why was the program needed, and how much did it cost?
- What did the program staff set out to accomplish?
- How was the program organized?
- What did the program accomplish?
- What implications do these findings have for the program and for community education?
- What are the conclusions, recommendations, and policy implications?

An executive summary should be able to stand alone. It should be brief, no longer than two to three pages. It will be used to answer inquiries about your program without the interested party having to read the entire report.

Depending on the extent and purpose of the evaluation, the report may contain all of the following:

- a title page specifying the subject of the report, author(s) or issuing office or agency, office to which the report is being submitted, and date;
- an abstract presenting concise information about the contents;
- foreword, preface, and/or acknowledgments;
- table of contents and list of figures, tables, and graphs;
- the methodology used and the kinds of data analyzed
- presentation of the results;
- interpretations of the findings; and
- conclusions, recommendations, and policy implications.

Evaluation results must be used as an ongoing process to modify program direction, set priorities, establish objectives, describe activities, and determine resource use.

Be prepared to deal with the positive and negative implications of evaluation on decisionmakers, the legislature, coalition, lead agency, and the funding agency. You have a responsibility to disseminate your evaluation results. Share what worked and what didn't work so methods can be improved, or not repeated if they didn't work.

Activity 6.1

Program Evaluation Planning Worksheet

Purpose

To establish a framework or context for your evaluation before program staff begin discussing the design and data collection methods. Listening to each member will help to articulate the goals and objectives of your program.

Directions

1. You will be divided into five groups and assigned one of the following risk problems. Carefully review your assigned scenario. Each person in the group will assume a role for the scenario.

    a. Group 1--Pond drownings of children between the ages of 9 and 14. Key members of the planning group are the fire chief, emergency medical services (EMS) officer, budget officer, community education officer, and mother of a near-drowning victim.

    b. Group 2--Children riding unrestrained in automobiles. Key members of the planning group are representatives from the county's health department, fire department's community education officer, Safe Kids coordinator, representative from the American Automobile Association (AAA), and police officer.

    c. Group 3--Children falling out of windows. Key members of the planning group are representatives from the city's department of housing, city's department of health and human services, fire department's community education officer, a community liaison, and mother of a child who suffered head trauma from an incident.

    d. Group 4--House fires involving older people. Key members of the planning group are representatives from the county's office of elder affairs, the fire chief, the fire department's fire prevention officer, a local pastor, and a concerned older citizen.

    e. Group 5--Arson fires involving juveniles between the ages of 13 and 16. Key members of the planning group are representatives from the fire department's community education section, fire investigation section, police department, health department's mental health unit, and the public schools.

2. Using the information provided in the scenario, work through the questions on the Worksheet together. Come to a consensus about the overall goal and outcomes of your program and how evaluation can best help you achieve your program goals.

3. If adequate information is not provided for any given scenario, be creative and develop further information that would be appropriate for the situation.

4. Each group will have 40 minutes to do its work. Record information on an easel pad.

5. Appoint a spokesperson to present your Worksheet to the class. Each group will have 5 minutes to give its report.

Scenario 1

The scene is a small volunteer fire department located in a rural farming area. The department provides fire and EMS services to a county with a population of approximately 1,200. During the past year, the community has experienced two drownings and three near-drownings of children between the ages of 9 and 14 in farm ponds. The department has not done any significant community education in the past. However, the officers of the department are very progressive and have expressed support for prevention activities. The key members of the planning group are the department's fire chief, EMS officer, budget officer, community education officer, and the mother of a near-drowning victim. At a recent monthly meeting of the department, $500 was allocated to the program.

Scenario 2

The setting is a county of approximately 600 square miles. The population is approximately 800,000 and is served by a combination fire department composed of career and volunteers. It is an affluent area, but is experiencing an increase in new immigrants relocating to the area. There is a statewide seatbelt law as well as child-restraint laws. A recent observational study put the county's compliance with the child-restraint law at 60 percent. In the past year, there have been numerous crashes involving children either improperly restrained or not restrained at all. Five children have died as a result of their injuries, and 25 others have some type of permanent disabilities. The community has formed a Safe Kids Coalition in the past year and is eager to address this risk area.

Key members of the Safe Kids planning group are the Safe Kids coordinator, representatives from AAA, police department, fire department's community education officer, and the county's health department. Some funding and training are available from the National Safe Kids Campaign.

Scenario 3

The setting is a public housing area of the city. Six highrise buildings have been the scene of at least five children falling out of windows in the past 6 months. The city's department of housing has tried an educational approach, but that approach doesn't seem to be working. The most recent incident occurred last week. A planning group has been exploring other ways to address

the situation. The group is made up of representatives of the city's department of housing, department of health and human services, fire department's community education officer, a community liaison, and the mother of a child who suffered a traumatic head injury from an incident.

Scenario 4

The setting is a poor rural county with a population of 100,000. It covers an area of 1,000 square miles. House fires are the leading cause of deaths to people 65 and older. Many of the residents are on fixed incomes and use alternative heating methods. This is the major cause of fires, and at least 15 deaths have been attributed to it in the past 2 years. The fire department is volunteer. Most of its members are interested only in the suppression aspects of the fire department. The chief has appointed a nurse at the county hospital as the fire prevention officer. He has been a volunteer with the department for only 6 months. The department's previous activities in fire prevention include an open house during Fire Prevention Week and taking the apparatus to elementary schools for the children to look at. The State Fire Marshal's office has asked the fire chief to develop a program to address the fire deaths. The key members of the planning group are the fire chief, the fire prevention officer, representatives from the county's Office of Elder Affairs, a local pastor, and a concerned older citizen. Since the problem is so serious, the representative from the Office of Elder Affairs believes there is a $25,000 grant she can apply for to address this risk problem.

Scenario 5

The organization is a large metropolitan fire department. The department serves a city of 350,000 and has a staff of 3 community education officers. The Public Education Division has a budget of $200,000. The city has seen a steady increase in arson and juvenile fireplay in the past 3 years. In fact, the number of arson fires has increased 50 percent during that time, and 4 fire deaths are attributed to arson. The city is implementing an arson task force and wants to start a program for youth firesetting. The public and private sectors agree that this is the right approach. The program is to be implemented 90 days from today. It is estimated that the 2-year cost for the program will be $20,000.

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Activity 6.1 (cont'd)

Worksheet

This Worksheet is designed to help you work through the important steps of articulating the goals and objectives of your program and determining how an evaluation can best help you achieve your program goals. Ideally, this Worksheet should be completed by key members of your program planning group or staff several months before the program is to be implemented. It is recommended that you sit down as a group and work through the questions on the Worksheet together. The example given is of a group whose risk issue is injuries to children living on farms.

Answer the following questions for your community risk program.

1. What is the overall goal of your program?

   Example: *To reduce farm children's risk of injury on the farm.*

   Your Response: _____

   _____

   _____

2. What do you want your program to accomplish?

   Examples:
   - *To increase the ability of participants to recognize safety hazards on the farm.*
   - *To teach participants about the five most common sources of injury for farm children.*
   - *To reduce children's exposure to equipment injuries by teaching them how to avoid dangerous situations.*
   - *To teach participants what to do in a medical emergency.*
   - *To encourage participants to use what they learn to make changes on the farm.*

   Your Response: _____

   _____

   _____

3. What do you want to accomplish with an evaluation of your program? What do you see as the overall purpose of the evaluation?

   Example: *To show that the children who participate gain new knowledge through the program.*

   Your Response: _____

   _____

   _____

4. Do all key program planners and staff agree on the purpose of the evaluation and what will be done with the evaluation results?

   Example: *Yes, although some want to be sure that any negative findings won't be published in our community newspaper.*

   Your Response: _____

   _____

   _____

5. Are any human resources available for developing and implementing an evaluation? Any financial resources?

   Example: *One person will commit 10 hours a week; $100 is available for printing/other costs.*

   Your Response: _____

   _____

   _____

Source: *Evaluation Guidebook for Community Youth Safety Programs.*

Activity 6.2

Written Description for an Implementation/Evaluation Plan

Purpose

To analyze the objectives for a written program description.

Directions

1. Refer to the written description of the Central City Life Safety Coalition Bike Safety Program.

2. Refer to the objectives for an implementation/evaluation plan for the Program.

3. Are these objectives **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime framed (SMART)?

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IMPLEMENTATION/EVALUATION PLAN

Central City Life Safety Coalition Bike Safety Program

Vision: Central City will be one of the safest communities in the region.

Problem Statement: The problem is Central City has a high rate of bicycle incidents involving children between the ages of 10-18 years as compared to similar communities.

Goal: To decrease the number of bicycle incidents involving children between the ages of 10-18 years in Central City.

Outcome Objectives

By December 2020, reduce bicycle injuries requiring hospitalization to children between the ages of 10-18 years in Central City from 18.6 per 10,000 population in 2015 to 15.9 per 10,000 population. Target setting method 20 percent. Evaluation methods: EMS reports, hospital records and anecdotes. (Example uses rates per 10,000.)

or

As compared to baseline data, the following changes will have occurred:

By December 2020, there will be a 20 percent reduction in bicycle injuries requiring hospitalization to children 10-18 years in Central City. Evaluation methods: EMS reports, hospital records and anecdotes.

By December 2020, there will be a 20 percent reduction in bicycle vehicle collisions involving children 10-18 years cycling in Central City. Evaluation methods: EMS reports, police reports and anecdotes.

Impact Objectives

By January 2016, the Central City Council will have adopted a bike helmet law for children 18 years and younger. Evaluation measures: passage of law. Interventions: Education, Engineering, and Enforcement.

By January 2016, each public and private school in Central City will adopt and enforce written policies requiring safe bicycle practices to and from school, including proper use of bicycle helmets on school property. Evaluation measures: adoption and enforcement of policies. Interventions: Education, Engineering, and Enforcement.

By June 2016, the Central City Police Department will begin enforcing bicycle laws, and all laws that affect the safety of bicyclists, including those aimed at aggressive drivers. Evaluation measures: enforcement of law. Interventions: Education and Enforcement.

By June 2016, the Central City Department of Public Works will have installed signage for bicycle routes throughout the city. Evaluation measures: signs installed. Interventions: Education and Engineering.

By August 2016, the local school board will adopt a state-approved K-12 health and safety curricula with emphasis on highway safety in general, and bicycle safety in particular. Evaluation measures: adoption of curricula. Intervention: Education.

By January 2018, the Central City Council will have adopted a citywide off-road bicycle trail.

Evaluation measures: adoption of bicycle trail. Interventions: Education and Engineering.

By December 2019, the Department of Public Works will have marked lanes for on-road bicycle routes in Central City. Evaluation measures: marked lanes for on-road bicycle routes. Interventions: Education and Engineering.

As compared to baseline data, the following changes will have occurred:

By December 2018, there will be a 50 percent increase in the number of children 10-18 who know rules of the road as they pertain to cycling. Evaluation methods: observational surveys, self-report surveys, and pretests and post-tests. Intervention: Education.

By December 2018, there will be a 50 percent increase in the number of children 10-18 who obey all traffic signs, signals and other traffic control devices. Evaluation methods: observational surveys, self-report surveys, and pretests and post-tests. Intervention: Education.

By September 2018, there will be a 50 percent increase in the number of children 10-18 who wear bike helmets and wear them correctly. Evaluation methods: observational surveys, self-report surveys, and pretests and post-tests. Interventions: Education, Engineering, and Enforcement.

By December 2017, there will be a 60 percent increase in the number of bicycles outfitted with safety equipment required by law. Evaluation methods: observational surveys, self-report surveys, and pretests and post-tests. Interventions: Engineering and Enforcement.

By December 2017, there will be a 50 percent increase in the number of parents/caregivers who can name three ways their children can be safe bike riders. Evaluation methods: pretest and post-tests. Intervention: Education.

Process Objectives

Starting January 2015, the project coordinator will monitor changes in the prevalence, incidence and severity of child bicycle injuries by collecting and analyzing data from city EMS run report data, the county's medical examiner's logs on fatalities, trauma registry data on children treated in three hospital emergency rooms and local clinics, police reports, and city traffic engineering department reports. Evaluation methods: injury/loss statistics and anecdotes. Intervention: Education.

By January 2015, the coalition will have drafted legislation requiring children 18 and under to wear bike helmets when cycling. Evaluation method: drafting of legislation. Intervention: Enforcement.

By April 2015, the project coordinator will begin implementing a social media campaign to raise awareness about bike safety and use various mediums to reach the target audience throughout the life of the program. Evaluation methods: counting number of tweets, tags, posts, news releases and articles, and estimating percent of public receiving the communications. Intervention: Education.

By June 2015, the coalition will develop a calendar to conduct regular meetings to review crash trends and to provide guidance in implementation. Evaluation measure: number of meetings planned.

By September 2015, the coalition will have acquired 300 bicycle helmets and developed a plan for distribution. Evaluation measures: counting number of helmets distributed. Interventions: Education, Engineering, and Economic incentive.

By September 2015, the coalition will get approval from local schools to install two bike racks at each school by the end of the fall semester. Evaluation measures: approvals. Interventions: Education and Economic incentive.

By December 2015, the project coordinator will recommend to the board of education to adopt a specific health and safety education curricula to address highway safety in general, and bicycle safety in particular meeting state-approved K-12 health and safety objectives. Evaluation measure: recommendation made to board of education. Intervention: Education.

By September 2016, the project coordinator will receive commitment from local merchants to offer discounts on bicycle helmets and display posters.

By October 2016, the project coordinator will have received permission from the school board to expand the program to three additional schools in Cleveland Park. Evaluation measure: letter of agreement and adoption of curriculum. Intervention: Education.

By November 2016, the coalition will provide training to law enforcement personnel on effective measures to reduce crashes among bicyclists. Evaluation measure: training to law enforcement personnel. Intervention: Education.

By December 2016, each member of the coalition will have conducted a training/presentation to a local government agency or a community group about the bicycle safety program. Evaluation measure: counting. Intervention: Education.

