



FEMA



National Fire Academy

R0816 – Community Education Leadership--VIP

Version: 1st Edition, 6th Printing, August 2014

Quarter:

ACE Credit: In the upper division baccalaureate degree category, three semester hours in public health or public administration.

IACET Continuing Education Units: 3.2

Length of Course: 6 Days (32 contact hours, Sunday – Friday)

Prerequisite: Yes

Curriculum: Fire Prevention: Public Education

Training Specialist: Mary Marchone

Instructor:

Instructor email/phone:

Classroom: J-

Meeting Time: 8 AM – 5 PM

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Course Description (Catalog)

R0816 – *Community Education Leadership--VIP*. This six-day course teaches emergency services personnel how to lead successful comprehensive community safety education programs. The course emphasizes personal commitment in community education and how to obtain organizational and community support for safety education.

Through a variety of methods, students learn to identify community issues and diverse target populations and how to select appropriate methods for reaching diverse groups. Students learn to address the most critical fire and life safety issues for their community.

The course is designed for interactivity and sharing of ideas. Throughout the course, students work on activities relating to their own organization and community and share their experiences and new ideas throughout the class. Students are asked to bring and share prevention programs from their organization or within their community.

Class and instructor feedback is a critical component of the evaluation process. Three short exams provide the students with validation of learning.

Student Qualifications (Primary and Secondary Audience)

Students must be coordinators of their organization's public or community safety education function. Personnel in small departments and state or local fire organization personnel who serve on a prevention or public education committee are also ideal candidates. In addition, prospective students must meet the "VIP Eligibility."

Course Scope (Goal)

Course Objectives (Course Learning Outcomes – TLOs)

After successfully completing this course, you will be able to accomplish the following:

- Given an overview of an organization's community education programs and a summary of personal, organizational, and community attitudes, determine if community education is a permanent value within that organization.
- Develop a plan for making community education a permanent value in their organizations' mission and responsibility.
- Bring together external contacts and organizations to work together to achieve a common goal.
- Identify community issues and diverse target populations.
- Select appropriate methods for reaching diverse groups.
- Given trends in fire and life safety, a community risk assessment, and resources available for community education, use steps to develop a community education plan.
- Given an overview of the evaluation process, design an evaluation plan for a community risk issue.
- Given a program budget, a list of funding sources, and a list of community resources, including organizations with an interest in community education, develop a strategy for meeting the funding and resource requirements of a community education program for a volunteer department.

Course Delivery Method

The National Fire Academy (NFA) offers specialized training courses and advanced management programs of national impact in an academic classroom environment [on campus at the National Emergency Training Center \(NETC\) in Emmitsburg, Maryland](#). This classroom course is designed for the national level fire service officer from State and local fire service organizations. During this six-day delivery, students will reside in dormitories provided on campus with classes conducted in classrooms designed for critical student/instructor interaction. All course materials are designed for interactive classroom environments, in either paper notebook or electronic formats.

Course Schedule

The purpose of the course schedule is to give you, at a glance, the required preparation, activities, and evaluation components of your course.

VIP						
	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
AM	Unit 1: Being the Leader for Community Education	Unit 2: Gaining Internal Support for Community Education (cont'd) Unit 3: Developing and Maintaining External Contacts	Unit 4: Identifying Your Target Audience	Unit 5: Steps in Developing a Plan (cont'd)	Unit 6: Evaluating Your Plan	Unit 6: Evaluating Your Plan (cont'd) Unit 7: Funding Strategies
PM	Unit 2: Gaining Internal Support for Community Education	Unit 3: Developing and Maintaining External Contacts (cont'd)	Unit 5: Steps in Developing a Plan	Unit 5: Steps in Developing a Plan (cont'd)	Unit 6: Evaluating Your Plan (cont'd)	Culminating Activity 7.3
Evening	Culminating Activity 1.3	Culminating Activity 2.4 Culminating Activity 3.4	Culminating Activity 4.3	Culminating Activity 5.6	Culminating Activity 6.5	

Course Resources (Instructional Materials)

In order to be fully prepared, obtain a copy of the required textbooks and other instructional materials prior to the first day of class.

Required Readings

The student must complete required readings during the course to be able to thoughtfully participate in discussions and activities.

None.

Suggested Reading/Resources

Suggested readings and resources are not evaluated, but may enhance the student's understanding, serve as additional sources for citation and promote discussion of course material.

None.

Required Resources (Course Textbook)

Student Manual.

