

**Chapter 14:
Program Design and
Management
*(Pages 251-261)**



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Objectives

- Write a problem statement based on a community risk assessment. (p. 254)
- Design and manage a fire and life safety education program using the five-step process (NFPA 5.3.1). (pp. 251–260)

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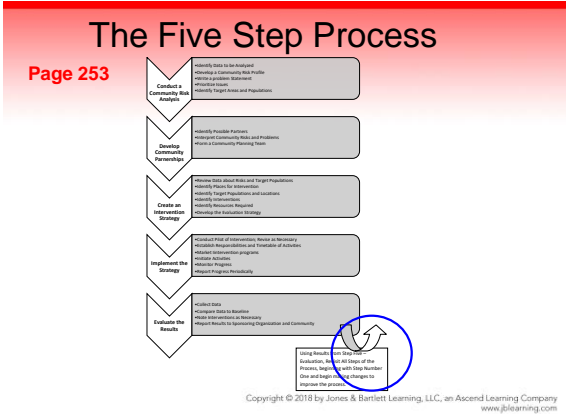
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The Five-Step Process

- The **five-step process**:
 - Conduct a community risk assessment.
 - Develop community partnerships.
 - Create an intervention strategy.
 - Implement the strategy.
 - Evaluate the results.

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Five Step Process

- Pages 252 - 261
- Select the Class Scenario for Five Step Process
 - Food on the Stove Fires
 - Apartment Complex Fires
 - Bicycle Accidents
 - Invalid Assists/Falls

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Step One

Conduct a Community Risk Analysis

- Identify Data to be Analyzed
- Develop a Community Risk Profile
 - Station level "Windshield Survey"
 - More sophisticated as time permits
- Write a Problem Statement (page 254)
- Prioritize Issues
- Identify Target Areas and Populations

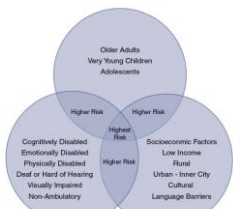
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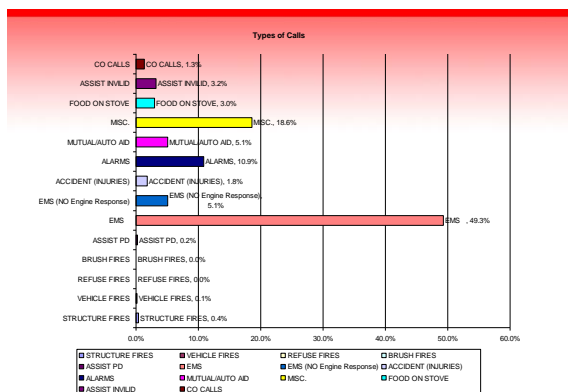
Step One Conduct a Community Risk Analysis

- Identify Target Areas and Populations



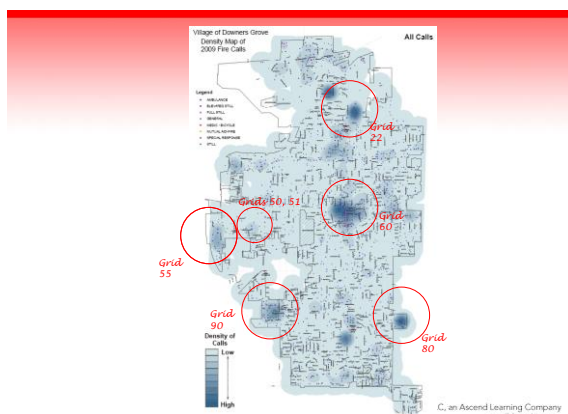
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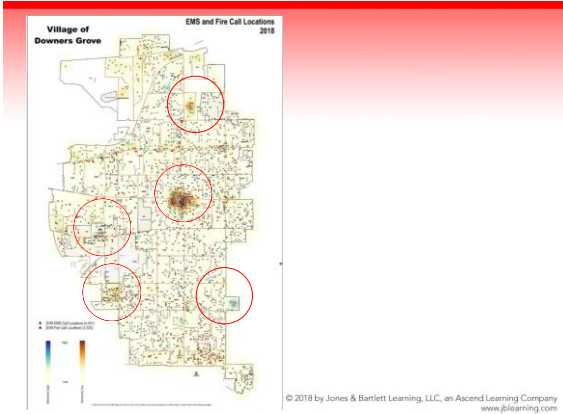
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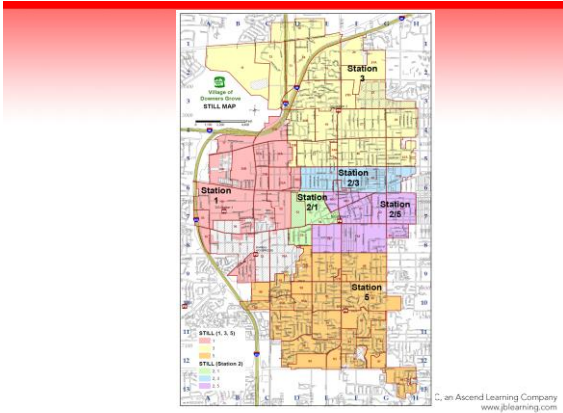