By January 2017, the project coordinator will have trained teachers in the three additional schools to use the curriculum consisting of classroom instruction, skill training in traffic, correct fit of helmets, and reinforcement by parents/caregivers. Evaluation measures: skill testing, counting and questionnaires. Intervention: Education.

By October 2017, the station commander at the Cleveland Park Station, with the assistance of the coalition, will have conducted three bike rodeos a year (2017-2020) and offered bike helmets to those qualifying. Evaluation measures: estimating number of people in attendance, number of helmets given away, number of children going through bike rodeo course. Interventions: Education, Engineering, and Economic incentive.

By December 2019, the coalition will have distributed 300 bicycle helmets to children between the ages of 10-16 years in Cleveland Park who participate in the free and reduced lunch program and provided education about use, fit, and maintenance of bicycles and bicycle helmets. Evaluation measures: counting number of bicycle helmets distributed. Interventions: Education, Engineering, and Economic incentive.

Formative Objectives

By April 2014, the Life Safety Coalition will have conducted a community risk assessment of Central City. Evaluation measure: risk assessment conducted.

By April 2014, the Life Safety Coalition will select the risk issue and target population to address in Central City. Evaluation measure: risk issue and target population selected.

By May 2014, the Life Safety Coalition will identify core stakeholders in Central City and the Cleveland Park District to join the bicycle safety program. Evaluation measure: stakeholder identified.

By August 2014, the Life Safety Coalition will develop goals, interventions and objectives for the bicycle safety program. Evaluation measure: goals, interventions and objectives developed.

By September 2014, the Life Safety Coalition will begin a fundraising campaign to raise $10,000 to purchase helmets for children and props for bicycles rodeos. Evaluation measure: fundraising campaign initiated.

By October 2015, the project coordinator will have received commitment from local merchants to offer discounts on bicycle helmets and display posters. Evaluation measure: commitment from merchants.

By December 2015, the project coordinator and coalition will review various health and safety education curricula and textbooks to ensure that highway safety in general, and bicycle safety in particular, are included in the state-approved K-12 health and safety curricula.

By January 2015, the coalition will have developed culturally relevant and multilingual materials and resources to promote bicycle safety. Evaluation measure: development of materials.

By April 2015, the project coordinator will have trained all firefighters in the Central City stations on bike safety, how to conduct a bike rodeo, and fit helmets. Evaluation measures: training.

By April 2015, the coalition will have identified one elementary school to pilot the bicycle safety program. Evaluation measure: pilot selection.

By September 2016, the project coordinator will have trained teachers in the pilot school to use the curriculum consisting of classroom instruction, skill training in traffic, correct fit of helmets, and reinforcement to be given by parents/caregivers. Evaluation methods: skill testing, counting and questionnaires.

By January 2016, teachers in the pilot program will have taught lessons on bike safety and conducted pilot testing of students. Evaluation measure: lesson taught.

By March 2016, project coordinator with the assistance of coalition, will review materials and make changes based on teachers' recommendations. Evaluation measure: review of materials.

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Activity 6.3

Plan for Program Implementation

Purpose

To develop a monitoring plan for objectives. As managers, it is our responsibility to monitor programs for accountability and feedback.

Directions

1. Refer to the written description of the Central City Life Safety Coalition Bike Safety Program. The eighth process objective has been selected to develop the tasks associated with meeting this objective.

2. Use the completed Example of a Plan for Program Implementation.

3. The instructor will walk through the selected objective. Starting with the first task, the instructor will go across the form. This is not meant to be a comprehensive example. You may come up with other tasks that would need to be performed to accomplish the objective. This is offered as an example of what a manager has to consider and the types of tasks that have to be accomplished to meet the objective.

4. For each objective, a plan needs to be developed.

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Activity 6.3 (cont'd)

Example of a Plan for Program Implementation

Objective:

By September 2016, the project coordinator will receive commitment from local merchants to offer discounts on bicycle helmets and display posters.

Tasks	What Data/ Info to Collect	Source of Data/Info	Methods of Collection	Who Collects and When to Collect	Person Responsible
Collect names of merchants selling bicycles	Names of bike stores	Internet and personal referrals	Give names to project coordinator	Project coordinator at beginning of campaign	Project coordinator
Send letter asking for participa-tion and commit ment	List of bike stores	Internet and personal referrals	Keep list of names	Project coordinator after names collected	Project coordinator
Develop coupons	Names of vendors to design coupons	Internet and personal referrals	Give names to helmet coordinator	Helmet coordinator by 9/97	Helmet coordinator
Develop poster	Names of vendors to design poster	Internet and personal referrals	Give names to helmet coordinator	Helmet coordinator by 9/97	Helmet coordinator
Make coupons available for discount helmets	List of distribution sites, number of coupons	Distribution sites, number of coupons used	Give used coupons to helmet coordinator	Throughout campaign	Helmet coordinator

Tasks	What Data/ Info to Collect	Source of Data/Info	Methods of Collection	Who Collects and When to Collect	Person Responsible
Distribute posters	List of distribution sites, number of posters distributed	Distribution sites	Maintain list of distribution sites	Throughout campaign	Helmet coordinator

Activity 6.4

Sharing Program Results

Purpose

To think of agencies, colleagues, publishers, and others who would be interested in knowing the results of your evaluation. Often we are criticized in this field for not doing evaluation and, when it is conducted, for not sharing our results.

Directions

1. List agencies, colleagues, publishers, and others who would be interested in knowing the results of your evaluation.

2. Refer to Activity 5.6 and rewrite the injury problem. The program should be as comprehensive as possible. Decide from your goal what outcome is to be achieved. Develop impact objectives. Write at least 5 process objectives to accomplish the activities to support the program. Write at least 5 formative objectives for your program planning.

3. How would you get the information to these people (e.g., Internet, article in a newsletter, direct mailing, phone call, news release, etc.)?

4. Be prepared to share your answers.

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Activity 6.5

Program Plan--Culminating Activity
Graded Rubric Assignment

Purpose

To develop, in precise terms, a written description of what the program will accomplish. The plan should include evaluation methods that could be used to assess whether objectives are being met. The written plan sets the stage for program implementation from which evaluation can be conducted.

Directions

1. Using the SAW, develop an implementation/evaluation plan for your risk issue.

2. Refer to Activity 5.6. Rewrite your injury problem. The program should be as comprehensive as possible. Write your goal and at least one outcome objective. Write at least 3 impact objectives, 5 process objectives, and 5 formative objectives.

3. Decide what type of evaluation method could be used to determine whether the objectives are being met, e.g., pretest/posttest, skill tests, surveys, or injury/loss statistics.

4. Refer to the example of the Central City Life Safety Coalition Bike Safety Program for a sample plan.

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Activity 6.5 (cont'd)

Program Plan Worksheet

Injury Problem

Goal

Outcome Objectives

Impact Objectives

Process Objectives

Formative Objectives

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GLOSSARY

Baseline	Data collected for a period of time before a program is implemented; used for comparison.
Evaluation Plan	A method to describe in exact terms what the program will do.
Impact Evaluation	A method of measuring knowledge, attitudes, behavior, physical environments, or public policy.
Impact Objective	A statement of the desired impact on knowledge, attitudes, behavior, physical environments, or public policy.
Outcome Evaluation	A method of measuring whether there has been a reduction in number of deaths, injuries, incidents, and dollar loss.
Outcome Objective	A statement of the desired impact on the number of deaths, injuries, incidents, and dollar loss.
Process Evaluation	A method of documenting program activities. Also known as program monitoring.
Process Objective	A statement of the desired level of program activities.
Program Evaluation	The gathering and analysis of data to ascertain the effectiveness of a specific program.
Program Monitoring	A method of monitoring program activities. Also known as process evaluation.
Program Objective	A statement of desired change in terms that are describable, deadlined, and measurable.
Skewed Distribution	A term used to describe the distribution of scores that are not symmetrical.

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APPENDIX

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APPENDIX B. Key to Groupings of External Cause of Injury Codes

External Cause Category	ICD-9-CM Codes	Definition
		Statewide and Subdivision-Specific Summaries
Transportation	E800.0 - E848	All pedestrian and occupant transportation-related to injuries
Suicide	E950.0 - E959	Suicide and self-inflicted injury
Homicide	E960.0 - E968.9	Homicide and injury purposely inflicted by other persons
Falls	E880.0 - E888	Injuries from falls
Fire	E890.0 - E899	Injuries caused by fire and flames
Drowning	E910.0 - E910.9	Injuries caused by drowning and submersion
Suffocation	E911 - E913.9	Injuries due to inhalation or ingestion of food or foreign bodies
Poisonings	E850.0 - E869.9	Unintentional poisoning due to drugs, food, and other substances
Surgical-Medical	E870.0 - E879.9	Patient's misadventures or reaction to surgical and medical care
Other	E900.0 - E909	Environmentally induced injuries (e.g., exposure to heat or cold)
	E914 - E915	Injuries due to foreign bodies (e.g., bodies entering eye)
	E916 - E928.9	Other unintentional injuries (e.g., sports, machinery, tools)
	E929.0 - E929.9	Late effects of earlier injuries (e.g., sequelae to earlier injuries)
	E930.0 - E949.9	Injuries due to adverse drug effects (e.g., reactions to medications)
	E970 - E978	Injuries due to legal intervention (e.g., police activities, executions)
	E980 - E989	Injuries of undetermined origin (e.g., when intentionality is unknown)
	E990.0 - E999	Injuries due to war (e.g., war and wartime deaths)
		Firearm Related Deaths*
Unintentional	E922.0 - E922.0	Unintentional injuries caused by firearms
Intentional		
Suicide	E955.0 - E955.4	Suicide and self-inflicted injury caused by firearms
Homicide	E965.0 - E965.4	Homicide and injury purposely inflicted by other persons using firearms
Undetermined	E985.0 - E985.4	Injuries of undetermined intentionally

*Firearm related deaths exclude deaths due to legal intervention (E970) and deaths due to war (E999.0 - E999)

Source: Injuries in Maryland

APPRENDIX B (Cont'd)

Figure 7. Motor Vehicle Traffic Deaths

Motor Vehicle			
Driver	E810 - E819	(.0)	Injuries to motor vehicle drivers
Passenger	E810 - E819	(.1)	Injuries to passenger of motor vehicles
Motorcycle			
Driver	E810 - E819	(.2)	Injuries to drivers of motorcycles
Passenger	E810 - E819	(.3)	Injuries to passengers of motorcycles
Bicyclists	E810 - E819	(.6)	Injuries to bicyclists
	E826.1		Injuries to bicyclists
Pedestrians	E810 - E819	(.7)	Injuries to pedestrians
Other	E810 - E819	(.4)	Injuries to streetcar occupants
		(.5)	Injuries to riders of animals or animal drawn conveyances
		(.8)	Injuries to other specified persons
		(.9)	Injuries to unspecified persons

Figure 8. Injuries by Intent

Intentional		
Suicide	E950.0 - E959	Suicide and self-inflicted injury
Homicide	E960.0 - E968.9	Homicide and injury purposely inflicted by other persons
Undetermined	E980 - E989	Injuries of undetermined intentionality
Unintentional	All remaining from chart above	

Figure 9. Firearm-Related Deaths by Intent

Firearm-Related		
Suicide	E950.0 - E950.4	Suicide and self-inflicted injury by firearms
Homicide	E960.0 - E960.4	Homicide and injury purposely inflicted by other persons using firearms
Non-Firearm-Related		
Taken by subtraction of firearm-related totals from summed suicides and homicides		

INSTRUCTOR EVALUATION REPORT

Instructor's Name _____ Evaluator's Name _____

Practice Teaching I, ( ) Practice Teaching II, ( ) Interim I, ( ) Interim II, ( ) Routine

Location of Class _____ Date _____

Job Title or Topic _____ ☐ Didactic ☐ Practical

		Score			Score
Self Presentation	Personal Grooming		Classroom Management	Use of Aids	
	Eye Contact			Questioning Technique	
	Language			Response to Questions	
	Voice (volume, pitch, rate)			Class Control*	
	Mannerisms			Punctuality*	
Preparation	Learning Environment		Program Management	Achievement of Objectives*	
	Attention			Lesson Conformity	
	Motivation			Provision for Safety Practiced*	
	Objective			Teaching Method	
	Overview			Lesson Plan	
				Administrative Detail*	

(Choose One)			Score
	Practical	Pace	
		Maintains Interest	
		Subject Knowledge*	
		Instruction Order	
		Checks for Understanding	
		Transitions	
		Summary	
	Didactic	Pace	
		Organization	
		Provides Visibility	
		Gives Instructions	
		Student Participation	
		Demonstrates Proficiency*	
		Summary	

Total Score: _____

Score 1 to 5
1 = Unacceptable
2 = Improvement Needed
3 = Average
4 = Good
5 = Excellent

*Denotes item requiring successful completion (3 or more)

Minimum Satisfactory Score 84

( ) Satisfactory ( ) Unsatisfactory

General comments and/or suggestions that might improve the quality of instruction of this instructor.

_____

_____

_____

Signed _____ / _____
Evaluator Date

Instructor's Comments on Evaluation _____

_____

_____

_____

Subsequent Evaluation Requested ( ) Yes ( ) No

I hereby certify that I have personally reviewed this report and understand that my signature does not imply agreement or disagreement.

Signed _____ / _____
Instructor Date

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UNIT 7: FUNDING AND RESOURCE STRATEGIES IN PREVENTION EDUCATION

GOAL

Given a program budget, a list of funding sources, and a list of community resources, including organizations with an interest in community education, the students will be able to develop a strategy for meeting the funding and resource requirements of a community education program.