Supplemental Resources (Supplemental Course Textbook)

None.

Grading Methodology (Evaluation Procedures)

Instructor's Grading Guide with Student Activity Scoring Plan

Grading Structure and Rubrics By Student Activity with Individual Student Score Cards

Individual Student Community Project (100 points, cumulative)

Changing Organizational Values in Community Education (2.4)	15 points
Changing Community Values (3.4)	15 points
Reaching a High-Risk Audience (4.3)	15 points
Solutions (5.6)	20 points
Program Plan (6.5)	20 points
<u>Justification of a Program Budget (7.2)</u>	<u>15 points</u>
TOTAL	100 points

The course evaluation will consist of analysis and evaluation of an individual community project. Rubrics are created for each assignment in the individual project. Most of the project involves analysis and evaluation of many of the leadership functions for a volunteer fire prevention educator whose responsibility is to connect with the community on a local risk issue. All exercises will be completed individually.

Instructions for Application of Student Activity Scoring Plan

1. All students must receive a fair score reflecting their efforts to complete each identified student activity; the compilation of all student activities equals 100 percent of the student's overall grade for this course.
2. Prior to each activity, duplicate the Individual Activity Score Sheets according to activity (one per student). (Instructors will use the grading structure on each sheet to determine the student's score for that specific activity.)
3. When introducing the student activity provide one copy of each Individual Activity Score Sheet to each student. Explain that this sheet contains the range of scoring requirements for successful completion of the identified activity. Instructors should reinforce the activity scoring requirements and obtain visible acknowledgement of understanding from the students.
4. Upon completion of the activity, each student will print his or her name and current date in the upper right-hand box; then submit the scoring sheet to the instructor for scoring the student's performance in the specified activity.
5. Once a point selection is determined for the student score, the instructor will record that point on the student's sheet, on the Class Grade Sheet, and return the student's individual activity sheet to the student.
6. At the completion of the course, the instructor will tally each student's activity scores, record, sign, and date, then deliver the completed Class Grade Sheet to the Curriculum Manager/Training Specialist responsible for that course delivery.

(This grading guide is maintained in the instructor notes of the Instructor Guide; no other changes to the course materials as of this date.)

A minimum final grade of at least 70 percent is required to pass this course.

Numerical Score	Letter Grade
100-90	A
89-80	B
79-70	C
69 or below	F

Required Reading Assignments

Student completion of reading assignments will be done via evaluation of their class participation and will not be a separately graded activity.

Suggested Readings

Suggested readings are not evaluated, but may enhance the student's understanding and promote discussion of course material.

Course Outline

Unit 1: Being the Leader for Community Education (Day 1)

Objectives

The students will:

1. Explain how leadership works to enhance local community education.
 - a. Individuals involved in providing the programs.
 - b. Organizations involved in the programs.
 - c. Communities 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 service, emergency medical services (EMS), and related service organizations.
3. Summarize the customer service benefits to an organization when community education is made permanent within that organization.
4. Summarize the safety benefits to a community when community education is made permanent within that community.

Unit 2: Gaining Internal Support for Community Education (Day 1)

Objectives

The students will:

1. Identify other personnel within the organization with a responsibility for community education.

2. Summarize to other persons 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 make community education permanent within an organization.
5. Develop a plan for creating change regarding community education.

Unit 3: Developing and Maintaining External Contacts (Day 2)

Objectives

The students will:

1. Develop partnerships to work on community education activities.
2. Determine the impact of external partnership activities on the mission of the student's organization.
3. Maintain external support for ongoing community education activities.
4. Support involvement with multiple coalitions involved in different community education issues.

Unit 4: Identifying Your Target Audience (Day 3)

Objective

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

Unit 5: Steps in Developing a Plan (Day 3)

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 a small community's 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.

Unit 6: Evaluating Your Plan (Day 5)

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.

Unit 7: Funding Strategies (Day 6)

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 strategy that maximizes available community resources and achieves the greatest number of program objectives.
3. Explain the following sources of funding and resources for community education programs:
 - 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.
4. Explain the methods used to obtain the following alternative sources of funding and resources for community education programs:
- 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.
5. Given a resource needs analysis for a community education program, identify which of the following sources of funding and resources 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.

