FIRE SAFETY PROGRAM
TOOLKIT

A Comprehensive Resource for Fire Safety Educators

Acknowledgements

This toolkit was designed with fire safety education personnel in mind and aims to provide free tools and materials to assist in the development of educational programs. The toolkit breaks down the program development process into five basic steps to create or enhance a fire safety education program for your community. Additionally, a "**Beyond the Basics**" in each section has even more resources, strategies, and tools. This overview gives you a snapshot of the process for developing a successful program.

5 EVALUATE
- Determine evaluation measures
- Track program activity
- Analyze and report the data

4 MARKET YOUR PROGRAM
- Research marketing strategies
- Develop a marketing plan
- Create marketing materials

3 PLAN & IMPLEMENT YOUR PROGRAM
- Develop purpose, goals & objectives
- Create an action plan
- Assemble program materials

2 DEVELOP PARTNERSHIPS
- Research best practices
- Identify potential partners
- Create a community group

1 ASSESS YOUR COMMUNITY
- Gather information on your community
- Determine fire safety risks
- Write a problem statement

Step 1.   Assess Your Community

This first step in the program development process will help focus your efforts. Begin gathering information about your community (e.g., size, location, residents, data on recent fires, etc.) and complete a **Community Profile Worksheet**. You may also develop methods for collecting more information—such as a short survey given to community residents on fire prevention measures in the home. The information that you collect will identify your community fire safety needs. You will then develop a problem statement for use when you plan your fire safety education program. You may also look for sources of financial support for your program through community partners and local businesses that can provide resources for funding and growing your program. Once you have developed your problem statement, you will need to find people who can help address the needs identified in step 1.

Step 2.   Develop Partnerships

Moving on to step 2, you will generate a list of potential partners. These can include public health agencies, service organizations, civic groups, literacy training programs, and faith-based organizations willing to partner with or provide resource support to your fire safety prevention program. Invite potential partners to become part of a group that will create a plan of action for development of your program.

Step 3.   Plan and Implement Your Program

In step 3, you will plan your program from start to finish and then move on to actually implementing the program with your audience. Planning meetings with community partners and key stakeholders will assist your team with setting its main program goals and objectives. Once your program's goals and objectives are set, you can develop specific materials for your audience and create an Implementation Plan and Timeline.

Planning your program will likely take most of your time and effort. Be sure to allow enough time to work with your partners to plan a quality program from the start through to the evaluation at the end of your program.

The CDC and the U.S. Fire Administration (USFA) also have a companion document titled *Fire Safety Trailer Curriculum* which can assist you with full lesson plans and lesson materials that are geared toward use of a fire safety trailer, but can be adapted for your program needs.

Step 4.   Market Your Program

Once your program is developed and your timeline is established, step 4 will show you how to market your program to get the word out to your community. Your marketing plan will include details about your program and materials to help you promote it. You'll want to consider who your target audience is, what your message is, and how you will choose the best communication channels to deliver that message.

Step 5.   Evaluate

Evaluation of your program, the fifth and final step in your program, actually begins with the planning and implementation process in step 3. In that step, you will develop evaluation tools to assess the effectiveness of your program. In step 5, you will see the outcome measures you developed and the results of your efforts. The evaluation will:

- help determine the impact of your program on the target community,
- provide you with feedback to improve existing and future programs, and
- provide data essential to secure renewed funding.

The toolkit provides you with a basic understanding of the different methods of evaluation, tools to collect information on your program, instructions on how to analyze the information collected, and how to use feedback to improve future programs.

The toolkit provides four more sections with materials and resources designed to help develop your program even further.

6 7 8 9

Fund Your Program

A program cannot go forward without funding to support it. This section focuses on how to get funding for your program through grant applications. It also covers ideas for getting financial support for your program through your local community. This toolkit provides checklists and outlines to organize your grant writing effort, tips to make your application stand out from the rest, and budget writing tips to make sure your application covers all related expenses. No matter how your program is funded, ensure that you create a budget and keep track of it.

Teaching Strategies and Sample Materials

The strategies in this section can be used with a variety of topics relating to fire safety education. Strategies in this section are designed to help you develop specific lesson plans and accompanying materials for your target audiences, such as:

- young children,
- adolescents,
- adults, and
- older adults.

Information is also included to assist you with creating appropriate messages and presentation techniques for different groups, keeping in mind different cultures, physical and emotional abilities, and decision making skills.

Toolkit in Action: A Sample Smoke Alarm Installation Program

Find out how the steps in the toolkit can be applied to a smoke alarm installation program. This section includes background and statistics for the program, an overview of smoke alarm technology, and suggestions for how to train staff to deliver an effective smoke alarm installation program in your community. There is also a snapshot of a sample program with an overview of each step, as well as sample materials and templates used to market and evaluate the program.

Resource Matrix

The final section of the toolkit contains an abundance of resources you can use during program development and beyond. This section contains tools and templates, lesson plans, sample materials, and links to websites that have materials for download that you can use to enhance and develop your program.

TABLE OF CONTENTS

The role of fire safety educators is complex and each community in which they work is unique. Communities vary with respect to fire safety risk factors, target audiences, and resources available. A one-size-fits-all approach just won't work; that's why this toolkit was created. It will lead you step by step through the development or enhancement of your fire safety education program to meet the specific needs of your community.

Whether you are just getting started in fire safety education, or you are a seasoned educator, this toolkit will get you on your way to a successful program. To strengthen your skills and add accountability to your program, "**Beyond the Basics**" in each section has even more resources, strategies, and tools.

What's in This Toolkit?

This toolkit includes all of the tools that you will need to build a successful fire safety education program, such as:

- Information to help you identify the characteristics and needs of your community.

- Procedures to help you determine the most important fire safety issues in your community.

- Tools to help you document community needs and plan programs that are well designed and organized. (A well-designed program is more likely to win grant support.)

- Guidance to help you get the word out about your program, enlist partners in the community, and recruit people to participate in the program.

- Information, guidelines, and checklists to help you evaluate the success of your program and help secure continued or future funding.

- Resources to help make your program better, including:
  - checklists,
  - templates,
  - sample letters,
  - worksheets,

- teaching strategies,
- posters, and
- Web links to more in-depth sources of information.

This toolkit and the associated steps were guided by the Community Risk Reduction Model (also known as Integrated Risk Management, or IRM). The goal of Community Risk Reduction is to help identify risks and use a series of steps to find a solution to the problem. A fire safety educator using Community Risk Reduction can provide the highest level of protection for his or her community by preventing fire emergencies from happening in the first place. The model assumes that fire safety educators are employing a proactive approach to fire prevention in their community, rather than a reactive approach and simply fighting fires. Community Risk Reduction can provide you with overall planning direction for fire safety education. More information about Community Risk Reduction is available from the Institution of Fire Engineers[1].

The CDC and USFA also have a companion document titled *Fire Safety Trailer Curriculum* which can assist you with full lesson plans and lesson materials that are geared toward use of a fire safety trailer, but can be adapted for your program needs.

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1 Institution of Fire Engineers. *Integrated Risk Management: A Fire Service Context*. Accessed March 2011.
   www.strategicfire.org/ckfinder/userfiles/files/IRM%20-%202%20-%20MORE%20%20MODEL%20-%2011%2011%2010.pdf

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How to Assess Your Community's Needs and Resources[1]

The first step in developing a fire safety education program is to **create an overall profile of your community**. Learn as much as you can about your community, its fire safety risks, and those people most at risk for fire-related injury or death. A complete community profile will be a strong foundation for developing a community education program.

- **Gather information on your community**
- **Determine fire safety risks**
- **Write a problem statement**

This section of the toolkit walks you through how to conduct a community risk assessment to identify fire or injury problems that need to be addressed. Also, it will help you identify community resources that may be available to support a fire safety education program. Your community profile will help you tailor your fire safety education program to fit the people and needs of your community. These are critical questions to answer:

- What are the fire safety risks in your community?
- What programs or services are currently being offered to address these risks?
- What support is there within your organization and community—from the chief, community leaders, elected officials, other firefighters, and volunteers?
- What community resources are available to help address fire safety risks?
- What community organizations are potential partners?
- How does your organization plan to sustain a fire safety education program?