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Step Two

Develop Community Partnerships

- Identify Possible Partners
- Interpret Community Risks and Problems
- Form a Community Planning Team

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Partnerships

- WHAT IS THE MISSION?
- What is your role?
- Be a listener and a sharer
- Have an Action Plan (258)
- Stay in touch during non-project times
- Learn about them and their organizations



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Step Three Create an Intervention Strategy

- Review Data about Risks and Target Populations
- Identify Places for Intervention
- Identify Target Populations and Locations
 - Primary and Secondary Audiences
- Identify Interventions
- Identify Resources Required
- Develop the Evaluation Strategy

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Step Four Implement the Strategy

- Conduct **Pilot** of Intervention; Revise as Necessary
- Establish Responsibilities and Timetable of Activities
- Market Intervention programs
- Initiate Activities
- Monitor Progress
- Report Progress Periodically

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Step Five Evaluate the Results

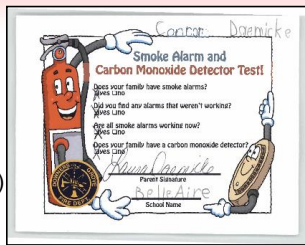
- Collect Data
- Compare Data to Baseline
- Note Interventions as Necessary
- Modify Interventions as Necessary
- Report Results to Sponsoring Organization and Community

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Four Types of Evaluation

- **Formative**
(planning)
- **Process**
(implementation)
- **Impact**
(short term outcome)
- **Outcome**
(long term outcome)



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Evaluate!

- Everything!
- Pre and Post Test
- Teachers' Cooperation
- Thank them and their supervisors
- User Friendly
- Track Results
- Share Results
- Make Results Interesting
- Focus on Impact > Process
- Celebrate!



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Use Results from Step Five – Evaluation

Revisit All Steps of the Process, beginning with Step Number One and Begin Making Changes to Improve the Process.



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Is There a Step 6?

- After the completion of the process it is important to go back to the first step and review all the steps taken.
- Points to be noted include:
 - Modifications that should be made
 - Additional data or resources needed to improve the program impact
 - Inclusion of other partners that might enhance the effectiveness of certain steps
 - Identifying actions that lend themselves to expansion to other areas of the community or associated risks

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What This Means for Fire and Life Safety Educators

- Risks and needs
 - Unique to community demographics
- Five-Step Process
 - Straightforward, systematic, step-by-step method
- Fire service
 - Not the expert in every risk prevention area
 - Reach out to other partners

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Summary

- Fire and life safety educators
 - Must first examine community needs
 - Then determine how to deliver information to eliminate risks
- Five-Step Process
 - Starting point for harnessing information
 - Then proceeding with a process and resources

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Your Community

This is Where it Counts:
 – [Community Profile](#)

Final Group Project:

- Work in Historical Fire Groups
- Each member share community profile and department run data
- Decide on a "problem" the group would like to work on together based on the pooled data

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Group Work

- Write a problem statement
- Consider age group characteristics of your audience and how you will accommodate them
- Include prevention, reaction, and persuasion messages
- Who is your secondary audience?
- Discuss Five Step Process in relation to your project
- Who will you partner with?

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Group Project

- Do you have each of the steps of the Five Step Process accounted for in your presentation
- What teaching methods will you be using?
- What is the estimated cost of your project to the department?
- Will each member present a portion of the project? **YES**
- Will you have a format that class members can take with them?
- Use a lesson plan format for your presentation.

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Assignment for Day Three

- Chapter 6
- Chapter 7
- Chapter 15 (pages 270-276)

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