Policies

Class Attendance and Cancellation Policy

Attendance

- You are required to attend all sessions of the course. If you do not, you may not receive a certificate, and your stipend may be denied.
- If you need to depart campus early and miss any portion of the course and/or graduation, you must make the request in writing to the NFA training specialist. The training specialist, in collaboration with the superintendent, may waive the attendance requirement in order to accommodate you with extraordinary circumstances as long as you complete all course requirements. If you receive approval for departing early, you must forward the approval to the Admissions Office so your stipend reimbursement is not limited.

Student Substitutions

Substitutions for NFA courses are made from waiting lists; your fire department can't send someone in your place.

Cancellations or No-Shows

NFA's mission for delivery of courses is impaired significantly by cancellations and no-shows. It is very difficult and costly to recruit students at the last minute. Currently there is a two-year ban on student attendance for students who are no-shows or cancel within 30 days of the course start date without a valid reason. If you receive such a restriction, your supervisor needs to send a letter to our Admissions Office explaining the cancellation/no-show.

Course Failure

If you fail an on-campus course, you will not be issued a stipend for that course. You can reapply for the failed course or any other NFA course and go through the random selection process. You don't have to successfully complete the failed course before attending another NFA course.

Student Code of Conduct Policy

Students, instructors and staff are expected to treat each other with respect at all times. Inappropriate behavior will not be tolerated and may result in removal from campus and denial of stipends.

Writing Expectations

Student writing will conform to the generally accepted academic standards for college papers. Papers will reflect the original work of the student and give appropriate credit through citations for ideas belonging to other authors, publications or organizations. Student written work should be free of grammatical and syntax errors, free of profanity or obscene language or ideas, and reflect critical thinking related to the course subject matter.

Citation and Reference Style

Attention Please: Students will follow the APA, Sixth Edition as the sole citation and reference style used in written work submitted as part of coursework to NFA. Assignments completed in a narrative essay, composition format, abstract, and discussion posts must follow the citation style cited in the APA, Sixth Edition.

Late Assignments

Students are expected to submit classroom assignments by the posted due date (11:59 p.m. EDT/EST) and to complete the course according to the published class schedule. As adults, students, and working professionals, you must manage competing demands on your time. Discussion board postings submitted within 3 days after the submission deadline will receive up to a 20% deduction. Those that do not submit their discussion board postings within this timeline will receive a "0" grade for the week. Final assignment papers will not be accepted after the deadline. Any paper submitted after the deadline will receive a "0" grade for that assignment.

Netiquette

Online learning promotes the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and "flaming." Such activity and the loss of good manners are not acceptable in a professional learning setting – basic academic rules of good behavior and proper "Netiquette" must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the forum of others.

- Technology Limitations. While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The NFA Online classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- Humor Note. Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), :), ☺ .

Disclaimer Statement

Course content may vary from the outline to meet the needs of this particular group.

Grading

Please review the following rubrics that explain how grades will be awarded.

Students who do not complete the entire course will be awarded an Incomplete (I) grade. In accordance with National Fire Academy academic policies, an Incomplete (I) grade must be removed by the end of the next semester following the course, or it automatically becomes a Failing (F) grade.

If you fail an on-campus course, you will not be issued a stipend for that course. You can reapply for the failed course or any other NFA course and go through the random selection process. You don't have to successfully complete the failed course before attending another NFA course.

http://www.usfa.fema.gov/training/nfa/admissions/student_policies_campus_information.html

Academic Honesty

Students are expected to exhibit exemplary ethical behavior and conduct as part of the NFA community and society as a whole. Acts of academic dishonesty including cheating, plagiarism, deliberate falsification, and other unethical behaviors will not be tolerated.

Students are expected to report academic misconduct when they witness a violation. All cases of academic misconduct shall be reported by the instructor to the Training Specialist.

If a student is found to have engaged in misconduct and the allegations are upheld, the penalties may include, but are not limited to one or a combination of the following:

- expulsion,
- withholding of stipend or forfeiture of stipend paid,
- exclusion from future classes for a specified period; depending on the severity it could range from 1-10 years, and/or
- forfeiture of certificate for course(s) enrolled in at NETC.

Refer to NFA-specific Standard Operating Procedure 700.1 – *Academic Code of Conduct and Ethics* for more information.

**ACTIVITY 2.4: CHANGING ORGANIZATIONAL VALUES IN COMMUNITY EDUCATION
(15 POINTS)**

Students shall complete this activity **individually** and refer to their own organization and community safety education programs to complete this evaluation. Students should write a response using multiple paragraphs, not to be caught up by the space presented on the form. The written presentation will display articulation and analysis of the issue.