Learning About Your Community

Do you want to know how fire statistics for your community compare to national data? Are you wondering about the number of schools or types of organizations in your community to which you could offer your program? Do you want to identify businesses that may be interested in promoting

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1 Adapted from CDC's *Preventing Falls: How to Develop Community-based Fall Prevention Programs for Older Adults*: www.cdc.gov/HomeandRecreationalSafety/images/CDC_Guide-a.pdf

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or supporting your program? These are all questions you can research at your local library and on the Internet, and collect a wealth of information about your community. The information you collect while researching your community will aid in developing your fire safety education program. Start your data search using the examples below:

- *QuickFacts* (**quickfacts.census.gov/qfd/**): This site, which is maintained by the U.S. Census Bureau, provides quick, easy access to facts about people, business, and geography. QuickFacts includes data for all states and counties and for cities and towns with more than 5,000 people. **NAT** **ST** **LOC**

- *American FactFinder* (**factfinder2.census.gov**): Also provided by the U.S. Census Bureau, American FactFinder is a source for population, housing, economic, and geographic data. **NAT** **ST** **LOC**

- *CDC WISQARS* (**www.cdc.gov/injury/wisqars/**): WISQARS is an interactive database system that provides customized reports of injury-related data, including fatalities from home fires at the state and county levels. **NAT** **ST** **LOC**

- *National Fire Data Center* (**www.usfa.fema.gov/data/statistics**): This website provides statistics on fires that occur in the United States and reports that describe the national fire problem. **NAT**

- *National Fire Incident Reporting System:* The NFIRS database has information about fires in your community. The NFIRS database can be used to answer questions about the nature and causes of injuries, deaths, monitor trends, and property loss resulting from fires. **NAT** **ST** **LOC**

- *Other local community emergency response and injury data* may be obtained from agencies such as law enforcement, hospitals, burn units, health departments, and state fire marshals. **LOC**

- *Local library:* Use your local library to find information about local government offices, businesses, schools, and professional and service organizations. Stop by the library reference desk for help with your search. **LOC**

Legend:

NAT National	**ST** State	**LOC** Local

Determining Basic Fire Safety Risks in Your Community

An important step in developing a fire safety education program is to identify the fire safety risks in your community and the populations that should be targeted by the program. Examine at least the last three years of data on the causes of home fires and fire-related deaths in your community. The results of this analysis will help you identify:

- how many times a specific incident type occurs each year,
- the main risk factors your education program should address,
- current trends in risks,
- the population at risk, and
- information for development of strategies to reach this population.

After you collect data on your community from the links suggested earlier in this section, use the **Home Fire Risk Checklist** from the Resources table at the end of this section to highlight risk factors for which your community may need additional fire safety education. Keep in mind that your community may have risk factors not on this list.

Preparing a Basic Community Profile

Once you've collected information about your community, you can prepare a community profile. The **Community Profile Worksheet²** will help you develop a basic profile of your community that you can use when developing or improving your fire safety program. The worksheet includes sections for recording:

- information about the population (demographics),
- fire safety risks you have found,
- goals of your fire safety education program regarding those risks, and
- how the fire safety program will address those risks.

Please see the Resources table at the end of this section for tools and checklists.

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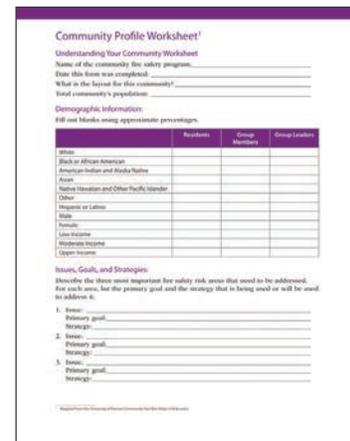
2 Adapted from the University of Kansas Community Tool Box (ctb.ku.edu).

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Writing a Problem Statement

After you have completed your community profile, you can use the information collected to develop your problem statement. A problem statement provides a fact-based overview of the problem and who it affects. It also provides a picture of what your organization proposes to do about the problem and provides you with background information for developing partnerships within your community, which is outlined in more detail in Section 2. Think about the five W's when writing your problem statement and that will ensure all the important information is contained in the overview.

- **Who**—Who does the problem affect?
- **What**—What is the issue? What is the impact of the issue? What will happen when it is fixed? What would happen if we didn't solve the problem?
- **When**—When does the issue occur? When does it need to be fixed?
- **Where**—Where is the issue occurring?
- **Why**—Why is it important that we fix the problem?

Here is an example of a problem statement developed for Safe City[3].

Sample Problem Statement

Unattended cooking causes 40% of both fires and fire-related injury in our community.

Half of these cooking fires (an average of 20 each year) occur in the homes of older adults who reside in city-owned housing units. Interviews with fire victims have found that most fires occur because the cooking process has been left unsupervised.

The Safe City Fire Department proposes to develop a community-based campaign to address cooking fires among the older adult population living in city-owned housing units. This proposal is based on the following factors:

- There is a high occurrence of cooking fires and fire-related injuries at the housing complex.
- The community and housing authority are supportive of the older adult population.
- There is a realistic possibility that such an intervention will be successful.
- A successful campaign can serve as a model for future city-wide efforts.

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3 From U. S. Fire Administration's Public Fire Education Planning: A Five Step Process: www.usfa.dhs.gov/downloads/pdf/publications/fa-219.pdf

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Together, the community risk profile and problem statement will provide a true-to-life reason of why the selected risk issue should be addressed when working with key members of the community. For example:

- Your community profile shows there is a high percentage of homes in the community without working smoke alarms.

- Armed with this information, you decide to enlist the help of a local hardware store as a partner that could provide low cost smoke alarms as a part of your program.

The next step of the program development process, Developing Partnerships, will explore strategies you can use to gain the support and resources you need to get your program off the ground. It will also lead you to figure out which prevention activities, specific to your community, can be carried out by these partnerships.

"We have to be asking the fundamental question, 'what's going on here and why, and what can we do about it?[4]'"

—Assistant Chief and Fire Marshal

Beyond the Basics

To help you develop a more complete community profile, this section provides a more in-depth approach for researching your community and available resources. Community resources[5] are people, businesses, physical structures, or places that can be used to improve the quality of community life and help you develop or improve your fire safety education program. Identifying community resources is not very hard and it doesn't require special training or expertise to do the job well. Before you begin, collect the following five sets of information:

1. The size of the community (e.g., an entire town, a neighborhood, a housing development, etc.);

2. The people available to help you identify resources;

3. The amount of time you have for the task (the more time you have, the more resources you will be able to uncover);

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4 Performance Management in Public Fire Education," Firehouse, August 2004

5 Adapted from the University of Kansas Community Tool Box (ctb.ku.edu).

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4. The budget, if any, you have for copying, mailing, and incidental expenses; and

5. Most importantly: How will you use the results. If you don't know how you are going to use your resources or what you want them to do, then you're probably not ready to begin identifying them. Do you want to:

   - keep these resources on file,

   - share them with others, or

   - use them for action — if so, what action, and how?

The following are two basic approaches you can use to identify resources in your community. One focuses on groups—specifically, associations, organizations, and institutions. The other focuses on individuals.

Identifying the Resources of Groups

The main task here is to make a list of all groups (associations, organizations, and institutions) that exist in your community. Start by listing all the groups and organizations you can think of. Don't forget community and faith-based organizations, which are often a great place to find volunteers who can help you to implement your program.

Sources of information you can use to add to your list include:

   - The Internet—an unlimited amount of information at your fingertips.

   - The Yellow Pages—a free, comprehensive, and often excellent source.

   - Town directories—published for your community alone.

   - Lists of businesses—usually available from the Chamber of Commerce.

   - Published lists of organizations—check your library or town hall.

   - Lists of organizations not generally published—for example, your local newspaper may have its own unpublished list that it could make available to you.

   - Local newspapers—perhaps the single best current source in print; plus other print sources such as local newsletters, and regional papers.

   - Bulletin boards—physical bulletin boards, and community-calendar listings on local cable television.

   - Friends and colleagues—may know about other lists available or they may know of additional groups, organizations, and community assets.

Don't overlook the importance of networking with your community partners and those running similar programs in your state or local area to find

foundation sources that might not even be included in foundation databases. Local businesses or chain stores may provide modest funding for programs related to their business.

- Insurance companies may want to associate their name with a fire safety program.

- Home centers that sell fire extinguishers and smoke alarms may be motivated to provide "in kind" donations to support a program that provides fire protective equipment to low-income households or the elderly.

- Major corporations with facilities in your area are also a potential source of funding. Many are committed to being "good neighbors" and provide support for worthy community causes.

The amount of monetary support you can obtain in this way may be small, but building relations with businesses in the community can also help in promoting your program and recruiting volunteers to keep it growing. Use the information on developing partnerships found in Step 2 and the marketing materials found in Step 5 to help you solicit funding from community organizations. Using your organized and detailed program plan, along with the partnerships you have developed will help you reach out to your community. Section 6 of the toolkit will guide you through the process of applying for grants from federal agencies.

Identifying the Resources of Individuals

Another approach to identifying community resources is to identify and compile the abilities and talents of individuals. This can be challenging, because there are many more people than groups and we often don't know people's abilities and talents unless we ask them. For these reasons, identifying individuals often takes place over a smaller community area—a neighborhood, for example, or some other place where the task is more manageable. A good first step may be to identify influential community members who regularly communicate with large numbers of people, such as local government officials and clergy with large congregations.

Here's how to identify individuals who may be an asset to your program:

- Collect the five starting sets of information previously given, just as for identifying the resources of groups.

- Decide what geographic area you want to cover.