OBJECTIVES

The students will:

1. *Given a budget policy, available funding, and community education objectives, develop a program budget that will meet the stated objectives within the funding provided.*

2. *Given objectives for a community education program and a description of alternative resources available within the community, develop a resource utilization strategy that maximizes the available community resources and achieves the greatest number of program objectives.*

3. *Explain the following sources of funding and resources for community education programs; the methods used to obtain them; and, given a resource needs analysis for a community education program, identify which of these sources are best suited for providing the needed resources:*

   a. *Grants.*

   b. *In-kind funding.*

   c. *Fees for service.*

   d. *Cost recovery.*

   e. *Nonprofit community-support organizations.*

   f. *Tax initiatives.*

   g. *Trust funds.*

   h. *Organizational budget.*

   i. *Community service organizations.*

FUNDING/RESOURCES STRATEGY

Management of community education always requires the development and management of a budget and other resources. This section addresses the development of a funding and resource strategy that includes a program budget. Be aware of the relationship between effective planning and development of a funding resource strategy, i.e., the better the planning, the easier it is to procure and manage resources and funds. A strategy may be developed for an existing program or annual budget process. A strategy also may be required when applying for grants, in-kind services, etc.

Reasons for Developing a Strategy

A strategy requires the community education manager to review the plan carefully and identify what will be required to accomplish the objectives. The strategy identifies how each resource will be used in the program. The program budget is developed while formulating the overall resource strategy.

Components of a Resource Strategy

Budget

The budget defines the distribution and use of funds that are allocated to the project.

Resource Utilization Worksheet

The worksheet identifies where and how all nonmonetary resources will be used in the program. It also identifies potential sources in the community for the required resources. The worksheet is completed in conjunction with the budget.

Philosophy of Funding/Resources

- Select advocates to assist with obtaining the funds and resources. Advocates are members of the community who can influence others in the community to provide funds and resources.

- Create win-win situations. Those individuals and organizations providing the funds and resources must receive a benefit from the partnership.

- Keep commitments. The community educator represents the organization. In that role, the educator must keep any commitment made to the potential donor.

- Other People's Money and Resources (OPMR). Whenever possible, the educator should seek out funds and resources from the community. This not only involves the community, it also extends the organization's ability to provide community education programs.

- What's In It For Me (WIIFM). The educator must be prepared to identify the advantages to the donor if he/she provides funds or resources. The educator should put him/herself in the shoes of the donor.

DEVELOPING A BUDGET

Developing a budget is required for both large and small programs and for many single projects and events. It is very important that the community education manager be proficient in budget development. The budget format presented in this class is basic; because every organization has a slightly different budget process and format, it is important to become competent with your own organization's process and budgetary format.

Elements of a Budget

Salary/Benefits Accounts

The salary/benefits section of the budget accounts for funds dedicated to paying the costs associated with personnel, e.g., salaries, insurance, Workers' Compensation, retirement, etc.

There are many options for meeting the need for personnel. Personnel may be full-time employees who normally work 40 hours per week. Permanent employees are tenured, without an ending date of employment. Time-share employees share their employment obligation with another person. For example, two employees may each work 20 hours a week to fulfill a full-time employment obligation. Part-time employees work a specified number of hours, but generally fewer than 40 hours a week. Part-time employees may not be eligible for benefits. Temporary employees are hired for a specific time period, or for the duration of a specific project. They may or may not work full time and may or may not be eligible for benefits. Benefit costs include health insurance, retirement, unemployment insurance, etc. The costs for benefits may range from 10 to 30 percent of the employee's base salary or wage. All employee compensation is regulated by the Fair Labor Standards Act (FLSA). Overtime compensation, work hours, etc., must comply with FLSA regulations.

Operations Accounts

The operations accounts section of the budget accounts for funds dedicated to day-to-day operation of the organization, e.g., office supplies, postage, phone charges, educational written materials, printing, etc.

Capital Accounts

The capital accounts section of the budget accounts for funds dedicated to the purchase of equipment and machines with a usable life of at least 5 years, e.g., computers, vehicles, trailers, audiovisual equipment, etc.

Revenue Accounts

The revenue accounts section of the budget accounts for funds that are created through services provided to the public, e.g., building inspection, first aid classes, fire extinguisher training, etc. These funds are not derived from taxes.

Grant Accounts

The grant accounts section of the budget accounts for funds that are awarded as grants or gifts. The funds must be used for specific purposes and be closely managed.

Generally, the unused funds from general budget accounts are placed back into the general fund at the end of the budget cycle. On the other hand, the funds in revenue and grant accounts generally are allowed to carry over into the next budget cycle.

Steps in Developing a Program Budget

- Identifying budgetary needs. This is accomplished during the planning process and is based on the funds required to achieve the program objectives.

- Identifying sources of the funds required to meet the budget. For example, an organization may be able to generate funds from classes. These monies would be included in the budgetary planning process.

- Preparing a budget document. A budget form that identifies accounts and costs is completed.

- Gaining approval and endorsement. Generally, budgets must be approved by the head of the organization or a governing body such as a city council or special district board.

RESOURCE UTILIZATION WORKSHEET

Elements of a Resource Utilization Worksheet

- The program objectives determine the types of resources required for the program.

- The resources required for the program should be identified and listed as part of the planning process.
- The potential sources for the resources must be identified specifically.
- The person responsible for the management of each resource **must** be identified.

Sources of Funding/Resources

All organizations have specific policies that govern the development and use of funds and resources. Local, State, and Federal laws also guide collection and disbursement of funds and resources. Managers of community education must have a clear understanding of all applicable laws and policies.

Monies in the organizational budget specifically allocated for community education often are limited. Use of funds from the organizational budget requires effective planning, often several years in advance.

Grants provide monies and resources through an application process by external agencies, businesses, or organizations. Generally these funds are provided for specific uses or projects and may not be available for tax-funded organizations. However, this may be a source for larger amounts of funding, e.g., $5,000 or greater.

In-kind funding is defined as resources provided in lieu of funds. This is an excellent source of materials such as smoke detectors, paper, etc., but is of limited value when funds are required.

Fees for services are revenue generated by providing services, e.g., classes, inspections, etc., to the public. This type of funding is limited by the kinds of services provided by the organization, and the demand for those services in the community. Revenue activities are regulated by organizational policies.

Charging the user of a service for the cost of that service is limited by types of services provided by the organization. Cost recovery seldom generates substantial funds, but funds saved through cost recovery may be used for other community education programs and projects.

Monies and resources from local foundations, advocacy groups, etc., generally are designated for specific projects and programs. Funding tends to be in smaller amounts, generally less than $5,000.

Monies collected through taxes dedicated for community education or public safety require political and community support. Tax initiatives may follow major loss of life or fire in a community. Use of this funding source requires extensive planning and marketing.

Trust funds are funds established by specific donors or benefactors for use in community education. These funds may be used only for specific purposes and require close accounting of expenditures and program activities. Trust funds are not widely available.

Organizations such as the Veterans of Foreign Wars (VFW), the Junior League, etc., are community service organizations. They may provide funds generally limited to less than $5,000. They are an excellent source of local funding and resources. The application process generally is simple.

Volunteers are an excellent source of specialized skills and education. They may be from within the organization or from the community. Consideration must be given to training, benefits, Workers' Compensation insurance, etc. Using volunteers requires effective management to maintain a program long term.

Marketing a Budget Plan

Simply developing a budget plan is not the solution to developing funds and resources. Community education budgets must be marketed. Marketing the budget plan is one of the most important tasks of a community education manager. Many funding plans have failed simply because they were not marketed aggressively to decisionmakers.

Budget plans must be marketed to those making the decisions; this requires planning and persistence. Marketing the budget plan includes communicating the injury problem, the solutions, the costs of those solutions, and the benefits to the community, and should include establishing a political and community support base. If possible, community education managers should enlist the assistance of professional marketers, e.g., marketing agencies, advocacy groups, etc.

Developing the Organizational Infrastructure

It is essential that every community education manager develop an adequate organizational infrastructure for sustaining community education. This requires long-term planning, including identification of needs, persistence in marketing program needs to decisionmakers, and developing community support for the programs. The community education manager must begin to develop an infrastructure for community education.

The infrastructure is the foundation that provides the funding, resources, materials, etc., for successful community education. An infrastructure must be developed within the organization. An effective infrastructure provides the necessary funding and resources for current program needs and future growth. Building an effective infrastructure requires long-term planning: identification of local problems; identification of needs; and identification of sources to provide for those needs.

The community education manager is responsible for developing the infrastructure in the organization and in the community.

SUMMARY

Budgeting is necessary for every program. The community generally can supply all the funds and resources needed for a program. Funds and resources require planning and management if they are to be used to their maximum potential.

Activity 7.1

Successful Funding Strategies

Purpose

To identify successful funding strategies for community education.

Directions

1. Working in your group, identify at least one successful funding strategy that has been used by a member of the group, for example, grants, in-kind donations, special safety tax, etc.

2. On an easel pad, record the important facts about the strategies, i.e., what type of program, reason it was successful, etc.

3. The person who identified the strategy should be prepared to discuss the strategy with the class and answer any questions.

4. You have 10 minutes to complete the activity.

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Activity 7.2

Developing and Justifying a Budget

Purpose

The purpose of this activity is to develop and justify a budget for a community education initiative.

Directions

1. Carefully review the scenario and determine what actions must be taken.

2. Write a clear objective for each initiative that is to be accomplished.

3. Using the cost sheet provided for labor, materials, or other costs to prepare a budget that will accomplish the stated goals contained in the objective. Use the budget form to capture the costs associated and be sure to include in-kind resources, such as volunteer labor that will be used.

4. The budget totals should include the amount of funding required, a total cost for the project that includes in-kind services, and finally a cost per person receiving the training. Once the total cost is determined, including the in-kind labor and services, divide the number of persons that are expected to complete the program by the total cost (include in-kind) to reflect a cost per person.

5. Prepare a justification for your program that should reflect the value of the initiative, the bare bones cost to deliver the program, and what the program is intended to accomplish.

6. Your group should select a spokesperson to represent your group and make a 5 minute presentation to justify your initiative. Be aware that when you prepare your justification, it is important to know who the audience (finance committee members) will be. It should be a goal to answer their questions before they have to ask them. The finance committee will include the city administrator, budget director, former fire chief (out for 5 years), current fire chief, city council member (owns a construction company), and an emergency room physician. Keep in mind that you were asked to initiate this program and are here today to justify your financial needs to accomplish the project.

Scenario

You have been appointed the community education leader by your fire chief. You have two additional volunteer members that are ready, willing, and able to help with critical safety and injury reduction initiatives. Like you, they have time available to assist with the program. The city administrator suggested that the fire department should consider employing you for 20 hours a week to manage and facilitate the program for the next 35 weeks. Additionally, the administrator suggested that four volunteers (2 teams of 2) could be paid for conducting the residential educational opportunities at the private residences. You and your two volunteer members (they have shared with you that they do not wish to be paid) will conduct the training at the senior centers.

Your community has a population of 10,500 and covers 45 square miles. Your chief has met with the city administrator and agreed that the fire department would undertake an initiative to create a home safety program for seniors. They decided to address fall prevention and cooking safety. The two issues were based on data that reflects the two risks are a growing problem nationwide. Additionally they determined that it would be beneficial to conduct home visits to 200 single family residences where 325 seniors are homebound and using some type of life support equipment or are mobility impaired.

The program is to start in 90 days and continue for six months. After six months the program's success will be evaluated to determine if it should continue or another project identified.

Your community master plan reveals that you have 4 senior living centers. All centers have independent housing units with 150 seniors each, and an assisted living center with 75 seniors in each center. The seniors in the assisted living centers do not cook meals, but are permitted to have appliances such as microwave ovens, coffee makers, and possibly a hot plate. They use the community dining room for their breakfast and dinner. Lunch is on their own or they can visit the community dining room where there is a soup and sandwich counter.

Activity 7.2 (cont'd)

Planning Worksheet

1. Identify community fire and injury prevention measure. Write outcome objective(s) for initiative.

_____

_____

_____

_____

2. Identify obstacles that may have to be overcome.

_____

_____

3. Implement a planning team.

_____

_____

4. Identify intervention methods.

_____

_____

5. Develop an evaluation plan (process and product).

_____

_____

6. Determine resources needed.

_____

_____

7. Evaluate all materials to be used.

_____

_____

Activity 7.2 (cont'd)

Budget Worksheet

Project: _____

Objective(s): (What is to be accomplished):

_____

_____

Expenses:

- Salary and Benefits:

  _____

  _____

- Operations: (day to day materials--office supplies, postage, telecommunications, etc.):

  _____

  _____

- Materials specific to your special initiative:

  _____

  _____

- Total cost: _____

Projected revenue(s):

- Organization budget: _____
- Grants: _____
- Donations: _____

Standardized costs:

Instructor/curriculum developer $20.00 per hour

Supervisor $25.00 per hour

Fall Prevention display and prevention kit $300.00

Cooking Fire display and prevention kit $300.00

Personal vehicle usage $20.00 per day

Brochures/pamphlets $0.50 each

Development of PSA's $500.00 each

Computer/printer $1,000 each

Smoke detectors/alarms $3.00 each

CO detectors/alarms $7.00 each

Activity 7.3

Presenting Your Plan--Culminating Activity
Graded Rubric Assignment

Purpose

To cause change to occur, to change perceptions about prevention, and to change approaches to working with coalitions.

Directions

During the past 5 days, you have been working on your community issue as it related to each particular unit of study. This activity brings together all the elements. This activity is an opportunity to refine or to make changes to your activities now that all the materials have been presented.

1. Combine all of your culminating activities and write an executive summary that will provide the basis for your presentation. Your work will be copied to share with the class.

2. You will address the following points in your written summary and in your 5-minute presentation.

    a. Describe your organization and community, and the value currently placed on community organization.

    b. Discuss potential advocates inside your organization and in the community, and how to gain their support.

    c. Describe your high-risk target audience.

    d. Describe the community fire/injury problem that is the highest priority for this group.

    e. Describe the program(s) that you propose to solve the problem.

    f. Who would be interested in your evaluation results?

    g. Develop a strategy for achieving the necessary funding and resource requirements to meet the needs of the community risk issue.