Instructors will use this rubric as a guide to assign a score to the student's submission. Student responses may not all fall in one category so the instructor's final scores may account for some random answers.

Student Name: _____
 Date: _____
 Score: _____

Adjectival Rating

Categories	15-13 points	12-11 points	10-8 points	7-1 points	0 points
Analyze five individuals or internal groups	Complete, clear, and concise	Analyzes five, not as comprehensive, articulated	May not identify five, communication skills needed	Fails to complete portions	Essentially incomplete or does not turn in assignment
Justification	Very articulate, compelling	Good insights, better expressions needed	Needs more work	Incomplete or inaccurate judgment	
Methods to maintain cooperation	Comprehensive	Good methods, may not be unique or individualized	Skimpy, not articulated	Weak, unable to explain, continuations of cooperation	
Gaining support analysis	Well applied, articulate	Analysis skills evident, small changes needed	Analysis generally weak	Very few articulated statements, evidence analysis is lacking	

(Instructor comments on back)

**ACTIVITY 3.4: CHANGING COMMUNITY VALUES--CULMINATING ACTIVITY
(15 POINTS)**

Using information from your own community and organizations and the vision for community education, individually respond to items in Activity 3.4. Type it out separately on a sheet of paper. The response to each item should be a minimum of several paragraphs. Emphasis will be on rationale and methods for gaining and keeping advocate support and the solutions to the change process for a local risk issue.

Instructors will use this rubric as a guide to assign a score to the student's submission. Student responses may not all fall in one category so the instructor's final scores may account for some random answers.

Student Name: _____
 Date: _____
 Score: _____

Adjectival Rating

Categories	15-13 points	12-11 points	10-8 points	7-1 points	0 points
Assignment complete	Complete, in some cases went beyond	Complete, not as comprehensive	Does not deal with all items	Fails to complete major portions	Essentially incomplete
Articulation	Well constructed, good flow, solid justification	Complete, general understanding	Much less descriptive or articulate	Not well-articulated statements	
Use of coalition building steps	Articulate community support for department issue	Overall good, better strengthened by concept/content development	Apparent but strategies may need strengthened	Incomplete or inaccurate judgment	
Gaining and keeping advocate support	Clearly reflects coalition building steps	Generally good, some methods overlooked	Justification here generally lacking	Incomplete or inaccurate judgment	

(Instructor comments on back)

**ACTIVITY 4.3: REACHING A HIGH-RISK AUDIENCE--CULMINATING ACTIVITY
(15 points)**

Think of a high-risk target audience in your community, then write a minimum of five paragraphs about a target audience associated with a current or potential problem in your community. This should articulate an identification of the high-risk group and indicate why they are at risk. Define its unique characteristics such as similar location, age, socioeconomic considerations, etc., in your comments. Also include your suggestion as to how you would go about reaching this group and include a plan for involving others through networking or coalitions.

Instructors will use this rubric as a guide to assign a score to the student's submission. Student responses may not all fall in one category so the instructor's final scores may account for some random answers.

Student Name: _____

Date: _____

Score: _____

Adjectival Rating

Categories	15-13 points	12-11 points	10-8 points	7-1 points	0 points
Target audience description	Excellent articulations of target audience with fire/safety problem	Meets target audience description, not as comprehensive	Much less descriptive, may not prepare five paragraphs	Fails to complete portions of activity	Essentially incomplete or does not turn in assignment
Messages for group to know	Clean, justified	Identified	Outreach strategies need strengthening	Reaching audiences generally overlooked	
Considerations for networking or reaching coalitions	Substantial consideration	Consideration, less articulate	Coalitions, networking not emphasized	Incomplete, inadequate	
Overall articulation/justification	Well constructed, good flow and articulation	Generally supporting information provided	Some basics illustrated, otherwise weak	Responses need major reconstruction	

(Instructor comments on back)

**ACTIVITY 5.6: SOLUTIONS--CULMINATING ACTIVITY
(20 points)**

This activity concentrates on the development of a community risk intervention plan for one problem in your community. Write one well-developed paragraph for each of the following items:

- describe the community fire/injury problem that is the highest priority for this group;
- consider the plan that you developed for reaching this group in Activity 4.3 and describe the planning team that will work for you;
- figure out and articulate “what’s in it for me” for each person on your planning team; in other words, why they should get involved with the team;
- based on your problem, analyze and justify at least two interventions (solutions); and
- evaluate resources that you will need for these solutions--if you aren’t sure, list the resources that may be needed.