- Decide how many people you are going to ask within that area: Everyone? A certain fixed percentage? As many as you can find?

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- Draft some questions that will get you the information you need; for example, the skills or interests of the individuals you contact.

- Design a method for gathering this information. Ask questions like:

  - Will you mail out a survey?

  - Will you have a survey available to pick up?

  - Will you go door-to-door?

  - Will you call people on the phone?

  - Will you schedule interviews?

  - Will you meet people in groups?

  - Who might be interested in participating?

- Try out your questions on a sample group and, based on their answers and suggestions, make revisions.

- Collect your information.

These are thumbnail images of two tools that you may find useful for identifying resources in your community. The first is a **Preliminary Inventory of Community Resources Organized by Sector.** The second is a **Questionnaire for Collecting Information** about community resources. You can find these tools in the Resources table at the end of this section.

You can use this assessment data to gain support and resources from key stakeholders within your community. The more detailed the information you are able to collect at this stage, the more prepared you will be in the next step of the program development process, Developing Partnerships.

More Information

Other resources that you can use to learn more about developing a profile of your community include:

- *Public Fire Education Planning: A Five Step Process.* U.S. Fire Administration (FA-219), June 2008 available at **https://apps.usfa.fema. gov/publications**

- The Community Tool Box available at **http://ctb.ku.edu**. See Chapter 3 at **ctb.ku.edu/en/tablecontents/chapter_1003.htm** for information on assessing community needs and resources.

Resources

Print and Online Resources		
Page #	**Name of Resource**	**Purpose of Resource / URL**
1–11	Home Fire Risk Factors Checklist	Inventory of fire risk factors to assist in determining specific fire risks on your community.
1–13	Community Profile Worksheet	Planning tool to assist in collecting overall information about your community.
1–15	Preliminary Inventory of Community Resources Organized by Sector	This tool helps to focus your planning efforts by accessing available resources.
1–17	Questionnaire for Collecting Community Resource Information	Two-page list of questions to assist in data collection for assessing resources available.
Online	A Guide for Fire Prevention Advocacy	This online guide provides information and tools developed to encourage a balanced approach to reduce the social and economic impact of fire losses. www.strategicfire.org/advocacytoolkit/
Online	Integrated Risk Management: A Fire Service Context	A six-step process to help fire safety educators focus their assessment of risks within their community. www.strategicfire.org

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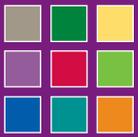
Home Fire Risk Factors Checklist

Home Fire Risk Factors Checklist

Personal Characteristics

- ❑ Age: under 5; over 65
- ❑ Developmental maturity
- ❑ Disability
- ❑ Sex: male
- ❑ Alcohol and other drug impairment
- ❑ Race & ethnicity: minority population

Causes

- ❑ Smoking
- ❑ Intentional
- ❑ Heating equipment/products
- ❑ Cooking
- ❑ Open flame (e.g., candles)
- ❑ Electrical distribution equipment
- ❑ Child play (e.g., matches, lighters)

Human Behaviors in Fire

- ❑ Activity when fire occurred (e.g., sleeping)
- ❑ Attempting to fight fire
- ❑ Attempting to rescue someone
- ❑ Attempting to escape
- ❑ Egress problems/fire blocked exit
- ❑ Vision blocked/impaired by smoke
- ❑ Irrational action
- ❑ Returning to vicinity of fire (both before and after control of fire)

Fire Situation Factors

- ❑ Area of origin (e.g., kitchen)
- ❑ Location at ignition (risk factor is outside origin of fire)

Home Environmental Factors

- ❑ Absence of smoke alarms
- ❑ Lack of working smoke alarms
- ❑ Lack of home fire sprinklers
- ❑ Housing stock (e.g., manufactured)
- ❑ Ignition-resistant household materials (e.g., mattress, furniture)

Socio-ecological Factors

- ❑ Poverty
- ❑ Educational attainment
- ❑ Rurality

Other Factors

- ❑ Seasonality/time of year (winter months)
- ❑ Hour of day (morning vs. evening)
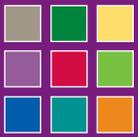
Community Profile Worksheet

Community Profile Worksheet[6]

Understanding Your Community Worksheet

Date: _____

Name of the community fire safety program:_____

What is the layout for this community? _____

Where are your fire stations?_____

Total community's population: _____

Demographic Information:

Fill out blanks using approximate percentages.

	Residents	Group Members	Group Leaders
White			
Black or African American			
American Indian and Alaska Native			
Asian			
Native Hawaiian and Other Pacific Islander			
Other			
Hispanic or Latino			
Male			
Female			
Low Income			
Moderate Income			
Upper Income			

Issues, Goals, and Strategies:

Describe the three most important fire safety risk areas that need to be addressed. For each area, list the primary goal and the strategy that is being used or will be used to address it.

1. Issue: _____
    Primary goal:_____
    Strategy: _____

2. Issue: _____
    Primary goal:_____
    Strategy: _____

3. Issue: _____
    Primary goal:_____
    Strategy: _____

6   Adapted from the University of Kansas Community Tool Box (http://ctb.ku.edu).
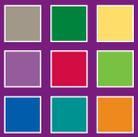
Preliminary Inventory of Community Resources Organized by Sector

Preliminary Inventory of Community Resources Organized by Sector

Grassroots or Citizens' Associations	
❑ All local neighborhood organizations	❑ Older adults' groups
❑ Community centers	❑ Local officials, politicians, and leaders

Institutions	
❑ Local public schools, universities, and community colleges	❑ Municipal libraries
❑ Public hospitals or clinics	❑ Police officers and other emergency personnel
❑ Publicly funded or private educational institutions	❑ Parks and municipal pools or golf courses
❑ State or federal agencies	

Community-based Organizations	
❑ Housing organizations	❑ Churches
❑ Food kitchens and emergency housing shelters	❑ Clinics and counseling centers
❑ Halfway houses, substance abuse homes, domestic violence shelters	❑ Advocacy groups for environment, safety, drug abuse reduction, et cetera

Private Sector	
❑ Banks	❑ Businesspersons' associations
❑ Chamber of commerce	❑ Local businesses

Labeled Populations	
❑ Senior citizens	❑ Those receiving public assistance, food stamps, Medicaid, or Medicare
❑ Local musicians and artists	❑ Youth
❑ Immigrant populations	❑ College students
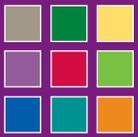
Questionnaire for Collecting Community Resource Information

Questionnaire for Collecting Community Resource Information

Name: _____

Occupation: _____

Address: _____

Telephone Number: _____

Name of Organization: _____

Description: _____

Resources:

1. How many people are a part of your organization?

   - Staff

   - Volunteers

   - Members or contributors

   - Board members

   - Clients

2. How often do your members gather? Do you gather outside of regular meetings?

3. What kind of funding does your organization have? Where else do you get support?

4. Where does your organization meet? What other spaces does your organization have access to?

5. What kind of equipment does your organization have access to?

   - Office?

   - Computer?

   - Audio-visual or video?

   - Computers?

   - Mechanical?

   - Other?

6. What kind of written media materials/newsletters does your organization have?

7. How does your organization keep its members up to date on activities and staff changes?

8. Which of your organization's resources would you be willing to make accessible to other community members?

9. What kinds of services does your organization provide to the community? How do you make these services known to the public? What kinds of projects is your organization involved in now? What has your organization accomplished thus far?

10. How many of your staff members live in the community served by your organization?

11. Where do you purchase your supplies and equipment, go for repair services, etc.?

12. What are your organization's most valuable resources and strongest assets?

13. What other organizations do you work with, personally? What other organizations does your group sponsor events with? Share information with? Share resources or equipment with?

14. Who else does work or provides similar services to the community as those provided by your organization?

15. Does your group belong to any other associations? What kinds of special events does your organization take part in?

16. What kind of association or relationship does your organization have with local businesses and banks?

17. What other groups or sub-populations does your organization support or advocate for?

18. What kind of new projects would your organization be interested in taking on, directly related to your mission? Indirectly or outside of your mission?

19. What other projects or movements are you involved in that serve youth, the elderly, people with disabilities, people receiving public assistance, immigrant or minority populations?

20. How feasible is it for your organization to get involved in more projects, more community development/health promotion efforts?

21. What kind of changes would you like to see in the community in the next five years? How would you effect these changes?

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How to Develop Partnerships[1]

In the first step, you collected information about the specific fire risks in your community, identified main areas to focus on, and researched community resources. Now you can **enlist key members of your community to help with your efforts**. Step 2 involves partnering with individuals, schools, organizations, or businesses to support your program to create a safer community.

- **Research best practices**

- **Identify potential partners**

- **Create a community group**

2

Programs that include partnerships with fire departments have been found to be successful at preventing fires and deaths by increasing the number of households with functional smoke alarms and improving children's fire safety knowledge. A lot of partnerships can be developed between the fire service and individual partners, but to truly address a community wide problem, it makes sense to have a group of partners at times. This section of the toolkit will help you get started.