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The National Committee for Injury Prevention and Control. *Injury Prevention: Meeting the Challenge.* New York: Oxford UP, 2001.

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GLOSSARY

Budget	An accounting of all finances dedicated to a program, including the amounts and their uses.
Capital Accounts	The section of the budget that identifies funds dedicated to the purchase of equipment and machines with a usable life of at least 5 years.
Cost Recovery	Charging the user of a service for the cost of that service.
Fees for Services	Revenue generated by providing services, e.g., classes, inspections, etc., to the public.
Grant	Monies and resources provided through an application process by external agencies, businesses, or organizations.
Grant Accounts	The section of the budget that identifies funds awarded as grants or gifts.
In-kind Funding	Resources provided in lieu of funds.
Operations Accounts	The section of the budget that identifies funds dedicated to day-to-day operation of the organization.
Resource Strategy	A strategy that includes a program budget and a Resource Utilization Worksheet.
Revenue Accounts	The section of the budget that identifies funds created through services provided to the public.
Salary/Benefits Accounts	The section of a budget that identifies the cost of personnel, including salaries, insurance, retirement, etc.
Tax Initiative	Monies collected through taxes dedicated for community education or public safety.
Trust Funds	Funds established by specific donors or benefactors for use in community education.

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APPENDIX A

PUBLIC EDUCATION BUDGET

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CITY OF COLORADO SPRINGS
EXPENDITURE DOCUMENT LISTING
FOR JANUARY 1996

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FUND: 001 GENERAL FUND AGENCY: 220 FIRE DEPT ORGANIZATION: 2270 FIRE TRAINING

OBJT	SO	TRANS. DATE	TRANSACTION NUMBER	COUNTERS EXP	ENC	B/A	EXPENDITURE LINE AMOUNT	ENCUMBRANCE LINE AMOUNT	BUDGET ADJUSTMENTS	VENDOR NAME	DESCRIPTION
1205		01 01 96	PE96010400R				4,492.34-	0.00	0.00		CIVILIAN SALARIES
1205		01 05 96	PE960105				4,492.34	0.00	0.00		CIVILIAN SALARIES
1205		01 19 96	PE960119				4,619.56	0.00	0.00		CIVILIAN SALARIES
1205		01 01 96	AB000000010				0.00	0.00	162,972.00		CIVILIAN SALARIES
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TOTAL OBJECT: 1205				3	0	1	4,619.56	0.00	162,972.00		
1405		01 01 96	PE96010400R				3,831.44-	0.00	0.00		UNIFORMED SALARIES
1405		01 05 96	PE960105				3,831.44	0.00	0.00		UNIFORMED SALARIES
1405		01 19 96	PE960119				4,241.76	0.00	0.00		UNIFORMED SALARIES
1405		01 01 96	AB000000010				0.00	0.00	105,072.00		UNIFORMED SALARIES
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TOTAL OBJECT: 1405				3	0	1	4,241.76	0.00	105,072.00		
1460		01 01 96	PE96010400R				11.07-	0.00	0.00		LONGEVITY
1460		01 01 96	PE96010400R				31.37-	0.00	0.00		LONGEVITY
1460		01 05 96	PE960105				11.07	0.00	0.00		LONGEVITY
1460		01 05 96	PE960105				31.37	0.00	0.00		LONGEVITY
1460		01 19 96	PE960119				11.07	0.00	0.00		LONGEVITY
1460		01 19 96	PE960119				31.38	0.00	0.00		LONGEVITY
1460		01 01 96	AB000000010				0.00	0.00	1,104.00		LONGEVITY
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TOTAL OBJECT: 1460				6	0	1	42.45	0.00	1,104.00		
1465		01 01 96	AB000000010				0.00	0.00	1,107.00		THIRD WEEK
TOTAL SUB-OBJECT:				0	0	1	0.00	0.00	1,107.00		
TOTAL OBJECT: 1465				0	0	1	0.00	0.00	1,107.00		
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1610		01 05 96	PE960105				444.13	0.00	0.00		PERA
1610		01 19 96	PE960119				456.85	0.00	0.00		PERA
1610		01 01 96	AB000000010				0.00	0.00	16,091.00		PERA
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TOTAL OBJECT: 1610				3	0	1	456.85	0.00	16,091.00		
1615		01 01 96	PE96010400R				240.39-	0.00	0.00		STATE COMPENSATION
1615		01 05 96	PE960105				240.39	0.00	0.00		STATE COMPENSATION
1615		01 19 96	PE960119				294.67	0.00	0.00		STATE COMPENSATION
1615		01 01 96	AB000000010				0.00	0.00	6,616.00		STATE COMPENSATION

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FUND: 001 GENERAL FUND AGENCY: 220 FIRE DEPT ORGANIZATION: 2270 FIRE TRAINING

OBJT	SO	TRANS. DATE	TRANSACTION NUMBER	COUNTERS EXP	ENC	B/A	EXPENDITURE LINE AMOUNT	ENCUMBRANCE LINE AMOUNT	BUDGET ADJUSTMENTS	VENDOR NAME	DESCRIPTION
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1620		01 01 96	AB000000010				0.00	0.00	1,580.00		EQUITABLE LIFE INSURA
TOTAL SUB-OBJECT:				1	0	1	102.30	0.00	1,580.00		
TOTAL OBJECT:			1620	1	0	1	102.30	0.00	1,580.00		
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1625		01 05 96	PE960105				10.44	0.00	0.00		VISION CARE
1625		01 19 96	PE960119				10.44	0.00	0.00		VISION CARE
1625		01 01 96	AB000000010				0.00	0.00	331.00		VISION CARE
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TOTAL OBJECT:			1625	3	0	1	10.44	0.00	331.00		
1640		01 01 96	PE96010400R				47.12-	0.00	0.00		DENTAL INSURANCE
1640		01 05 96	PE960105				47.12	0.00	0.00		DENTAL INSURANCE
1640		01 19 96	PE960119				47.12	0.00	0.00		DENTAL INSURANCE
1640		01 01 96	AB000000010				0.00	0.00	1,505.00		DENTAL INSURANCE
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TOTAL OBJECT:			1640	3	0	1	47.12	0.00	1,505.00		
1650		01 01 96	PE96010400R				338.14-	0.00	0.00		FIRE PENSION PLAN
1650		01 05 96	PE960105				338.14	0.00	0.00		FIRE PENSION PLAN
1650		01 19 96	PE960119				398.04	0.00	0.00		FIRE PENSION PLAN
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1661		01 01 96	PE96010400R				70.09-	0.00	0.00		CASH BACK
1661		01 05 96	PE960105				70.09	0.00	0.00		CASH BACK
1661		01 19 96	PE960119				70.09	0.00	0.00		CASH BACK
1661		01 05 96	EB18				0.00	0.00	0.00		CASH BACK
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FOR JANUARY 1996

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OBJT	SO	TRANS. DATE	TRANSACTION NUMBER	COUNTERS EXP	ENC	B/A	EXPENDITURE LINE AMOUNT	ENCUMBRANCE LINE AMOUNT	BUDGET ADJUSTMENTS	VENDOR NAME	DESCRIPTION
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1690		01 05 96	PE960105				62.56	0.00	0.00		MEDICARE
1690		01 19 96	PE960119				73.89	0.00	0.00		MEDICARE
1690		01 01 96	AB000000010				0.00	0.00	2,205.00		MEDICARE
TOTAL SUB-OBJECT:				3	0	1	73.89	0.00	2,205.00		
TOTAL OBJECT:			1690	3	0	1	73.89	0.00	2,205.00		
1692		01 01 96	PE96010400R				521.14-	0.00	0.00		CITY EPO MEDICAL PLAN
1692		01 05 96	PE960105				521.14	0.00	0.00		CITY EPO MEDICAL PLAN
1692		01 19 96	PE960119				521.14	0.00	0.00		CITY EPO MEDICAL PLAN
1692		01 01 96	AB000000010				0.00	0.00	17,963.00		CITY EPO MEDICAL PLAN
TOTAL SUB-OBJECT:				3	0	1	521.14	0.00	17,963.00		
TOTAL OBJECT:			1692	3	0	1	521.14	0.00	17,963.00		
APPROPRIATION UNIT:			FT1	37	0	13	10,878.31	0.00	327,224.00		
2102		01 01 96	AB000000010				0.00	0.00	7,000.00		OFFICE SUPPLIES
TOTAL SUB-OBJECT:				0	0	1	0.00	0.00	7,000.00		
TOTAL OBJECT:			2102	0	0	1	0.00	0.00	7,000.00		
2103		01 29 96	J17				126.00	0.00	0.00		96 REPROGRAPHICS ALLO
2103		01 31 96	PVOSGF01/96				271.68	0.00	0.00		1/96 OFFICE SVCS CHRG
2103		01 01 96	AB000000010				0.00	0.00	3,000.00		OFFICE SERVICES PRINT
TOTAL SUB-OBJECT:				2	0	1	397.68	0.00	3,000.00		
TOTAL OBJECT:			2103	2	0	1	397.68	0.00	3,000.00		
2105		01 01 96	AB000000010				0.00	0.00	1,165.00		SOFTWARE-MICRO/WORD P
TOTAL SUB-OBJECT:				0	0	1	0.00	0.00	1,165.00		
TOTAL OBJECT:			2105	0	0	1	0.00	0.00	1,165.00		
2106		01 05 96	P1457755				30.72	0.00	0.00	FIRE DEPARTMENT	PETTY CASH
2106		01 05 96	P1457755				15.00	0.00	0.00	FIRE DEPARTMENT	PETTY CASH
2106		01 01 96	AB000000010				0.00	0.00	7,600.00		GENERAL SUPPLIES
TOTAL SUB-OBJECT:				2	0	1	45.72	0.00	7,600.00		

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FUND: 001 GENERAL FUND AGENCY: 220 FIRE DEPT ORGANIZATION: 2270 FIRE TRAINING

OBJT	SO	TRANS. DATE	TRANSACTION NUMBER	COUNTERS EXP	ENC	B/A	EXPENDITURE LINE AMOUNT	ENCUMBRANCE LINE AMOUNT	BUDGET ADJUSTMENTS	VENDOR NAME	DESCRIPTION
TOTAL OBJECT:			2106	2	0	1	45.72	0.00	7,600.00		
2110		01 01 96	AB000000010				0.00	0.00	250.00		POSTAGE
TOTAL SUB-OBJECT:				0	0	1	0.00	0.00	250.00		
TOTAL OBJECT:			2110	0	0	1	0.00	0.00	250.00		
2112		01 01 96	AB000000010				0.00	0.00	1,000.00		LAUNDRY & CLEANING
TOTAL SUB-OBJECT:				0	0	1	0.00	0.00	1,000.00		
TOTAL OBJECT:			2112	0	0	1	0.00	0.00	1,000.00		
2114		01 19 96	PE960119				1,050.00	0.00	0.00		WEARING APPAREL
2114		01 01 96	AB000000010				0.00	0.00	1,575.00		WEARING APPAREL
TOTAL SUB-OBJECT:				1	0	1	1,050.00	0.00	1,575.00		
TOTAL OBJECT:			2114	1	0	1	1,050.00	0.00	1,575.00		
2116		01 26 96	N95-2940				0.00	8,899.50	0.00	TROXELL COMMUNICATIO	SILDE PROJECTOR,LENS,
2116		01 01 96	AB000000010				0.00	0.00	1,670.00		MINOR EQUIPMENT
2116		01 29 96	NYBG000008E				0.00	0.00	8,900.00		MINOR EQUIPMENT
TOTAL SUB-OBJECT:				0	1	2	0.00	8,899.50	10,570.00		
TOTAL OBJECT:			2116	0	1	2	0.00	8,899.50	10,570.00		
2216		01 01 96	AB000000010				0.00	0.00	60.00		MAINT-OFFICE MACHINES
TOTAL SUB-OBJECT:				0	0	1	0.00	0.00	60.00		
TOTAL OBJECT:			2216	0	0	1	0.00	0.00	60.00		
2224		01 01 96	AB000000010				0.00	0.00	800.00		MAINT-MACHINERY & APP
TOTAL SUB-OBJECT:				0	0	1	0.00	0.00	800.00		
TOTAL OBJECT:			2224	0	0	1	0.00	0.00	800.00		
2256		01 01 96	AB000000010				0.00	0.00	1,000.00		MAINT-BUILDINGS & STR
TOTAL SUB-OBJECT:				0	0	1	0.00	0.00	1,000.00		

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FUND: 001 GENERAL FUND AGENCY: 220 FIRE DEPT ORGANIZATION: 2270 FIRE TRAINING