Instructors will use this rubric as a guide to assign a score to the student’s submission. Student responses may not all fall in one category so the instructor’s final scores may account for some random answers.

Student Name: _____
 Date: _____
 Score: _____

Adjectival Rating

Categories	20-17 points	16-14 points	13-10 points	9-6 points	5-0 points
Description of community problem	Described in detail, specific and accurate	More basic description of problem	Description provided, usually vague	Fails to complete portion of assignment	No work submitted or sloppy
Planning team members justification	Comprehensive team both internal/external	May lack scope or detail in describing team members	Lack of articulation and inclusion of team members	Inaccurate or incomplete examples	Misunderstands main points
Analyze/Justify two interventions	Excellent interventions explained and fit problem	Interventions presented, some small changes noted	Interventions may not be best choice, lack of description	Lack of understanding interventions	Inaccurate or lack of articulation evidence
Evaluation of resources	Excellent identification human and financial	Resources not as comprehensive	Unrealistic resources	Failure to identify appropriate resources	Inaccurate or lack of articulation evidence
Articulation	Excellent justification, good writing skills	Overall good, some suggestions	Weak justification and understanding of content	Confuse issues, people, or solutions	Inaccurate or lack of articulation evidence

(Instructor comments on back)

**ACTIVITY 6.5: PROGRAM PLAN--CULMINATING ACTIVITY
(20 points)**

Refer to Activity 5.6 and rewrite your fire/life safety problem and provide a short description of the program. In a short statement, describe the injury problem, write the goal of your identified program and the goal of your program. With the goal in mind, write at least one outcome objective, two impact objectives, and two process objectives. For this section, you will be evaluated on whether your outcome objective, your impact objective, and process objectives are matched with the criteria for each of these objectives.

Instructors will use this rubric as a guide to assign a score to the student's submission. Student responses may not all fall in one category so the instructor's final scores may account for some random answers.

Student Name: _____

Date: _____

Score: _____

Adjectival Rating

Categories	20-17 points	16-14 points	13-10 points	9-6 points	5-0 points
Prepares one outcome objective	Completes requirement, meets/exceeds criteria	Understands requirement at basic level	Work complete, clearly not with correct intent, questionable	Fails to complete portions of assignment, inaccurate examples, inarticulate statements	No work submitted or very sloppy, inaccuracies throughout
Prepares two impact objectives	Completes requirement, meets/exceeds criteria	Understands requirement at basic level	Work complete, clearly not with correct intent, questionable	Fails to complete portions of assignment, inaccurate examples, inarticulate statements	
Prepares two process objectives	Completes requirement, meets/exceeds criteria	Understands requirement at basic level	Work complete, clearly not with correct intent, questionable	Fails to complete portions of assignment, inaccurate examples, inarticulate statements	
Use indicators: - target dates - measurable terms - free from jargon	Work is articulate, meets all standards	Generally on-target, some suggestions noted	Improvement noted in many areas	Fails to complete portions of assignment, inaccurate examples, inarticulate statements	

(Instructor comments on back)

ACTIVITY 7.2: JUSTIFICATION OF A PROGRAM BUDGET
Small group activity (15 points)

Using the information and budget created in Activity 7.2 each group is to develop a program justification and present their justification to a budget/project review committee. The budget/project review committee will play the role of their assigned task and ask appropriate questions during the justification process. While one spokesperson will represent your group, each member must participate in the justification development process. Accordingly, the instructor, using the rubric for the activity will evaluate the preparation and presentation and assign the same number of points to each person on the group.

Student Name: _____
 Date: _____
 Score: _____

Adjectival Rating

Categories	15-13 points	12-11 points	10-8 points	7-1 points	0 points
Identified members of budget committee and anticipated questions they may have	Complete, realistic	Complete, may be inaccurate	Not necessarily clear or accurate	Fails to complete portions	No work submitted, very sloppy
Considered various methods and techniques for presentation delivery	Accurately identified	May be missing, inaccurate	Several missing, inaccurate	Missing or totally inaccurate	Lack of understanding of main points in budgeting
Presented their justification in a professional and effective manner	Appropriately identified	May have confused/mixed one or two	A few appropriately identified	Lack of budget understanding	Lack of understanding of main points in budgeting
Answered budget committee members questions effectively	Accurate and effective	May be accurate, not realistic	Accuracy challenged	Totally inaccurate, unrealistic	Lack of understanding of main points in budgeting

(Instructor comments on back)

Instructor Biography