Getting Started

1. **Take inventory of your current resources** for the program.

   - Time
   - Staff
   - Equipment
   - Technology
   - Funding

2. **Identify and collaborate with potential partners and stakeholders.** A potential partner is a person, group, or organization willing to collaborate and assist a community with a problem. Key questions to ask when determining which people to recruit include:

   - Who are the movers and shakers in the community who will help jump start the program?

   - Who can offer leadership, skills, credibility, contacts, influence, and resources?

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1 Adapted from CDC's *Preventing Falls: How to Develop Community-based Fall Prevention Programs for Older Adults:*
   www.cdc.gov/HomeandRecreationalSafety/images/CDC_Guide-a.pdf

2

Potential community partners include:

- Groups that already address a similar issue.
- Community service and advocacy groups.
- People/groups who feel the financial impact of the risk issue (insurance companies, property owners, American Red Cross disaster services).
- Groups that can help deliver messages (media, churches, schools, marketing organizations).
- Groups that provide services to the population affected by the risk issue.
- Community members with a vested interest in fire safety.

3. **Develop your "pitch" for partnership.** Develop selling points (e.g., cost-effective, promotes goodwill) that you can use when you try to recruit members to support your program.

4. **Emphasize fire safety messages and supporting materials.** Develop fire safety message points—short statements that reflect your messages. Tailor messages and materials to your community to interest potential partners in supporting your program.

Messages for Collaboration with a Senior Center

Your community could benefit from lower rates of home fires and fire-related injuries among older adults. Specifically, our fire safety program will:

- Educate your community about common fire safety risks, such as cooking and use of candles.
- Provide prepackaged educational programming for your center that addresses the health, well-being, and quality of life of older adults.
- Provide members with knowledge they can use to reduce their risk of fire and fire-related injury.

5. **Make personal contact.** Include another person during contacts if you can, but remember to deliver the same message about the program to avoid confusion or mixed messages.

6. **Seal the deal.** Put your passion about fire safety into what you say to potential partners—tell them how they and the community will benefit from your program. Try to end with a verbal or formal agreement and tentatively plan your next meeting date.

Please see the Resources table at the end of this section for an **Invitation Letter Template** and **Sample Letter of Invitation**.

Understanding Best Practices for Partnership Development[2]

Best practices are tried and true techniques and strategies with demonstrated outcomes that can be easily adopted by others. These strategies will increase the likelihood of your program's success. Partnership development requires responsibility and 100% commitment to the project by everyone involved. When a good partnership is developed, it can provide a realistic and effective tool for achieving your program goals. In order to apply best practices to your program, take a look at the following facts:

A best practice is:

- **Sustainable.** The program can continue to run when the initial funding source runs out.

- **Applicable.** Can be applied in many different settings and achieve results.

- **Adaptable.** Other people can use the ideas/model even if they are not in the same circumstances.

- **Innovative.** The practice is unique, but not so unique that it cannot be used by others. It has the right mix of players and brings new concepts to the table without being "beyond reality." The partnership has balance.

Steps for best practices in partnerships include:

- **Conduct an internal analysis:** What is it that our group wants to do? Who else has a stake in this or shares the same vision? Who can help get us where we want to be?

- **Conduct a community assessment:** What does the community care about? What is important to the community? This may require education of potential partners.

- **Brainstorm:** Get a group together to do a SWAT (Strengths, Weaknesses, Alternatives, and Tasks) analysis or similar type of activity.

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2 From the National Council on the Aging: www.ncoa.org

2

- **Bring in nontraditional partners**—they may contribute resources or pool funds for a project.
- **Share ownership** of the development of the partnership and its accomplishments.

Key benefits of partnering include:

- Accomplishing tasks that wouldn't otherwise be possible.
- Complementing each other's strengths and weaknesses.
- Pooling of resources such as money, talent, and time.

"*It is important to create a bridge with people who understand the audience and those educating.*"

—Developmental Disabilities Expert

Effective partnerships can be defined in many ways. Partners who are willing to provide financial resources, staffing or in-kind support clearly have an interest in the project. Specific goals and objectives with measurable outcomes allow partners to determine their overall effectiveness throughout the process. Planning your relationship from the start will allow you to agree on the pooling of resources, task and objective timelines, process evaluation measures, and an overall evaluation plan.

Elements of a good partnership may include:

- Strong leaders who can get other people and potential partners interested in a project before anything has really been set.
- Partners with long-established relationships within the community.
- Creative models that emerge from the community.
- A good balance of give and take in the relationship.
- Taking all views and cultures into consideration.
- Timely communication via email and the Internet to rapidly establish interpersonal relationships, which are central to partnership-building.

Finding Potential Partners

Engage as many members of the community as you can, including:

- schools (kindergarten through college);
- churches, synagogues, mosques, and temples;
- non-profit organizations, such as the Red Cross and The Salvation Army;
- public service organizations, such as the Lions Club and the Rotary Club;
- worksites—large employers or your local Chamber of Commerce;
- key players such as local politicians and community leaders;
- youth organizations such as the Boy Scouts, Girl Scouts, and local sports organizations;
- senior centers; and
- libraries.

> **It is important to identify a group of partners who have a stake in the success of the risk reduction program.**

Tips for Working with Partners

- Remember that no one is perfect. Every group has its challenges.
- Try to avoid power players who always think that they are in charge. Strive for give-and-take relationships among equals.
- Look for a healthy cross-section of skills and networks.
- Assess strengths and weaknesses of partners; accept or adjust accordingly.
- Hone your communication skills. They're key to maintaining efficient, effective partnerships.
- Share credit for partnership success.

Please see the Resources table at the end of this section for a **Sample Thank You Letter to Partner**.

2

> **Never forget the power of the words "thank you." Acknowledge partnership agreements promptly. Look for creative ways to convey your gratitude. Thank partners publicly and often.**

How to Maintain Partnerships[3]

Professional partnerships, like all relationships, need ongoing care and attention. As your program grows and changes, so will the terms of your various partnerships. You will need to continually review and adjust to the evolving needs and expectations of your partners.

Being open minded and maintaining two-way communication with your partners will help keep them interested and vested in the project and outcomes. In addition, be sure to send thank-you notes to program partners, and make sure they receive evaluation data. Good working relationships will likely increase your partners' interest in and commitment to your program.

Beyond the Basics

Guidelines for Partner Meetings[4]

Maintain communication in your relationships, meeting regularly with partners to make sure you are all on task. Working with partners and community groups requires you to be organized and have the ability to set up and run effective meetings. The ability to conduct effective meetings is key to using your partners productively. This section provides guidance for planning and running effective meetings.

Effective meetings:

- Are organized in such a way that decisions can be made and action items can be addressed.
- Have an end result.
- Do not drag on or go off topic.
- Provide "buy-in" and confidence among your community partners.
- Demonstrate that you have a plan and are organized to meet your program objectives.
- Develop tasks, solve problems, and build a sense of community.

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3 Adapted from CDC's *Preventing Falls: How to Develop Community-based Fall Prevention Programs for Older Adults:*
   www.cdc.gov/HomeandRecreationalSafety/images/CDC_Guide-a.pdf

4   From The Community Tool Box: ctb.ku.edu/

To run an effective meeting:

- Be responsible for the well-being of the group and the members in it.

- Oversee "group dynamics" and other process issues to ensure the group stays on task and on schedule.

When someone says, "Nice job. That was a good meeting, " what do they really mean? A truly good meeting happens when attention is paid to the four phases of meeting management: planning, logistics, facilitation, and follow-up.

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| Planning: Agenda and Goals | → | Meeting Logistics | → | Facilitating the Meeting | → | Meeting Follow-up |
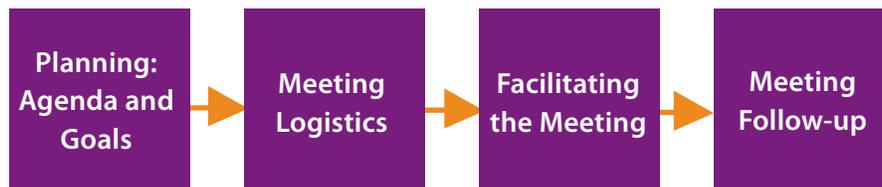
Running Your Meeting

Phase I: Planning—Agenda and Goals

Here are the critical steps in planning a great meeting.

1. **Decide the goal of the meeting.**

   Is it to revise the by-laws, plan volunteer recruitment, or something else? Come up with a clear goal and the agenda becomes your road map to reaching it.

   > **Running meetings is a SKILL, not something you are born knowing how to do. Just as with any skill, you will get better with practice.**

2. **Do your homework.**

   Ensure that all research and essential information is collected before the meeting begins.

3. **Decide who needs to be there.**

   Think before you send out meeting notices. If you are working on a billboard campaign, does the whole membership need to attend or just the Billboard Committee? Could you achieve your goal with a conference call instead of a face-to-face meeting? Include only essential personnel on the invitation list and encourage other members to attend as a courtesy if time allows.