OBJT	SO	TRANS. DATE	TRANSACTION NUMBER	COUNTERS EXP	ENC	B/A	EXPENDITURE LINE AMOUNT	ENCUMBRANCE LINE AMOUNT	BUDGET ADJUSTMENTS	VENDOR NAME	DESCRIPTION
TOTAL OBJECT: 2256				0	0	1	0.00	0.00	1,000.00		
2304		01 01 96	AB000000010				0.00	0.00	8,400.00		RENTAL OF EQUIPMENT
TOTAL SUB-OBJECT:				0	0	1	0.00	0.00	8,400.00		
TOTAL OBJECT: 2304				0	0	1	0.00	0.00	8,400.00		
2308		01 19 96	PE960119				92.88	0.00	0.00		SCHOOLING
2308		01 19 96	P1460724				65.00	0.00	0.00	CHAMBER FOUNDATION	WRITING WKSHP-2 EMPL
2308		01 01 96	AB000000010				0.00	0.00	10,260.00		SCHOOLING
TOTAL SUB-OBJECT:				2	0	1	157.88	0.00	10,260.00		
TOTAL OBJECT: 2308				2	0	1	157.88	0.00	10,260.00		
2310		01 31 96	P1462235				198.98	0.00	0.00	TMP WORLDWIDE	ADVERTISING
2310		01 31 96	EBS-0131Q				0.00	0.00	0.00		ADVERTISING
TOTAL SUB-OBJECT:				1	0	1	198.98	0.00	0.00		
TOTAL OBJECT: 2310				1	0	1	198.98	0.00	0.00		
2312		01 01 96	AB000000010				0.00	0.00	6,550.00		TRAVEL OUT OF TOWN
TOTAL SUB-OBJECT:				0	0	1	0.00	0.00	6,550.00		
TOTAL OBJECT: 2312				0	0	1	0.00	0.00	6,550.00		
2314		01 01 96	AB000000010				0.00	0.00	175.00		DUES & MEMBERSHIP
TOTAL SUB-OBJECT:				0	0	1	0.00	0.00	175.00		
TOTAL OBJECT: 2314				0	0	1	0.00	0.00	175.00		
2315		01 01 96	AB000000010				0.00	0.00	2,250.00		'SUBSCRIPTIONS
TOTAL SUB-OBJECT:				0	0	1	0.00	0.00	2,250.00		
TOTAL OBJECT: 2315				0	0	1	0.00	0.00	2,250.00		
2316		01 05 96	P1457755				22.99	0.00	0.00	FIRE DEPARTMENT	PETTY CASH
2316		01 01 96	AB000000010				0.00	0.00	750.00		IN TOWN MEETING EXPEN
TOTAL SUB-OBJECT:				1	0	1	22.99	0.00	750.00		

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OBJT	SO	TRANS. DATE	TRANSACTION NUMBER	COUNTERS EXP	ENC	B/A	EXPENDITURE LINE AMOUNT	ENCUMBRANCE LINE AMOUNT	BUDGET ADJUSTMENTS	VENDOR NAME	DESCRIPTION
TOTAL OBJECT:			2316	1	0	1	22.99	0.00	750.00		
2318		01 16 96	P1459580				38.00	0.00	0.00	WESTLINK PAGING	1/1-31/96 SVCS
2318		01 01 96	AB000000010				0.00	0.00	1,932.00		COMMUNICATIONS
TOTAL SUB-OBJECT:				1	0	1	38.00	0.00	1,932.00		
TOTAL OBJECT:			2318	1	0	1	38.00	0.00	1,932.00		
2320		01 01 96	AB000000010				0.00	0.00	1,160.00		TELEPHONE-LONG DIST.
TOTAL SUB-OBJECT:				0	0	1	0.00	0.00	1,160.00		
TOTAL OBJECT:			2320	0	0	1	0.00	0.00	1,160.00		
2355		01 01 96	AB000000010				0.00	0.00	14,365.00		UTILITIES
TOTAL SUB-OBJECT:				0	0	1	0.00	0.00	14,365.00		
TOTAL OBJECT:			2355	0	0	1	0.00	0.00	14,365.00		
2402		01 05 96	PVALMG-1/96				144.30	0.00	0.00		1/96 ALARM MONITORING
2402		01 30 96	P1462150				25.00	0.00	0.00	TERMINIX INTERNATION	101751-3,DEC 95
2402		01 01 96	AB000000010				0.00	0.00	46,240.00		SERVICES
2402		01 25 96	EB05				0.00	0.00	29,120.00-		SERVICES
TOTAL SUB-OBJECT:				2	0	2	169.30	0.00	17,120.00		
TOTAL OBJECT:			2402	2	0	2	169.30	0.00	17,120.00		
APPROPRIATION UNIT:			FT2	12	1	24	2,080.55	8,899.50	96,982.00		
3110		01 01 96	AB000000010				0.00	0.00	1,400.00		OFFICE MACHINES
TOTAL SUB-OBJECT:				0	0	1	0.00	0.00	1,400.00		
TOTAL OBJECT:			3110	0	0	1	0.00	0.00	1,400.00		
3111		01 26 96	N95-3289				0.00	1,026.00	0.00	DMA COMPUTER SOLUTIO	COMPUTER EQUIPMENT
3111		01 01 96	AB000000010				0.00	0.00	3,690.00		MICROCOMPUTER/WORD PR
3111		01 29 96	NYBG000008E				0.00	0.00	1,026.00		MICROCOMPUTER/WORD PR
TOTAL SUB-OBJECT:				0	1	2	0.00	1,026.00	4,716.00		
TOTAL OBJECT:			3111	0	1	2	0.00	1,026.00	4,716.00		

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FUND: 001 GENERAL FUND

AGENCY: 220 FIRE DEPT

ORGANIZATION: 2270 FIRE TRAINING

OBJT	SO	TRANS. DATE	TRANSACTION NUMBER	COUNTERS EXP	ENC	B/A	EXPENDITURE LINE AMOUNT	ENCUMBRANCE LINE AMOUNT	BUDGET ADJUSTMENTS	VENDOR NAME	DESCRIPTION
APPROPRIATION UNIT:			FT3	0	1	3	0.00	1,026.00	6,116.00		
TOTAL ORGANIZATION:			2270	49	2	40	12,958.86	9,925.50	430,322.00		

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FUND: 001 GENERAL FUND AGENCY: 220 FIRE DEPT ORGANIZATION: 2275 PUBLIC EDUCATION

OBJT	SO	TRANS. DATE	TRANSACTION NUMBER	COUNTERS EXP	ENC	B/A	EXPENDITURE LINE AMOUNT	ENCUMBRANCE LINE AMOUNT	BUDGET ADJUSTMENTS	VENDOR NAME	DESCRIPTION
1205		01 01 96	PE96010400R				3,989.05-	0.00	0.00		CIVILIAN SALARIES
1205		01 05 96	PE960105				3,989.05	0.00	0.00		CIVILIAN SALARIES
1205		01 19 96	PE960119				4,025.04	0.00	0.00		CIVILIAN SALARIES
1205		01 01 96	AB000000010				0.00	0.00	104,651.00		CIVILIAN SALARIES
TOTAL SUB-OBJECT:				3	0	1	4,025.04	0.00	104,651.00		
TOTAL OBJECT: 1205				3	0	1	4,025.04	0.00	104,651.00		
1220		01 01 96	PE96010400R				325.00-	0.00	0.00		SEASONAL/TEMPORARY
1220		01 05 96	PE960105				325.00	0.00	0.00		SEASONAL/TEMPORARY
1220		01 19 96	PE960119				315.25	0.00	0.00		SEASONAL/TEMPORARY
1220		01 05 96	EB18				0.00	0.00	0.00		SEASONAL/TEMPORARY
TOTAL SUB-OBJECT:				3	0	1	315.25	0.00	0.00		
TOTAL OBJECT: 1220				3	0	1	315.25	0.00	0.00		
1610		01 01 96	PE96010400R				422.33-	0.00	0.00		PERA
1610		01 05 96	PE960105				422.33	0.00	0.00		PERA
1610		01 19 96	PE960119				424.96	0.00	0.00		PERA
1610		01 01 96	AB000000010				0.00	0.00	10,301.00		PERA
TOTAL SUB-OBJECT:				3	0	1	424.96	0.00	10,301.00		
TOTAL OBJECT: 1610				3	0	1	424.96	0.00	10,301.00		
1615		01 01 96	PE96010400R				16.04-	0.00	0.00		STATE COMPENSATION
1615		01 05 96	PE960105				16.04	0.00	0.00		STATE COMPENSATION
1615		01 19 96	PE960119				17.43	0.00	0.00		STATE COMPENSATION
1615		01 01 96	AB000000010				0.00	0.00	388.00		STATE COMPENSATION
TOTAL SUB-OBJECT:				3	0	1	17.43	0.00	388.00		
TOTAL OBJECT: 1615				3	0	1	17.43	0.00	388.00		
1620		01 19 96	PE960119				44.40	0.00	0.00		EQUITABLE LIFE INSURA
1620		01 01 96	AB000000010				0.00	0.00	625.00		EQUITABLE LIFE INSURA
TOTAL SUB-OBJECT:				1	0	1	44.40	0.00	625.00		
TOTAL OBJECT: 1620				1	0	1	44.40	0.00	625.00		
1625		01 01 96	PE96010400R				5.80-	0.00	0.00		VISION CARE
1625		01 05 96	PE960105				5.80	0.00	0.00		VISION CARE
1625		01 19 96	PE960119				5.80	0.00	0.00		VISION CARE
1625		01 01 96	AB000000010				0.00	0.00	139.00		VISION CARE

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OBJT	SO	TRANS. DATE	TRANSACTION NUMBER	COUNTERS EXP	ENC	B/A	EXPENDITURE LINE AMOUNT	ENCUMBRANCE LINE AMOUNT	BUDGET ADJUSTMENTS	VENDOR NAME	DESCRIPTION
TOTAL SUB-OBJECT:				3	0	1	5.80	0.00	139.00		
TOTAL OBJECT:			1625	3	0	1	5.80	0.00	139.00		
1640		01 01 96	PE96010400R				31.42-	0.00	0.00		DENTAL INSURANCE
1640		01 05 96	PE960105				31.42	0.00	0.00		DENTAL INSURANCE
1640		01 19 96	PE960119				31.42	0.00	0.00		DENTAL INSURANCE
1640		01 01 96	AB000000010				0.00	0.00	627.00		DENTAL INSURANCE
TOTAL SUB-OBJECT:				3	0	1	31.42	0.00	627.00		
TOTAL OBJECT:			1640	3	0	1	31.42	0.00	627.00		
1661		01 01 96	PE96010400R				20.18-	0.00	0.00		CASH BACK
1661		01 05 96	PE960105				20.18	0.00	0.00		CASH BACK
1661		01 19 96	PE960119				20.18	0.00	0.00		CASH BACK
1661		01 05 96	EB18				0.00	0.00	0.00		CASH BACK
TOTAL SUB-OBJECT:				3	0	1	20.18	0.00	0.00		
TOTAL OBJECT:			1661	3	0	1	20.18	0.00	0.00		
1690		01 01 96	PE96010400R				61.23-	0.00	0.00		MEDICARE
1690		01 05 96	PE960105				61.23	0.00	0.00		MEDICARE
1690		01 19 96	PE960119				66.72	0.00	0.00		MEDICARE
1690		01 01 96	AB000000010				0.00	0.00	1,518.00		MEDICARE
TOTAL SUB-OBJECT:				3	0	1	66.72	0.00	1,518.00		
TOTAL OBJECT:			1690	3	0	1	66.72	0.00	1,518.00		
1692		01 01 96	PE96010400R				238.82-	0.00	0.00		CITY EPO MEDICAL PLAN
1692		01 05 96	PE960105				238.82	0.00	0.00		CITY EPO MEDICAL PLAN
1692		01 19 96	PE960119				238.82	0.00	0.00		CITY EPO MEDICAL PLAN
1692		01 01 96	AB000000010				0.00	0.00	5,731.00		CITY EPO MEDICAL PLAN
TOTAL SUB-OBJECT:				3	0	1	238.82	0.00	5,731.00		
TOTAL OBJECT:			1692	3	0	1	238.82	0.00	5,731.00		
APPROPRIATION UNIT:			FE1	28	0	10	5,190.02	0.00	123,980.00		
2102		01 01 96	AB000000010				0.00	0.00	2,155.00		OFFICE SUPPLIES
TOTAL SUB-OBJECT:				0	0	1	0.00	0.00	2,155.00		

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AGENCY: 220 FIRE DEPT

ORGANIZATION: 2275 PUBLIC EDUCATION

OBJT	SO	TRANS. DATE	TRANSACTION NUMBER	COUNTERS EXP	ENC	B/A	EXPENDITURE LINE AMOUNT	ENCUMBRANCE LINE AMOUNT	BUDGET ADJUSTMENTS	VENDOR NAME	DESCRIPTION
TOTAL OBJECT:			2102	0	0	1	0.00	0.00	2,155.00		
2103		01 29 96	J17				126.00	0.00	0.00		96 REPROGRAPHICS ALLO
2103		01 31 96	PVOSGF01/96				58.90	0.00	0.00		1/96 OFFICE SVCS CHRG
2103		01 01 96	AB000000010				0.00	0.00	4,000.00		OFFICE SERVICES PRINT
TOTAL SUB-OBJECT:				2	0	1	184.90	0.00	4,000.00		
TOTAL OBJECT:			2103	2	0	1	184.90	0.00	4,000.00		
2105		01 26 96	N95-1862				0.00	498.00	0.00	DAVIS AUDIO-VISUAL I	SOFTWARE UPGRADE, HAR
2105		01 01 96	AB000000010				0.00	0.00	500.00		SOFTWARE-MICRO/WORD P
2105		01 29 96	NYBG000008E				0.00	0.00	498.00		SOFTWARE-MICRO/WORD P
TOTAL SUB-OBJECT:				0	1	2	0.00	498.00	998.00		
TOTAL OBJECT:			2105	0	1	2	0.00	498.00	998.00		
2106		01 01 96	AB000000010				0.00	0.00	4,115.00		GENERAL SUPPLIES
TOTAL SUB-OBJECT:				0	0	1	0.00	0.00	4,115.00		
TOTAL OBJECT:			2106	0	0	1	0.00	0.00	4,115.00		
2110		01 01 96	AB000000010				0.00	0.00	2,900.00		POSTAGE
TOTAL SUB-OBJECT:				0	0	1	0.00	0.00	2,900.00		
TOTAL OBJECT:			2110	0	0	1	0.00	0.00	2,900.00		
2114		01 19 96	PE960119				350.00	0.00	0.00		WEARING APPAREL
2114		01 01 96	AB000000010				0.00	0.00	550.00		WEARING APPAREL
TOTAL SUB-OBJECT:				1	0	1	350.00	0.00	550.00		
TOTAL OBJECT:			2114	1	0	1	350.00	0.00	550.00		
2116		01 01 96	AB000000010				0.00	0.00	1,120.00		MINOR EQUIPMENT
TOTAL SUB-OBJECT:				0	0	1	0.00	0.00	1,120.00		
TOTAL OBJECT:			2116	0	0	1	0.00	0.00	1,120.00		
2216		01 01 96	AB000000010				0.00	0.00	550.00		MAINT-OFFICE MACHINES
TOTAL SUB-OBJECT:				0	0	1	0.00	0.00	550.00		

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OBJT	SO	TRANS. DATE	TRANSACTION NUMBER	COUNTERS EXP	ENC	B/A	EXPENDITURE LINE AMOUNT	ENCUMBRANCE LINE AMOUNT	BUDGET ADJUSTMENTS	VENDOR NAME	DESCRIPTION
TOTAL OBJECT:			2216	0	0	1	0.00	0.00	550.00		
2308		01 12 96	P1459398				825.00	0.00	0.00	ARIZONA FIRE & BURN	1/31-2/4 CHARACTERIZA
2308		01 19 96	P1460724				65.00	0.00	0.00	CHAMBER FOUNDATION	WRITING WKSHP-2 EMPL
2308		01 01 96	AB000000010				0.00	0.00	2,050.00		SCHOOLING
TOTAL SUB-OBJECT:				2	0	1	890.00	0.00	2,050.00		
TOTAL OBJECT:			2308	2	0	1	890.00	0.00	2,050.00		
2312		01 25 96	P1461632				705.00	0.00	0.00	EUBANKS, PAM	1/30-2/5/96 EDUC CONF
2312		01 01 96	AB000000010				0.00	0.00	2,000.00		TRAVEL OUT OF TOWN
TOTAL SUB-OBJECT:				1	0	1	705.00	0.00	2,000.00		
TOTAL OBJECT:			2312	1	0	1	705.00	0.00	2,000.00		
2314		01 01 96	AB000000010				0.00	0.00	250.00		DUES & MEMBERSHIP
TOTAL SUB-OBJECT:				0	0	1	0.00	0.00	250.00		
TOTAL OBJECT:			2314	0	0	1	0.00	0.00	250.00		
2315		01 01 96	AB000000010				0.00	0.00	370.00		SUBSCRIPTIONS
TOTAL SUB-OBJECT:				0	0	1	0.00	0.00	370.00		
TOTAL OBJECT:			2315	0	0	1	0.00	0.00	370.00		
2316		01 29 96	P1461711				24.00	0.00	0.00	EUBANKS, PAM	MGMT NETWORK BREAKFAS
2316		01 01 96	AB000000010				0.00	0.00	760.00		IN TOWN MEETING EXPEN
TOTAL SUB-OBJECT:				1	0	1	24.00	0.00	760.00		
TOTAL OBJECT:			2316	1	0	1	24.00	0.00	760.00		
2318		01 16 96	P1459580				17.00	0.00	0.00	WESTLINK PAGING	1/1-31/96 SVCS
2318		01 01 96	AB000000010				0.00	0.00	450.00		COMMUNICATIONS
TOTAL SUB-OBJECT:				1	0	1	17.00	0.00	450.00		
TOTAL OBJECT:			2318	1	0	1	17.00	0.00	450.00		
2320		01 01 96	AB000000010				0.00	0.00	400.00		TELEPHONE-LONG DIST.
TOTAL SUB-OBJECT:				0	0	1	0.00	0.00	400.00		

02/12/96
REPORT ID: GFSY0460

CITY OF COLORADO SPRINGS
EXPENDITURE DOCUMENT LISTING
FOR JANUARY 1996

PAGE: 256

FUND: 001 GENERAL FUND | AGENCY: 220 FIRE DEPT | ORGANIZATION: 2275 PUBLIC EDUCATION

OBJT	SO	TRANS. DATE	TRANSACTION NUMBER	COUNTERS EXP	ENC	B/A	EXPENDITURE LINE AMOUNT	ENCUMBRANCE LINE AMOUNT	BUDGET ADJUSTMENTS	VENDOR NAME	DESCRIPTION
TOTAL OBJECT:			2320	0	0	1	0.00	0.00	400.00		
2402		01 30 96	P1461701				450.00	0.00	0.00	MEDIA CAFE	VIDEO PRODUCTION SERVICES
2402		01 30 96	EBS-0130G				0.00	0.00	0.00		
TOTAL SUB-OBJECT:				1	0	1	450.00	0.00	0.00		
TOTAL OBJECT:			2402	1	0	1	450.00	0.00	0.00		
APPROPRIATION UNIT:			FE2	9	1	17	2,620.90	498.00	22,668.00		
3111		01 26 96	N95-3290				0.00	1,026.00	0.00	DMA COMPUTER SOLUTIO	COMPUTER EQUIPMENT
3111		01 01 96	AB000000010				0.00	0.00	1,500.00		MICROCOMPUTER/WORD PR
3111		01 29 96	NYBG000008E				0.00	0.00	1,026.00		MICROCOMPUTER/WORD PR
TOTAL SUB-OBJECT:				0	1	2	0.00	1,026.00	2,526.00		
TOTAL OBJECT:			3111	0	1	2	0.00	1,026.00	2,526.00		
3120		01 01 96	AB000000010				0.00	0.00	460.00		FURNITURE & FIXTURES
TOTAL SUB-OBJECT:				0	0	1	0.00	0.00	460.00		
TOTAL OBJECT:			3120	0	0	1	0.00	0.00	460.00		
APPROPRIATION UNIT:			FE3	0	1	3	0.00	1,026.00	2,986.00		
TOTAL ORGANIZATION:			2275	37	2	30	7,810.92	1,524.00	149,634.00		

02/12/96
REPORT ID: GFSY0460

CITY OF COLORADO SPRINGS
EXPENDITURE DOCUMENT LISTING
FOR JANUARY 1996

PAGE: 970

FUND: 318 GIFT TRUST

AGENCY: 220 FIRE DEPT

ORGANIZATION: 9904 FIRE-GIFT TRUST FUND

OBJT	SO	TRANS. DATE	TRANSACTION NUMBER	COUNTERS EXP	ENC	B/A	EXPENDITURE LINE AMOUNT	ENCUMBRANCE LINE AMOUNT	BUDGET ADJUSTMENTS	VENDOR NAME	DESCRIPTION
7051		01 26 96	N95C-10571A				0.00	701.10	0.00	BRAUTIGAM, MARTY	CONDUCT CPR/FIRST AID
7051		01 29 96	NYBG000050E				0.00	0.00	702.00		FIRE-MEDICAL EQUIP/TR
TOTAL SUB-OBJECT:				0	1	1	0.00	701.10	702.00		
TOTAL OBJECT:			7051	0	1	1	0.00	701.10	702.00		
8027		01 26 96	N95C-11189				0.00	1,100.00	0.00	PENNEY, GERRI	FIRE & LIFE CURRICULU
8027		01 29 96	NYBG000050E				0.00	0.00	1,100.00		FIRE-LNTB
TOTAL SUB-OBJECT:				0	1	1	0.00	1,100.00	1,100.00		
TOTAL OBJECT:			8027	0	1	1	0.00	1,100.00	1,100.00		
APPROPRIATION UNIT:				0	2	2	0.00	1,801.10	1,802.00		
TOTAL ORGANIZATION:			9904	0	2	2	0.00	1,801.10	1,802.00		
TOTAL AGENCY:			220	0	2	2	0.00	1,801.10	1,802.00		

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* START REPORT ************************************************************************************************** REPORT START *
* START REPORT ****************************              EXPRESS DELIVERY              **************************** REPORT START *
* START REPORT ****************************   REPORT DISTRIBUTION AND TRACKING SYSTEM   **************************** REPORT START *
* START REPORT ****************************                     BY                     **************************** REPORT START *
* START REPORT ****************************          ESSENTIAL SOFTWARE, INC.          **************************** REPORT START *
* START REPORT ************************************************************************************************** REPORT START *
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                      RRRRRRRRRRRR  EEEEEEEEEEEE  PPPPPPPPPPPP  000000000000  RRRRRRRRRRRR  TTTTTTTTTTTT
                      RR        RR  EE            PP        PP  00        00  RR        RR       TT
                      RR        RR  EE            PP        PP  00        00  RR        RR       TT
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                      RR     RR     EE            PP            00        00  RR     RR         TT
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                      RR        RR  EEEEEEEEEEEE  PP            000000000000  RR        RR       TT

            GGGGG   FFFFFFF   SSSSS   Y     Y     44     66666   5555555  PPPPPP    22222    22222    777777   00000
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           G        F        S         Y Y     4   4   6        5        P     P        2        2        7  0     0
           G   GGG  FFFF      SSSSS      Y     4444444  666666   555555   PPPPPP       2        2        7  0     0
           G     G  F            S      Y         4    6     6        5  P           2        2        7  0     0
           G     G  F        S     S     Y         4    6     6  5     5  P          2        2        7  0     0
            GGGGG   F         SSSSS      Y         4     66666    55555   P         2222222  2222222    7       00000

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* REPORT ID: GFSY465P2270    PRINT DATE: 02/12/96       CREATE DATE: 02/12/96                                            *
* JOBNAME:   GFSY465P        PRINT TIME: 20:38:21       CREATE TIME: c  S   ¼                                            *
* JOBID:     JOB00204        CLASS:      M              HDN:                                                             *
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* SPECIAL INSTRUCTIONS:                                                                                                     *
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02/12/96
REPORT ID: GFSYO465

CITY OF COLORADO SPRINGS
REVENUE DOCUMENT LISTING
FOR JANUARY 1996

PAGE: 265

FUND: 318 GIFT TRUST AGENCY: 220 FIRE DEPT ORGANIZATION: 9904 FIRE-GIFT TRUST FUND

REV. SRC.	SUB REV	TRANS. DATE	TRANSACTION NUMBER	COUNTERS REV	COUNTERS B/A	REVENUE LINE AMOUNT	BUDGET ADJUSTMENTS	PROVIDER NAME	DESCRIPTION
7051		12/29/95	57828			8,000.00	0.00		TRI-LAKES FIRE PRO/DONATION
7051		01/01/96	BP000000104			0.00	0.00		FIRE-MEDICAL EQUIP/TRNG TRUST
REVENUE SOURCE 7051 TOTAL				1	1	8,000.00	0.00		
7065		01/01/96	BP000000104			0.00	0.00		FIRE DEPT
REVENUE SOURCE 7065 TOTAL				0	1	0.00	0.00		
7066		01/01/96	BP000000104			0.00	0.00		FIRE DEPT SCHOOLING
REVENUE SOURCE 7066 TOTAL				0	1	0.00	0.00		
8013		01/01/96	BP000000104			0.00	0.00		WILD LAND SAFETY
REVENUE SOURCE 8013 TOTAL				0	1	0.00	0.00		
8014		01/01/96	BP000000104			0.00	0.00		HOME INSPECTION PROG
REVENUE SOURCE 8014 TOTAL				0	1	0.00	0.00		
8015		01/01/96	BP000000104			0.00	0.00		911 EDUCATION PROGRAM
REVENUE SOURCE 8015 TOTAL				0	1	0.00	0.00		
8017		01/01/96	BP000000104			0.00	0.00		HAZARDOUS MAT EQUIP
REVENUE SOURCE 8017 TOTAL				0	1	0.00	0.00		
8019		01/01/96	BP000000104			0.00	0.00		FIRE TEDDY BEAR PROGRAM
REVENUE SOURCE 8019 TOTAL				0	1	0.00	0.00		
8020		01/01/96	BP000000104			0.00	0.00		FIRE DEPT CONFERENCES
REVENUE SOURCE 8020 TOTAL				0	1	0.00	0.00		
8021		01/01/96	BP000000104			0.00	0.00		PUPPETS AND CLOWNS-FIRE
REVENUE SOURCE 8021 TOTAL				0	1	0.00	0.00		
8026		01/01/96	BP000000104			0.00	0.00		CSFD HOSE/WAGON RESTORATION
REVENUE SOURCE 8026 TOTAL				0	1	0.00	0.00		
8027		01/01/96	BP000000104			0.00	0.00		FIRE-LNTB
REVENUE SOURCE 8027 TOTAL				0	1	0.00	0.00		
8031		01/01/96	BP000000104			0.00	0.00		GIFTS FOR STATIONS
REVENUE SOURCE 8031 TOTAL				0	1	0.00	0.00		
ORGANIZATION 9904 TOTAL				1	13	8,000.00	0.00		

AGENCY 220 TOTAL	1	13	8,000.00	0.00

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APPENDIX B

SPREADSHEET

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* START REPORT ************************************************************************************************ REPORT START *
* START REPORT ****************************                EXPRESS DELIVERY                ***************************** REPORT START *
* START REPORT ****************************   REPORT DISTRIBUTION AND TRACKING SYSTEM      ***************************** REPORT START *
* START REPORT ****************************                      BY                        ***************************** REPORT START *
* START REPORT ****************************          ESSENTIAL SOFTWARE, INC.              ***************************** REPORT START *
* START REPORT ************************************************************************************************ REPORT START *
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                    RRRRRRRRRRRR  EEEEEEEEEEEE  PPPPPPPPPPPP  000000000000  RRRRRRRRRRRR  TTTTTTTTTTTT
                    RR        RR  EE            PP        PP  00        00  RR        RR       TT
                    RR        RR  EE            PP        PP  00        00  RR        RR       TT
                    RR        RR  EE            PP        PP  00        00  RR        RR       TT
                    RRRRRRRRRRRR  EEEEEEE       PPPPPPPPPPPP  00        00  RRRRRRRRRRRR       TT
                    RRRRRRRRRRR   EEEEEEE       PPPPPPPPPPP   00        00  RRRRRRRRRRR        TT
                    RR    RR      EE            PP            00        00  RR    RR          TT
                    RR     RR     EE            PP            00        00  RR     RR         TT
                    RR      RR    EE            PP            00        00  RR      RR        TT
                    RR       RR   EEEEEEEEEEEE  PP            000000000000  RR       RR       TT
                    RR        RR  EEEEEEEEEEEE  PP            000000000000  RR        RR      TT