2

4. **Plan with others.**

    This is a great way to develop new leaders AND get other people more invested in the work of your group. Three or four members can develop the agenda in a simple brainstorming session.

5. **Good agendas count.**

    List the amount of time you plan for each item. If someone other than you is presenting some part of the agenda, list that too, and **send the agenda out at least a week ahead of time** to allow members to prepare for the meeting. See the **Agenda Template** in the Resources table at the end of the section.

Template: Agenda for community meetings

Meeting:			Distribution:		
Facilitator:			Location:		
Date/Time:			Recorder:		Timekeeper:

Item #	Start Time	Duration	Description	Desired Result	Person Responsible
1	8:00a	0:00	Call to order		
2	8:00a	0:05	Review and approval of agenda	Revise & Adopt	
3	8:05a	0:05	Approval of previous meeting minutes	Vote	
4			Next meeting		
5			Adjournment		

Phase II: Meeting Logistics

1. **Start and end on time.**

    It's disrespectful to abuse members' time and will create a negative impression. Start the meeting on time every time. Word will get around and eventually, people will come on time or won't come at all. If people keep showing up late, or not showing up at all, this may be an indication the meeting day or time needs to be altered.

2. Sign them in.

Sign-in sheets help update your membership list and provide current contact information. Be sure to include name, organization, address, email, and phone number.

3. "Pardon me, could you move your elbow?"

Meeting spaces should be comfortable and convenient. The space should be centrally located, and the right size for the size of your group. Get there early to set up and try to use a space where you can make a circle, not sit in rows like an auditorium. If the meeting space is hard to get to for older adults or others, try to arrange transportation or perhaps volunteer drivers (a great teen/older adult project).

4. All work and no play is no good.

Time permitting, include informal time before and/or after the meeting for people to talk and socialize. Networking is a main reason people may have joined your group in the first place, and it's where you can recruit volunteers. Remember, sometimes "the meeting after the meeting" is where people get attached to the group—and also get their best ideas to bring to the next meeting.

5. A regular cycle.

If you have a regular meeting cycle, people will start to save the date (e.g., the first Monday of the month); but don't have a meeting just to meet. Always have a clear goal or cancel the meeting for that session.

Phase III: Facilitation

Being a meeting facilitator is more than one task; it's many jobs in one. If you take it from the top, your job as a facilitator means it is up to you to:

1. Do introductions.

That includes getting everyone to introduce themselves, as well as introducing yourself and briefly describing your role. When there's a special speaker, his or her introduction is your job, too.

Don't forget how good icebreakers can be to loosen everyone up. An icebreaker is something short at the beginning of the meeting to help people get to know each other or dig out some important piece of information in a fun or interesting way. For example, your group could do a "Scavenger Hunt" where people "scavenge" information about each other.

2

2. **Get agreement on agenda and rules.**

   Remember, it's everyone's meeting, so everyone needs to "buy in" to the agenda. You can ask for feedback on the agenda before you begin. Rules like no interrupting, etc. can also be helpful if you have some potential "disrupters" in the house.

3. **Keep the discussion on track.**

   If someone's going off the agenda or is speaking too long, respectfully guide them back to the topic. Be gentle but firm: people respect a meeting that's run well and remember all too clearly the meetings where someone was allowed to go on and on and on.

4. **Watch the time.**

   Honor agenda time limits. If the group seems to want to go beyond the agreed upon time on an issue, ask for agreement from all members. A statement such as, "We've already used our allotted time for this issue. Would everyone like to continue on the topic for another ten minutes, or shall we go on to the next item on the agenda?" can be a good way to take the group's pulse on the matter. Another suggestion is to build "parking lot" time into you meeting agenda where you can allow additional discussion and revisit topics that may have run over at the conclusion of the meeting.

5. **Summarize what you hear.**

   Wrap-up each agenda item by summarizing any conclusions out loud. Move on when no one objects or everyone agrees.

6. **Encourage participation.**

   If a usually quiet person speaks, show your appreciation. Try to draw everyone in and not just let the usual suspects speak.

7. **Use the power of your position wisely.**

   Watch what you say and how much you say. Don't take sides, and be fair to everyone.

8. **Develop new leaders by handing over the gavel.**

Try rotating responsibility. The only way others will learn is by watching you and then doing.

Some tips for managing people in the meeting:

- Have a sense of humor, and don't be defensive.

- Use open-ended questions that require people to say more than "yes" or "no."

- Watch your audience for signs that you should slow things down or speed them up.

2

Phase IV: Meeting Follow Up

In order for you to successfully follow up after the meeting, you will need to:

1. **Gather feedback from the group.**

   You will want to gather information about how the participants felt about the meeting, what could be improved, etc. You may not want to do this at every meeting; do it once in a while. Make sure that people have clear assignments, set or reaffirm the date for the next meeting, and, most importantly, maximize opportunities for people to stay around and talk after the meeting.

2. **Make follow-up calls.**

   The facilitator or a designated person may want to make follow-up calls, send out follow-up correspondence, and/or take some follow-up actions. These after-the-meeting activities often serve as the glue that holds the group together.

3. **Summarize the meeting.**
   - It's helpful to have a list of the decisions made, with follow-ups. Formal minutes are valuable for many (not all) organizations—they contain announcements, informational items, etc., that are important to report even though they are not "decisions."

   - Writing up minutes can be boring, and so can reading them. But that's part of the job the secretary took on. Some alternatives can include:
     - Have a volunteer do a **Meeting Summary Sheet**, in addition to the minutes. This document can assist you with showing investors and "higher-ups" what decisions were made during a meeting and next steps. Please see the Resources table at the end of the section.
     - Have the minutes read more like a story than a formal Roman-

2

> numerals-type report. Also, place the decisions made in boldface or ALL CAPS, so they stand out.

Organized meetings are productive meetings that lead to specific outcomes. In order to get started on the planning process for your program, you must have a solid foundation to work from with your group of partners. Once you have your partners on board, you can move on to the next step in the process, Organizing and Planning Your Program for Implementation, which is detailed in the next section.

More Information

Other resources that you can use to learn more about developing partnerships in your community include:

- The Community Tool Box, Creating and Maintaining Coalitions and Partnerships:
  http://ctb.ku.edu/en/dothework/

- U.S. Fire Administration, *Public Fire Education Planning: A Five Step Process:* **https://apps.usfa.fema.gov/publications**

- Centers for Disease Control and Prevention, *Preventing Falls: How to Develop Community-based Fall Prevention Programs for Older Adults:* **www.cdc.gov/HomeandRecreationalSafety/images/CDC_Guide-a.pdf**

Resources

Print and Online Resources		
Page #	**Name of Resource**	**Purpose of Resource / URL**
2–15	Template Invitation Letter to Participate in Meeting Planning	Template that can be adapted for use with meeting planning.
2–17	Sample Letter of Invitation to Participate in a Partner Meeting	Sample letter for partner meeting recruitment.
2–19	Sample Thank You Letter To Partner	Sample letter that demonstrates how to thank a partner who has assisted with your program.
2–21	Agenda for Community Meetings	Template that can be adapted for use with your meeting.
2–23	Meeting Summary Sheet	A document that can be used to generate notes and action items quickly for a meeting.

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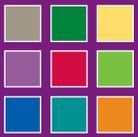
Template Invitation Letter to Participate in Meeting Planning

Template Invitation Letter to Participate in Meeting Planning

[LETTERHEAD]

[DATE]

Dear [COMMUNITY LEADER],

We are writing to invite you to participate in a long range planning session we are conducting on [DATE], from [START TIME] to [END TIME], at the [LOCATION]. Your input will help us identify and prioritize key goals for fire safety education and prevention in our community. We will be gathering input from many community members focused around the following mission:

"To save lives through education, advocacy, and shared resources and to establish the Coalition as the premier community organization in the areas of fire prevention and safety education."

Like any organization, our future success relies on establishing a clear vision, identifying effective strategies to reach our goals, and teamwork to accomplish the initiatives. Additional materials, outlining the current status of fire safety education and prevention in [TOWN] and best practices for fire safety education, are included with this letter. Please take a few moments to review the materials, record your thoughts, and return the sheets to us by [DATE]. These materials will be collated and built upon at the planning sessions.

We understand that our community leaders are very busy. In the event that your schedule does not permit you to personally attend, we ask that you please recommend an alternate contact. Please contact [CONTACT NAME] at [PHONE/ EMAIL] with any questions or concerns you have about this process. Thank you for your assistance in ensuring that our efforts support the wishes of our greater community.