          GGGGG   FFFFFFF   SSSSS   Y     Y   88888      1      00000   PPPPPP    22222    22222    777777   00000
         G     G  F        S     S   Y   Y   8     8    11     0     0  P     P  2     2  2     2        7  0     0
         G        F        S          Y Y    8     8     1     0     0  P     P        2        2        7  0     0
         G   GGG  FFFF      SSSSS      Y      88888      1     0     0  PPPPPP      2        2        7  0     0
         G     G  F               S     Y     8     8     1     0     0  P          2        2        7  0     0
         G     G  F        S     S     Y     8     8     1     0     0  P         2        2        7  0     0
          GGGGG   F         SSSSS      Y      88888    11111    00000  P        2222222  2222222    7       00000

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* REPORT ID: GFSY810P2270    PRINT DATE: 02/12/96       CREATE DATE: 02/12/96                                             *
* JOBNAME:   GFSY810P        PRINT TIME: 20:38:22       CREATE TIME: c  S   ¼                                             *
* JOBID:     JOB00209        CLASS:      M              HDN:                                                              *
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* SPECIAL INSTRUCTIONS:                                                                                                     *
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RUN DATE: 12 FEB 96
RUN TIME: 20:16:13

** CITY OF COLORADO SPRINGS **
DETAIL LISTING OF OBLIGATIONS VS. BUDGET
FOR BUDGET FISCAL YEAR 1996
THROUGH 01/31/96

PAGE: 60
REPORT ID: GFSY0810

FUND: 001 GENERAL
ORGANIZATION: 2270 FIRE TRAINING

ORG MGR: C KIRTLEY

AGENCY: 220 FIRE
ACTIVITY: 2270 MEDICAL SVC

OBJECT CODE-DESCRIPTI	CURRENT PERIOD ENCUMBRANCES	EXPENDITURES	TOTAL OBLIGATIONS	FISCAL YEAR-TO-DATE OUTSTANDING ENCUMBRANCES	EXPENDITURES	TOTAL OBLIGATIONS	CURRENT BUDGETED AMOUNT	UNOBLIGATED BUDGET BALANCE	PCT RMG
1205 CIV SALA	0.00	4,619.56	4,619.56	0.00	4,619.56	4,619.56	162,972	158,352.44	97
1405 UNIFORM	0.00	4,241.76	4,241.76	0.00	4,241.76	4,241.76	105,072	100,830.24	96
1460 LONGEVIT	0.00	42.45	42.45	0.00	42.45	42.45	1,104	1,061.55	96
1465 THIRD WE	0.00	0.00	0.00	0.00	0.00	0.00	1,107	1,107.00	100
1610 PERA	0.00	456.85	456.85	0.00	456.85	456.85	16,091	15,634.15	97
1615 STATE CO	0.00	294.67	294.67	0.00	294.67	294.67	6,616	6,321.33	96
1620 EQUIT. L	0.00	102.30	102.30	0.00	102.30	102.30	1,580	1,477.70	94
1625 VISION C	0.00	10.44	10.44	0.00	10.44	10.44	331	320.56	97
1640 DENTAL I	0.00	47.12	47.12	0.00	47.12	47.12	1,505	1,457.88	97
1650 FIRE PEN	0.00	398.04	398.04	0.00	398.04	398.04	10,678	10,279.96	96
1661 CASH BAC	0.00	70.09	70.09	0.00	70.09	70.09	0	70.09-	0
1690 MEDICARE	0.00	73.89	73.89	0.00	73.89	73.89	2,205	2,131.11	97
1692 EPO MEDI	0.00	521.14	521.14	0.00	521.14	521.14	17,963	17,441.86	97
TOT APPR FT1	0.00	10,878.31	10,878.31	0.00	10,878.31	10,878.31	327,224	316,345.69	97
2102 OFFICE S	0.00	0.00	0.00	0.00	0.00	0.00	7,000	7,000.00	100
2103 OS PRINT	0.00	397.68	397.68	0.00	397.68	397.68	3,000	2,602.32	87
2105 SOFTWARE	0.00	0.00	0.00	0.00	0.00	0.00	1,165	1,165.00	100
2106 GENERAL	0.00	45.72	45.72	0.00	45.72	45.72	7,600	7,554.28	99
2110 POSTAGE	0.00	0.00	0.00	0.00	0.00	0.00	250	250.00	100
2112 LAUNDRY	0.00	0.00	0.00	0.00	0.00	0.00	1,000	1,000.00	100
2114 WEARING	0.00	1,050.00	1,050.00	0.00	1,050.00	1,050.00	1,575	525.00	33
2116 MINOR EQ	8,899.50	0.00	8,899.50	8,899.50	0.00	8,899.50	10,570	1,670.50	16
2216 OFF MACH	0.00	0.00	0.00	0.00	0.00	0.00	60	60.00	100
2224 MACHINER	0.00	0.00	0.00	0.00	0.00	0.00	800	800.00	100
2256 MAINT-BL	0.00	0.00	0.00	0.00	0.00	0.00	1,000	1,000.00	100
2304 RENTAL-E	0.00	0.00	0.00	0.00	0.00	0.00	8,400	8,400.00	100
2308 SCHOOLIN	0.00	157.88	157.88	0.00	157.88	157.88	10,260	10,102.12	98
2310 ADVERTIS	0.00	198.98	198.98	0.00	198.98	198.98	0	198.98-	0
2312 TRAVEL	0.00	0.00	0.00	0.00	0.00	0.00	6,550	6,550.00	100
2314 DUES & M	0.00	0.00	0.00	0.00	0.00	0.00	175	175.00	100
2315 SUBSCRIP	0.00	0.00	0.00	0.00	0.00	0.00	2,250	2,250.00	100
2316 IN TOWN	0.00	22.99	22.99	0.00	22.99	22.99	750	727.01	97
2318 COMMUNIC	0.00	38.00	38.00	0.00	38.00	38.00	1,932	1,894.00	98
2320 TEL-LONG	0.00	0.00	0.00	0.00	0.00	0.00	1,160	1,160.00	100
2355 UTILITIE	0.00	0.00	0.00	0.00	0.00	0.00	14,365	14,365.00	100
2402 SERVICES	0.00	169.30	169.30	0.00	169.30	169.30	17,120	16,950.70	99
TOT APPR FT2	8,899.50	2,080.55	10,980.05	8,899.50	2,080.55	10,980.05	96,982	86,001.95	89
3110 OFF MACH	0.00	0.00	0.00	0.00	0.00	0.00	1,400	1,400.00	100
3111 MICROS	1,026.00	0.00	1,026.00	1,026.00	0.00	1,026.00	4,716	3,690.00	78
TOT APPR FT3	1,026.00	0.00	1,026.00	1,026.00	0.00	1,026.00	6,116	5,090.00	83
TOT ACTV 2270	9,925.50	12,958.86	22,884.36	9,925.50	12,958.86	22,884.36	430,322	407,437.64	95

RUN DATE: 12 FEB 96
RUN TIME: 20:16:13

** CITY OF COLORADO SPRINGS **
DETAIL LISTING OF OBLIGATIONS VS. BUDGET
FOR BUDGET FISCAL YEAR 1996
THROUGH 01/31/96

PAGE: 61
REPORT ID: GFSY0810

FUND: 001 GENERAL
ORGANIZATION: 2270 FIRE TRAINING

ORG MGR: C KIRTLEY

AGENCY: 220 FIRE
ACTIVITY: 2270 MEDICAL SVC

OBJECT CODE-DESCRIPTI	CURRENT PERIOD ENCUMBRANCES	CURRENT PERIOD EXPENDITURES	CURRENT PERIOD TOTAL OBLIGATIONS	FISCAL YEAR-TO-DATE OUTSTANDING ENCUMBRANCES	FISCAL YEAR-TO-DATE EXPENDITURES	FISCAL YEAR-TO-DATE TOTAL OBLIGATIONS	CURRENT BUDGETED AMOUNT	UNOBLIGATED BUDGET BALANCE	PCT RMG
TOT ORGN 2270	9,925.50	12,958.86	22,884.36	9,925.50	12,958.86	22,884.36	430,322	407,437.64	95

RUN DATE: 12 FEB 96
RUN TIME: 20:16:13

** CITY OF COLORADO SPRINGS **
DETAIL LISTING OF OBLIGATIONS VS. BUDGET
FOR BUDGET FISCAL YEAR 1996
THROUGH 01/31/96

PAGE: 62
REPORT ID: GFSY0810

FUND: 001 GENERAL
ORGANIZATION: 2275 PUBLIC EDUCATION

ORG MGR: C KIRTLEY

AGENCY: 220 FIRE
ACTIVITY: 2210 FIRE ADMIN

OBJECT CODE-DESCRIPTI	CURRENT PERIOD ENCUMBRANCES	EXPENDITURES	TOTAL OBLIGATIONS	FISCAL YEAR-TO-DATE OUTSTANDING ENCUMBRANCES	EXPENDITURES	TOTAL OBLIGATIONS	CURRENT BUDGETED AMOUNT	UNOBLIGATED BUDGET BALANCE	PCT RMG
1205 CIV SALA	0.00	4,025.04	4,025.04	0.00	4,025.04	4,025.04	104,651	100,625.96	96
1220 SEASONL/	0.00	315.25	315.25	0.00	315.25	315.25	0	315.25-	0
1610 PERA	0.00	424.96	424.96	0.00	424.96	424.96	10,301	9,876.04	96
1615 STATE CO	0.00	17.43	17.43	0.00	17.43	17.43	388	370.57	96
1620 EQUIT. L	0.00	44.40	44.40	0.00	44.40	44.40	625	580.60	93
1625 VISION C	0.00	5.80	5.80	0.00	5.80	5.80	139	133.20	96
1640 DENTAL I	0.00	31.42	31.42	0.00	31.42	31.42	627	595.58	95
1661 CASH BAC	0.00	20.18	20.18	0.00	20.18	20.18	0	20.18-	0
1690 MEDICARE	0.00	66.72	66.72	0.00	66.72	66.72	1,518	1,451.28	96
1692 EPO MEDI	0.00	238.82	238.82	0.00	238.82	238.82	5,731	5,492.18	96
TOT APPR FE1	0.00	5,190.02	5,190.02	0.00	5,190.02	5,190.02	123,980	118,789.98	96
2102 OFFICE S	0.00	0.00	0.00	0.00	0.00	0.00	2,155	2,155.00	100
2103 OS PRINT	0.00	184.90	184.90	0.00	184.90	184.90	4,000	3,815.10	95
2105 SOFTWARE	498.00	0.00	498.00	498.00	0.00	498.00	998	500.00	50
2106 GENERAL	0.00	0.00	0.00	0.00	0.00	0.00	4,115	4,115.00	100
2110 POSTAGE	0.00	0.00	0.00	0.00	0.00	0.00	2,900	2,900.00	100
2114 WEARING	0.00	350.00	350.00	0.00	350.00	350.00	550	200.00	36
2116 MINOR EQ	0.00	0.00	0.00	0.00	0.00	0.00	1,120	1,120.00	100
2216 OFF MACH	0.00	0.00	0.00	0.00	0.00	0.00	550	550.00	100
2308 SCHOOLIN	0.00	890.00	890.00	0.00	890.00	890.00	2,050	1,160.00	57
2312 TRAVEL	0.00	705.00	705.00	0.00	705.00	705.00	2,000	1,295.00	65
2314 DUES & M	0.00	0.00	0.00	0.00	0.00	0.00	250	250.00	100
2315 SUBSCRIP	0.00	0.00	0.00	0.00	0.00	0.00	370	370.00	100
2316 IN TOWN	0.00	24.00	24.00	0.00	24.00	24.00	760	736.00	97
2318 COMMUNIC	0.00	17.00	17.00	0.00	17.00	17.00	450	433.00	96
2320 TEL-LONG	0.00	0.00	0.00	0.00	0.00	0.00	400	400.00	100
2402 SERVICES	0.00	450.00	450.00	0.00	450.00	450.00	0	450.00-	0
TOT APPR FE2	498.00	2,620.90	3,118.90	498.00	2,620.90	3,118.90	22,668	19,549.10	86
3111 MICROS	1,026.00	0.00	1,026.00	1,026.00	0.00	1,026.00	2,526	1,500.00	59
3120 FURNITUR	0.00	0.00	0.00	0.00	0.00	0.00	460	460.00	100
TOT APPR FE3	1,026.00	0.00	1,026.00	1,026.00	0.00	1,026.00	2,986	1,960.00	66
TOT ACTV 2210	1,524.00	7,810.92	9,334.92	1,524.00	7,810.92	9,334.92	149,634	140,299.08	94
TOT ORGN 2275	1,524.00	7,810.92	9,334.92	1,524.00	7,810.92	9,334.92	149 634	140,299.08	94

RUN DATE: 12 FEB 96
RUN TIME: 20:16:13

** CITY OF COLORADO SPRINGS **
DETAIL LISTING OF OBLIGATIONS VS. BUDGET
FOR BUDGET FISCAL YEAR 1996
THROUGH 01/31/96

PAGE: 285
REPORT ID: GFSY0810

FUND: 318 GIFT TRUST
ORGANIZATION: 9904 FIRE-GIFT TRUST FUND

ORG MGR: M NAVARRO

AGENCY: 220 FIRE
ACTIVITY: 9003 MISC

OBJECT CODE-DESCRIPTI	CURRENT PERIOD ENCUMBRANCES	CURRENT PERIOD EXPENDITURES	CURRENT PERIOD TOTAL OBLIGATIONS	FISCAL YEAR-TO-DATE OUTSTANDING ENCUMBRANCES	FISCAL YEAR-TO-DATE EXPENDITURES	FISCAL YEAR-TO-DATE TOTAL OBLIGATIONS	CURRENT BUDGETED AMOUNT	UNOBLIGATED BUDGET BALANCE	PCT RMG
7051 MED EQ/T	701.10	0.00	701.10	701.10	0.00	701.10	702	.90	0
8027 FIRE-LNT	1,100.00	0.00	1,100.00	1,100.00	0.00	1,100.00	1,100	.00	0
TOT APPR	1,801.10	0.00	1,801.10	1,801.10	0.00	1,801.10	1,802	.90	0
TOT ACTV 9003	1,801.10	0.00	1,801.10	1,801.10	0.00	1,801.10	1,802	.90	0
TOT ORGN 9904	1,801.10	0.00	1,801.10	1,801.10	0.00	1,801.10	1,802	.90	0
TOT AGCY 220	1,801.10	0.00	1,801.10	1,801.10	0.00	1,801.10	1,802	.90	0

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* START REPORT ***************************                EXPRESS DELIVERY                *************************** REPORT START *
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REPORT ID: GFSY0815
RUN DATE: 02/12/96
RUN TIME: 20:21:45

** CITY OF COLORADO SPRINGS **
DETAIL LISTING OF REVENUES VS. BUDGET
FOR BUDGET FISCAL YEAR 1996
THROUGH 01/31/96

PAGE NO: 192

FUND: 318 GIFT TRUST
ORGANIZATION: 9904 FIRE-GIFT TRUST FUND

ORG MGR: M NAVARRO

AGENCY: 220 FIRE DEPT
ACTIVITY:

REVENUE SOURCE	CURRENT PERIOD		FISCAL YEAR-TO-DATE				
CODE-DESCRIPTION	REVENUE RECOGNIZED	CASH COLLECTED	REVENUE RECOGNIZED	CASH COLLECTED	BUDGETED AMOUNT	UNRECOGNIZED BUDGET BALANCE	PERCENT
7051 MED EQ/TRNG	8,000.00	8,000.00	8,000.00	8,000.00	0	8,000.00-	0.00
7065 FIRE DEPT	0.00	0.00	0.00	0.00	0	0.00	0.00
7066 FIRE SCH	0.00	0.00	0.00	0.00	0	0.00	0.00
8013 WILD LAND	0.00	0.00	0.00	0.00	0	0.00	0.00
8014 HOME INSPECT	0.00	0.00	0.00	0.00	0	0.00	0.00
8015 911 ED PROG	0.00	0.00	0.00	0.00	0	0.00	0.00
8017 HAZ MAT EQ	0.00	0.00	0.00	0.00	0	0.00	0.00
8019 TEDDY BEAR	0.00	0.00	0.00	0.00	0	0.00	0.00
8020 FD CONF	0.00	0.00	0.00	0.00	0	0.00	0.00
8021 PUPPET/CLOWN	0.00	0.00	0.00	0.00	0	0.00	0.00
8026	0.00	0.00	0.00	0.00	0	0.00	0.00
8027 FIRE-LNTB	0.00	0.00	0.00	0.00	0	0.00	0.00
8031 FIRE-STNS	0.00	0.00	0.00	0.00	0	0.00	0.00
ACTIVITY TOT	8,000.00	8,000.00	8,000.00	8,000.00	0	8,000.00-	0.00
ORG TOTAL 9904	8,000.00	8,000.00	8,000.00	8,000.00	0	8,000.00-	0.00
AGENCY TOTAL 220	8,000.00	8,000.00	8,000.00	8,000.00	0	8,000.00-	0.00

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APPENDIX C

QUICKEN SPREADSHEET

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*                                                 *    GFSY460P2270                                                                        *
*       FIRE ADMIN-ED KIRTLEY                     *    GFSY465P2270                                                                        *
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Check Register

7051
5/6/1996

Page 1

Date	Num	Transaction	Payment	C	Deposit	Balance
2/25/1996		Office Services cat: Printing memo: 16453 Basic Curriculum	26.00	R		622.86
2/25/1996		Office Services cat: Printing memo: 5297 Basic Curriculum	100.00	R		522.86
2/29/1996		Colorado ACLS cat: Recertification memo: WR78495 cards	200.00			322.86
3/7/1996		TriLakes Fire cat: revenue memo: Donation (Buds $$$$$$$)		R	8,000.00	8,322.86
3/8/1996		ASTD Publishing Service cat: Books memo: F503489	141.49			8,181.37
3/22/1996		Dive Rescue Intl. cat: Books memo: 503552	125.24			8,056.13
3/22/1996		The Rescue Source cat: videos memo: 503493	83.00			7,973.13
3/22/1996		American Management Assoc. cat: videos memo: 503530 video/books	137.60			7,835.53
3/22/1996		A-Mark Stamps cat: CMCB memo: embosser	32.00			7,803.53
3/22/1996		ASTD Publishing Service cat: Books memo: 503531	45.50			7,758.03
4/4/1996		Deposit cat: revenue memo: CPR Class			200.00	7,958.03
4/4/1996		Penrose-St. Francis Health Systems cat: Books memo: 503553	65.00			7,893.03
4/4/1996		SPAN Publishing Inc. cat: Books memo: National Directory of Fire Chiefs	59.00			7,834.03
4/4/1996		IFSTA cat: Books memo: Engine Co. Curriculum	1,320.50			6,513.53
4/12/1996		Cripple Creek cat: revenue memo: sale of truck		R	5,000.00	11,513.53
4/12/1996		Bridgestone cat: Schooling memo: Ed Breece Driving School	225.00	R		11,288.53
4/12/1996		IFSTA cat: Books memo: Various truck co./aerial trng	1,192.25			10,096.28

Check Register

7051
5/6/1996

Page 2

Date	Num	Transaction	Payment	C	Deposit	Balance
4/18/1996		Office Services cat: Printing memo: 14751 Laminated cards	16.45			10,079.83
4/18/1996		Fitness Systems cat: Equipment memo: weight machine	450.00			9,629.83
4/18/1996		Office Services cat: Printing memo: 12015 Truck Co Ops-Navarro	91.50			9,538.33
4/18/1996		Office Services cat: Printing memo: 14174 Truck Co Ops-Navarro	128.50			9,409.83
4/25/1996		Deposit cat: revenue memo: CPR class			400.00	9,809.83
4/25/1996		Deposit cat: revenue memo: 4 PPCC students			6,400.00	16,209.83
4/25/1996		Deposit cat: revenue memo: sale of EMT book			35.00	16,244.83
4/25/1996		Deposit cat: revenue memo: SCBA class for ATMEL			200.00	16,444.83

Fire — Public Education - 2275

PURPOSE

Prevent the loss and suffering from fires and preventable injuries through comprehensive, community-based fire and life safety education programs.

LIST OF SERVICES

- Provide fire and life safety education programs for all segments of the community
- Develop fire and life safety educational materials such as public service announcements, audiovisual materials, brochures, school-based curriculum and presentation packages
- Coordinate neighborhood fire safety home inspection program
- Produce audiovisual materials in support of the Department's training and public information programs
- Produce Fire Department newsletters for distribution to employees and citizens
- Provide fire and life safety presentations such as the Fire and Life Safety Clown and Puppet Show and the Fire Safety Trailer for community special events
- Coordinate public programs such as Neighborhood Station Meetings, Citizens Day, and Media Day

BUDGET SUMMARY

	1995 Budget	1996 Budget
Budget by Account Category		
Salary/Benefits	$137,023	$123,980
Operating	21,950	22,170
Capital Outlay	2,180	1,960
Program Total	**$161,153**	**$148,110**
Staffing		
Civilian	3	3
Uniformed	0	0
Total Staffing	**3**	**3**

KEY MEASURES

	1994 Actual	1995 Estimate	1996 Estimate
Workload			
Community Public Education Presentations	750	1,500	1,000
Home Fire Safety Inspections	200	1,000	3,000
Station Meetings	12	15	0
Citizens Day	3	3	6
Wildland Vegetation Inspections	100	300	0
Media Day	2	2	2
Performance			
Citizen Contacts at Public Education Presentations	64,000	70,000	80,000
Smoke Detectors Installed	100	600	800
Smoke Detector Batteries Installed	150	800	1,000
Newsletters Published	8	15	10

MAJOR INITIATIVES

In 1996, the individual initiatives of the public education program include:

- Expansion of the Home Fire Safety Inspection Program to all areas of the City. Begun in 1993 in one station's district, this program is a neighborhood-based effort by each fire station in which firefighters meet citizens in their neighborhoods, conduct no-cost home inspections, and install smoke detectors. The long term goal is to conduct a fire and life inspection in each residence in Colorado Springs to ensure each home has a working smoke detector, a home escape plan, and that any fire or life hazard has been identified.

- Development and implementation of a Home Safety Education Program for senior citizens including fire safety and injury prevention. In 1996, the Fire Department will develop a cooperative program with the Colorado Springs Fire Alliance for Community Education (FIRE ACE) which will provide home fire safety inspections for seniors at no cost. During the inspection, firefighters will mount smoke detectors, replace smoke detector batteries, and help find solutions to any hazards identified in the home. Also, educational programs will be presented at key locations throughout the City and through the use of features on public access television.

- Begin implementation of the *Safety Sense* injury prevention curriculum in local elementary and intermediate schools. Currently, the Department sponsors the comprehensive school-based fire safety education program Learn Not to Burn. In 1996, implementation of *Safety Sense* will begin– a new comprehensive, all-risk injury prevention education program. The program will be used in grades K to 8 and be integrated into existing curriculum areas. The new curriculum is being developed as a cooperative effort between the Fire Department, the National Fire Protection Association, and National Safe Kids Coalition. The implementation will be a two-year project.

APPROVED BUDGET REQUESTS

None

UNFUNDED BUDGET REQUESTS

Request	Number of Positions	$ Amount
Community Education (included in Fire Training and Community Education Budget Request, an additional $119,177 is requested in the Fire Training Section)	1	$181,687
TOTAL	1	**$181,687**

DOCUMENTATION OF EXPENDITURES

Department: Fire

Program: Public Education **Number:** 2275

Object	Object Name and Explanation	
2102	Office Supplies	$2,155

This includes all the office supplies used to support the public education program including copier paper, toner, audiovisual materials, flip chart pads, and other supplies.

2103	Office Services Printing	$4,000

The public education program relies upon the use of written materials such as brochures, booklets, newsletters, etc. to reach the public. This material is printed at Office Services. The written material is an ongoing expense of each program.

2105	Software	$500

Power Point, $500. Power Point is used for the development of audiovisual materials, newsletters, etc.

2106	General Supplies	$4,115

General Supplies, $2,415; educational materials, $1,700. This includes all general supplies used to support the public education programs including audiovisual support materials, videotapes, film and film processing, and other supplies.

2110	Postage	$2,900

Presort 1st Class, 2500 pieces, $2,300; Presort 3rd Class, 1000 pieces, $400; Packages, airmail, 100 pieces, $200. The Public Education Office is responsible for the distribution of information to the public through newsletters, press releases, and other types of correspondence. The program depends heavily on disseminating information through the mail. The postage costs are based on 1994 mailings and anticipated program activity in 1995.

2114	Wearing Apparel	$550

Uniform allowance for three public education specialists, 1 x $175, 2 x $87.50; shirts for community volunteers, $200. Each public education specialist conducts presentations to various segments of the community. It is important that each specialist be properly attired in a Fire

Department uniform. In addition, community volunteers who support the puppet program are provided with T-shirts in appreciation of their service.

2116 **Minor Equipment** $1,120

Camera batteries, $150; cords and cables, $150; microphone, 2 x $185, $370; smoke machine, $450. The video equipment is necessary for videotaping in the field including emergency operations and community events. The smoke machine is used for educational programs utilizing the Fire Safety Trailer.

2216 **Maintenance - Office Machines** $550

Maintenance of portable typewriter, $50; maintenance of video equipment, $500. The typewriter is an older model and requires annual service. The video equipment including the monitors and video cameras require periodic cleaning and servicing.

2308 **Schooling** $2,050

Tuition assistance for Pub Ed staff, $1,000; Arizona Fire & Burn Education Association Clown and Puppet Conference, 6 x $150, $900. The training requirements for the Public Education staff are ongoing and are achieved through participation in conferences and seminars, and college courses. This training and national exposure is essential to keeping pace with changing injury prevention theory and issues.

2312 **Travel Out of Town** $2,000

National Fire Academy, 2 x $200, $400; AFBEA Conference, $1,000; NFPA professional qualifications standard committee meeting, $600. The monies requested for travel are used exclusively to support training and participation in a NFPA committee.

2314 **Dues and Memberships** $250

Association for Supervision and Curriculum Development, $60; Colorado Springs Press Association, $30; National Fire Protection Association, $90; Clowns of America, $50; L.A.F.S., $20. The Public Education Office belongs to several local and national organizations which support fire safety education and public information.

2315 **Subscriptions** $370

Network Music Library, $300; Video Toaster Magazine, $35; Clown Magazine, $35. The music library subscription and video toaster magazine supports video production for public education and training. The other subscriptions support the characterization program.

2316 **In Town Meeting Expenses** $760

Station meetings, 15 x $24; Citizens Day, 5 x $40; Advisory Committee meetings, 10 x $20. This account is used to support community meetings sponsored by the Public Education Office. These include 15 neighborhood station meetings, 5 Citizens Day, and 10 meetings of the Colorado Springs Fire and Life Safety Alliance.

2318	**Communication**	**$450**

Voice mail, $270; cell phone, $180. These expenses support the voice mail used to maximize customer service, personal pagers, and a cell phone used only for special events.

2320	**Telephone-Long Distance Calls**	**$400**

Long distance phone charges, $400. This is the annual long distance charges to network with other public educators and conduct routine business with out-of-town organizations.

3111	**Microcomputers**	**$1,500**

Teleprompter, $1,500. A teleprompter is needed to produce video productions and training videos.

3120	**Furniture and Fixtures**	**$460**

Computer work station, $460. The work station is needed for the teleprompter.

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