Sincerely,

Chief John Smith
Mytown Fire Department
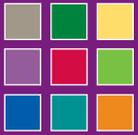
Sample Letter of Invitation to Participate in a Partner Meeting

Sample Letter of Invitation to Participate in a Partner Meeting

Date

Dr. Maria Jones
Hilltop Elementary School
1123 First Street
Mytown, Pennsylvania 34689

Dear Dr. Jones:

Fire safety education in Mytown, Pennsylvania has become increasingly difficult due to the challenges of an ever changing and very full curriculum the schools are required to teach. However, given recent events with lives that were nearly lost in home fires in our community, I am empowering a coalition of committed individuals to work with me and the other members to increase fire safety education programs in our community.

I am requesting your participation in this partner meeting to address this important task. Your professional knowledge, insight into the behaviors your students engage in and your expressed commitment to protecting youth from the dangers of fire are the reasons we are asking you to participate.

Meetings will be held the first Tuesday of each month, in Trent Hall, Room 103 for one hour starting at 7:00 in the evening. We are aware that your schedule at the school may preclude you from participating in every meeting but hope that you can work together with us on this important issue. The first meeting will be on September 7th – please contact me at 458-234-9260 if you have any questions and to indicate your willingness to participate.

Sincerely,

Chief John Smith
Mytown Fire Department
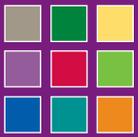
Sample Thank You Letter to Partner

Sample Thank You Letter to Partner

Date

Mr. John Smith
President
City Insurance Company
City, State 12345

Dear Mr. Smith:

City Fire Department is pleased to report on the successful implementation of the Fire Safety Program, sponsored by the City Insurance Company. Because of your valuable assistance to me in promoting the program, and your generous contribution during its start-up, you have made fire safety education available to 125 1st Grade students in our community. Thank you.

Thanks to your funding, we have been able to purchase a computer system with a large monitor to provide children with interactive videos about fire safety in addition to our fire safety lessons. The children report that they enjoy the addition of the videos, and teachers report an increase in correct responses and behaviors on the follow-up fire safety surveys.

The members of our fire department would like to thank you personally in a small ceremony, presenting you with a City Fire Department Community Partnership Award. We will be in touch to confirm a date that would be convenient for you.

Thank you again for personally providing your valuable time and energy to promote the City Fire Safety Program in our community, and for your generous financial gift!

Sincerely,
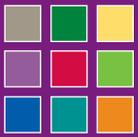
Agenda for Community Meetings

Agenda for Community Meetings

Meeting:	Distribution:
Facilitator:	Location:
Date/Time:	Recorder:

Item #	Start Time	Duration	Description	Desired Result	Person Responsible
	8:00am	0:00	*Call to order*		
	8:00am	0:05	*Review and approval of agenda*	*Revise & Adopt*	
	8:05am	0:05	*Approval of previous meeting minutes*	*Vote*	
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Meeting Summary Sheet

Meeting Summary Sheet

I.   Basic Information

Meeting of _____

Date and Time _____

Place _____

Persons Presiding_____

Persons Present _____

II. Decisions Made

_____
_____
_____
_____
_____
_____

III. Follow-Up Responsibilities (who will do what by when)

PERSON	TASK	DUE

IV. Incomplete Items (Next Steps)

_____
_____
_____
_____
_____
_____

Summary Prepared by_____

Date Prepared_____

The first two steps in the program planning process involved assessing your community and developing partnerships. In the third step, you will **begin planning a fire safety education program that addresses your community's needs**.

This section of the fire safety toolkit includes information and materials that will guide you through the planning process. It also provides you with several tools to assist in the implementation of your fire safety program in your community. The CDC and USFA companion document titled *Fire Safety Trailer Curriculum* has additional resources that can be adapted for your program needs.

> - **Develop purpose, goals & objectives**
>
> - **Create an action plan**
>
> - **Assemble program materials**

3

Getting Ready to Plan and Implement an Effective Program[1]

> **Successfully reducing fires and preventable injuries involves effective planning.**

It is understandable to want to "just get something implemented" when faced with public pressure to immediately address preventable injuries, property damage, and fire-related deaths. However, planning is necessary to make sure presentations or programs address the community's most pressing fire safety risks.

A "ready, fire, aim" approach will not hit the target of lowering injury, damage, and death. It can give the impression that the fire department is out there educating the public, but may achieve little else. Successfully reducing fires and preventable injuries involves effective planning. Fire service leaders and public educators responsible for programs can use educational approaches, methods, and processes that may encourage success such as:

- **Focus on prevention,** which is a cost-effective risk reduction tool.
- **Stay up-to-date on safety technology.** Staying up to date on new options available for home safety, as well as technology to aid you in the delivery of your programs, will help you deliver fire safety messages most effectively.

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1 Adapted from U. S. Fire Administration's *Public Fire Education Planning: A Five Step Process:* www.usfa.dhs.gov/downloads/pdf/publications/fa-219.pdf

3

- **Increase training for emergency services personnel.** Firefighters and emergency medical technicians (EMTs) are routinely delivering public education presentations and assisting with public education activities.

Change the way you think about the causes of fire and injuries.

- The term "accident" has been used for years to describe the cause of fires and injuries. By definition, an accident is an uncontrolled event— something that cannot be predicted or prevented. However, many fire-related injuries are not considered to be accidents. For example:

  - Matches left within the reach of a young child may result in a fire that could have been prevented. Predict the natural curiosity of a child and place the matches up and away.

  - A home without a working smoke alarm may result in fire fatalities. Prevent fatalities by installing a working smoke alarm and providing education on home escape plans.

Program Planning

Designing Your Program

Before you plan for the road ahead with your program, it's important to determine the purpose of your program, and then to develop goals and objectives that can be measured. When you plan your program, you will need to remember the following five statements to help shape its design:

> **Logic models are helpful in planning your program. See Section 5 Evaluate.**

1. **Identify the program goal/purpose.** Once you have gathered information about your community and determined its fire safety needs, you are ready to write your purpose statement. Write your purpose statement based on what you now know about your community and its greatest needs.

    - The purpose of your program may be "To reduce fire injuries and fatalities in low-income neighborhoods."

2. **Identify the expected outcomes of the program.** Describe measurable outcomes such as a change in knowledge, attitudes, or behaviors.

- Outcomes for your program to reduce fire injuries and fatalities in low-income neighborhoods could include the number of homes with working smoke alarms installed as a result of your program.

3. **Identify activities for your program.** Describe program activities that will assist you in reaching your program goals and reducing fire risks related to those factors.

- To reach your goal of reduced fire injuries and fatalities, activities could include a free smoke alarm installation program for your community.

4. **Identify outputs from your program.** Describe measurable materials produced and services delivered.

- Once underway, the smoke alarm installation program in the previous example would produce an increased number of community members with working smoke alarms.

5. **Identify inputs to run your program.** Describe resources needed to support activities.

- In order to run your smoke alarm installation program above, you will need volunteers to provide the service, tools for installation, and smoke alarms to install.

Writing Your Program's Goals and Objectives

Goals. Your goals should be measurable. So if the purpose of your program is "To reduce fire injuries and fatalities in my community among elementary school children," one of your goals may be "To increase fire safety knowledge scores among elementary school children."

The following are components of an effective goal—one that describes performance standards that will "tell us what success looks like." The SMART acronym can help us remember these components:

S	**pecific**	The goal should identify exactly what you will accomplish.
M	**easurable**	The goal and its benefits should be quantifiable.
A	**chievable**	The goal should be attainable given available resources.
R	**ealistic**	The goal should allow the likelihood of success.
T	**ime-based**	The goal should state the time period in which it will be accomplished.

SMART Goal-Setting Worksheet

To **[change]** the **[knowledge, attitudes, behavior]** among **[target audience]** from **[starting number]** to **[desired number]** by **[date range]**.

Objectives. Objectives are the specific ways you will measure your goals. Think of a goal as a destination and the objectives as ways or methods of getting you to your goal. Using the example above, the goal "To increase fire safety knowledge scores among elementary school children" could have an objective such as "Children's fire safety knowledge will increase upon completion of this program, as measured by pre-test/post-test data."

The **SMART Goal Setting worksheet** found in the Resources table at the end of this section, will assist you with writing goals and objectives for your program.

Using Best Practices

Recognizing and following the most successful approaches used by other fire safety programs is an important aspect of the program planning process. The following are best practices that you should consider when developing a written plan for your fire safety program:

1. **Develop a Program Name and Summary.** The summary is a brief description of the components of your program or strategy that includes a thumbnail sketch of the program's goals and activities, as well as a simple statement about HOW the program is expected to have a positive impact.

If you are using a best practice or evidence-based program, this summary might be found in the program's materials. If you are using a program of your own design, you will need to write one.

2. **Identify Program Components or Major Types of Activities.**
Programs are made up of specific parts or program activities. In program planning, each part is linked to one or more objectives. For example, the parts of a parenting program might include parenting classes, home visits, and community meetings.

- In choosing how specific you will be in identifying program parts, think about what will be useful to monitor throughout the implementation of your program. You do not need to identify every single detail of running the program (e.g., copying worksheets). Think about choosing specific parts in terms of how they might inform the evaluation process.

- If you are building a new program, you may want to make sure that it is consistent with the principles of effective prevention. Therefore, even though your program may not be "evidence-based," if you follow these general guidelines it will ensure that your program is in line with what is known to be effective. A review of the prevention literature across a number of domains (Nation et al., 2003) showed that all effective programs:

  - are comprehensive or multi-part interventions;
  - use varied teaching methods that build awareness of problems and build skills;
  - are of sufficient length and frequency ("dosage") to be able to get the desired effects and follow-up needed;
  - are theory driven or have a logical basis that is supported by research;
  - promote positive relationships with both peers and adults;
  - are appropriately timed and "age-appropriate";
  - are tailored to the community and cultural norms of the participants;
  - use outcome evaluation to assess well-specified goals and objectives, and;
  - use well-trained staff.

Once you have examined these principles, choose the ones that apply to each of the parts of your program. The more principles that can be applied to your program, the more likely you are to get the outcomes you want.[3]

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3 Adapted from Getting To Outcomes 2004: Promoting Accountability Through Methods and Tools for Planning, Implementation, and Evaluation. RAND Corporation, 2004.

Existing Fire Safety Programs and Activities

Programs and activities described in the Resource Matrix section of this toolkit include some well-established programs, as well as programs that have recently been evaluated and published in scientific journals. Use those links and resources as tools to guide you when developing or revising your fire safety education program. Consider reaching out to those programs to see if they would be willing to share best practices, lessons learned, or resources they have developed with your fire department.

3

Fire safety program resource matrix							
RESOURCES	AGE/GRADE GROUPS						
	Pre-K, K & 1st	2nd & 3rd	4th & 5th	Middle School	High School	Adults	Older Adults
Fire Safety Education Messages (National Fire Protection Association)	■	■	■	■	■	■	■
www.nfpa.org							
Fire Safety for Texans (Texas Dept. of Insurance)	■	■	■	■	■		
www.tdi.state.tx.us/fire/fmcurric.html							
Fire Safety for Young Children (Oklahoma State University)	■	■					
http://info.ifsta.org/							
Fire Safe Seniors Toolkit Centers for Disease Control and Prevention							■
www.usfa.fema.gov/prevention/outreach/older_adults.html							
Learn Not to Burn (National Fire Protection Association)	■						
www.nfpa.org/safety-information/for-public-educators/education-programs/learn-not-to-burn-preschool-program							
Masters of Disaster (American Red Cross)	■	■	■	■			
www.redcross.org/disaster/masters/							

Fire safety program resource matrix							
RESOURCES	AGE/GRADE GROUPS						
	Pre-K, K & 1st	2nd & 3rd	4th & 5th	Middle School	High School	Adults	Older Adults
Remembering When (National Fire Protection Association)							■
www.nfpa.org/safety-information/for-public-educators/education-programs/remembering-when							
Spray It Forward (South Carolina Division of Fire and Life Safety)	■	■	■	■	■		
www.edventure.org/programs.aspx							
United States Fire Administration	■	■	■	■	■	■	■
www.usfa.fema.gov							
Virginia Fire Department Programs	■	■	■				
www.vafire.com/fire_safety_education/activities_for_kids.html www.vafire.com/fire_safety_education							
Vermont Fire Safety House (Vermont Division of Fire Safety)	■	■	■	■	■	■	■
firesafety.vermont.gov/							

Creating Programs for All Learning Styles

People learn in many ways, like seeing, hearing, and experiencing things first hand. Often, they learn in more than one way, or learn in different ways at different times. But for most people, one of these methods stands out. Try to use several different techniques when planning to teach important fire safety concepts to ensure you are reaching all types of learners.

The three main types of learning are:

3

Auditory Learners	**Hearing**	Learn best by hearing the information in group discussion or in face-to face interviews. For example, a speaking presentation to a 3rd grade class by a firefighter about the importance of creating an escape plan.
Visual Learners	**Seeing**	Retain information by watching videos, seeing pictures or diagrams, or sketching out a concept. For example, a presentation to a 3rd grade class by a firefighter about the importance of creating an escape plan that uses a PowerPoint slide show with a graphic of an escape plan.
Kinesthetic Learners	**Doing**	Prefer hands-on activities such as taking notes or performing a task. For example, a presentation for 3rd graders on escape planning could include having the kids drawing maps of their homes and creating an escape plan for their home.

About 14% of people are considered mixed learners using all three styles. The mode in which people learn allows an instructor to adjust their presentation and create clear lines of communication that are essential to the learning process. If an instructor attempts to engage all learning styles, the end result is a greater satisfaction for the instructor and a genuine sense of accomplishment for the learners. Generally, people tend to retain 30% of what they see, 50% of what they hear, 70% of what they say and 90% of what they SAY and DO.

Include various activities into your program that allow each learner the chance to retain the most information. Some suggestions for teaching aids and activities for inclusion could be:

Teaching Aids	Activities
▪ Books	▪ Role-play
▪ Charts	▪ Field trips/tours
▪ Tape/digital recorders	▪ Demonstrations
▪ Videos	▪ Discussion groups

Checklist for Delivering Presentations

A classroom presentation can be a valuable experience for both the students and the presenter. Successful presentations are well planned and actively engage the student participants. A **Presentation Outline Template** for organizing and developing your presentation can be found at the end of this section in Resources to assist your planning efforts. The following checklist includes some general suggestions intended to help make your presentation as effective as possible.
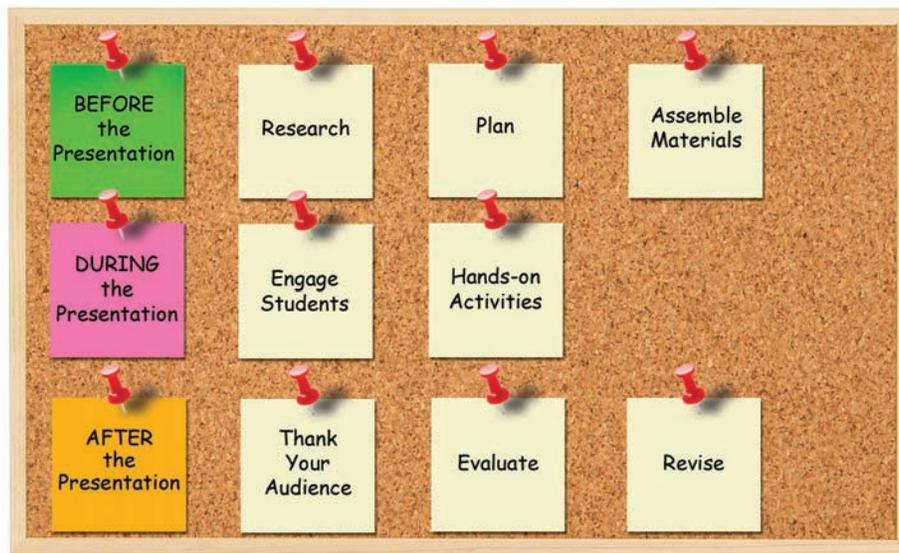
Before the Presentation

- Find out from the teacher why you were invited/scheduled. Are you there to:
  - Serve as a role model for the students?
  - Present a lesson on a specific topic?
  - Offer career information?
- Think about what you want students to know or be able to do when you are done.
- Prepare presentation materials.
  - Determine what visuals you will use.
  - Concrete examples/models/samples will help to engage students.
  - Make sure visuals are big enough for all to see.
  - On posters or computer presentations, limit the number of words per page.

During the Presentation

- Engage students. Encourage student questions and answer student questions as they arise.
- Let students tell what they know related to the topic.
- Include a student (or students) in demonstrations.

After the Presentation

- Conduct a brief evaluation.
- Thank the teacher for his/her time and help with the presentation.
- If you will be repeating the presentation, consider what changes you might want to make for the next one.

A detailed **Presentation Checklist** to assist you in planning your program is included in the Resources table at the end of this section.

Tips for Developing Effective PowerPoint Presentations[4]

Many presentations today are given in a classroom setting and students are accustomed to the use of technology. It's important to understand the best way to use computer software, such as PowerPoint, to complement your presentation and engage your students. Most of us have had the unfortunate experience of sitting in a classroom or meeting with a presenter who squeezed a ton of text onto each slide, read each slide verbatim, had distracting blinking images throughout the presentation, or all of the above. The **Tips for Developing Powerpoint Presentations** found in the resources section can be used to help you develop effective, well-received presentations, no matter what the age of the target audience.

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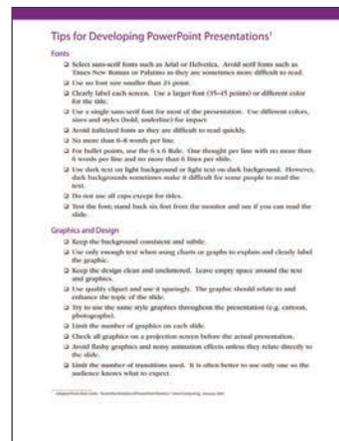
4 Adapted from: Bird, Linda. "Avoid the mistakes of PowerPoint rookies." Smart Computing. January 2001.

Program Implementation

Developing Your Implementation Plan

The implementation plan outlines the steps for getting your program up and running smoothly once it is launched. Your plan should include the following details:

- How the program will be implemented, including when, how long, where, etc.

- The roles and responsibilities of individuals helping to implement the program.

- The process for pilot testing the program.

- Provisions for making any modifications to the program based on results of the pilot testing.

- A pre-delivery checklist identifying tasks that must be done prior to implementation.

- A description of potential implementation problems and contingencies.
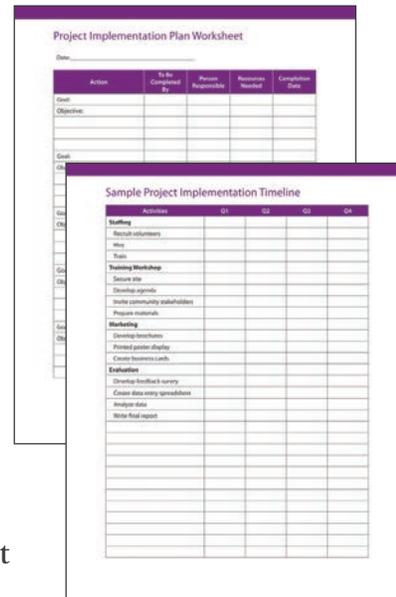
The implementation plan is a listing or outline of work that needs to be done in order to meet program objectives. Each goal and its subsequent objectives require their own steps to complete the task. You can find worksheets for an **Implementation Plan and Timeline** in the Resources table at the end of this section that can assist you with your planning.

Developing an Action Plan for Delivering Your Program to Your Community

What is an action plan? An action plan explains how you will take your thoughts and ideas about running your program from your implementation plan and change them into actions. An action plan consists of a number of steps or things that need to be done to make your program a reality. Use the **Community Action Plan Development Checklist** found in the Resources table at the end of this section to develop your action plan.

3

Forming an Evaluation Plan

Evaluation of the activities and effects of your program is important to help you improve your program. It also gives you valuable data to report to funding agencies, which require this information on applications for renewed funding. An evaluation plan is a short summary that states the objectives of the evaluation, what information needs to be collected, and when and how the evaluation will be done. You can think of the evaluation plan as the instructions for the evaluation. Ideally, you should draft the evaluation plan while you develop your program work plan.

As you develop objectives, activities, and timelines, documenting your progress toward them is a natural next step. Developing your evaluation plan as you develop your program:

- helps you think realistically about the process of evaluation and
- encourages you to monitor and assess your program's implementation from the beginning, so that program improvements can be made.

Section 6 of this toolkit, Evaluation, will go into detail on how to develop your evaluation plan into actionable steps.

Now that you have the tools to develop your program and implementation plans, you'll need resources and funding to bring your program to life. In the next section of the toolkit, you will learn about opportunities for grants, how to develop your applications, and additional ways to secure funding for your program.

Beyond the Basics

The content in this section of the fire safety toolkit includes information and materials that will further advance your knowledge in planning and implementing your program in your community.

Risk Mitigation

During this phase of program planning, it is important to develop strategies and tactics to mitigate risks. Your partners and planning committee can start to think about the five-E's framework from the Community Risk Reduction Model in relation to your identified fire risks.

Ask Yourself:[5]

Emergency Response: Would changes in our emergency response protocols help?

Engineering: Are there engineering/technology solutions that could help?

Education: Would educating the public help – if so who, what, when, how?

Economic Incentives: Could economic incentives improve compliance and/or raise awareness?

Enforcement: Is stronger enforcement required?

Not every fire risk you identify will require you to address all five "E's". However, you may find yourself needing to address policy in order to enforce fire codes or perhaps within your local school district to address education and awareness. Given the limited resources of fire departments, these types of risks are perfect examples of items that can be addressed through the use or a community coalition that could assist in coordinating efforts with community partners to help address identified risks.

Making Your Materials Easier to Read

The term "reading level" refers to the number of years of education required for a reader to understand the written material. Some experts suggest that aiming for a third- to fifth-grade level is very appropriate for low-literate readers, but your materials should target your specific audience. The table below outlines the pros and cons of using a readability test.

Pros of Using Readability Tests	Cons of Using Readability Tests
▪ Measure what grade level must have been completed to understand the text. ▪ Text-based. ▪ Easy to use. ▪ Do not require live subjects to test. ▪ Good tool to determine complexity of material.	▪ Cannot tell you if a person will understand the text. ▪ Cannot measure the complexity of a word.

To determine the general readability level of your materials, you can use a word-processing program such as Microsoft Word to calculate readability

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5   Integrated Risk Management. A Fire Service Context. Vision 20/20. Downloaded from www.strategicfire.org on 4/1/2011.

statistics. Go to "help" for the program and search for "readability statistics" or "grade level" to find the options for your version of the program. After choosing to show readability statistics, a spell check of your document will provide readability statistics for you review.

A second option is The SMOG[6] (Statistical Measure of Gobbledygook) Readability Test. It is a simple method you can use to determine the reading level of your written materials. If a person reads at or above a grade level, they will understand 90–100% of the information. For general audiences, aim for a reading level of 6th grade or less; for low-literate audiences aim for 3rd–5th grade. In addition, to ensure that the text is clear and readable, read your draft aloud.

How to use the SMOG test[7]:

1.   Count 10 sentences in a row near the beginning of your material. Count 10 sentences in the middle. Count 10 sentences near the end (a total of 30 sentences).

2.   Count every word with three or more syllables in each group of sentences, even if the same word appears more than once.

3.   Add the total number of words counted. Use the SMOG Conversion Table to find the grade level.

Smog Readability Conversion Table[8]:

Word Count	Reading Grade Level
0-2	4
3-6	5
7-12	6
13-20	7
21-30	8
31-42	9
43-56	10
57-72	11
73-90	12

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6   Adapted from McLaughlin, G. (1969), SMOG grading: A new readability formula. Journal of Reading, 12 (8) 639-646.

7   McGraw, H.C. (n.d.). The SMOG readability formula. In Patient Education Materials: An Author's Guide: Readability Testing. Retrieved August 2011, from: cancercontrol.cancer.gov/use_what_works/mod4/Module_4_Handout_4.pdf

8   The SMOG conversion table was developed by Harold C. McGraw, Office of Educational Research, Baltimore Co. Public Schools, Towson, MD.

Word Count	Reading Grade Level
91-110	13
111-132	14
133-156	15

Word Counting Rules:

A sentence is any group of words ending with a period, exclamation point, or question mark.

- Words with hyphens count-as-one-word.

- Proper nouns are counted.

- Read numbers out loud to determine the number of syllables.

- In long sentences with colons or semicolons followed by a list, count each part of the list with the beginning phrase of the sentence as an individual sentence.

- Count abbreviations as the whole word they represent.

Developing Clear and Simple Messages[9]

Unfortunately, there are millions of Americans who have low literacy levels that prevent them from functioning adequately in our increasingly complex and technology-based society. Many brochures and educational handouts that you get from doctors and health-based agencies are written at a tenth-grade reading level, which is much higher than the average person can understand.

Keeping your target audience in mind when developing your program will help them understand the material. According to the National Cancer Institute's Clear and Simple Guide, there are five guidelines you should follow when developing materials:

1. **Define your target audience:** Low-literate audiences span all cultural boundaries and generally have the following characteristics:

   - Tend to think in concrete/immediate rather than abstract/futuristic terms.

   - Interpret information literally.

   - May read the words but not understand what they mean.

   - May not be able to follow directions or translate information into action. For example, they may not understand that a bus schedule means the bus will leave at a specific time from a specific place.

9 Clear and Simple: Developing Effective Print Materials for Low-Literate Readers, NCI www.cancer.gov/aboutnci/oc/clear-and-simple/page1

3

2. **Conduct target audience research:** In order to understand your audience, you must carry out research, including reviewing existing data and/or gathering new data on relevant physical, behavioral, demographic, and psychographic characteristics. It is essential to learn:

- What the target audience already knows about your topic.
- What rumors, myths, and misinformation may exist about the topic.
- How audience members feel about the topic.
- What questions and information gaps there are.
- Specific ethnic, cultural, and lifestyle preferences of your audience.

3. **Develop a concept for the material:** After completing the target audience research, you can begin to outline the objectives, style, format, and approach of the product or program that will carry your fire safety message.

4. **Develop content and visuals:** Low-literacy experts have identified key principles for developing effective materials for this audience.

Content

- The material is interactive and allows for audience involvement.
- The material presents "how-to" information.
- Peer language is used whenever appropriate to increase personal identification and improve readability. Readability check is done to determine reading level.
- Words are familiar to the reader. Any new words are defined clearly.
- Sentences are simple, specific, direct, and written in the active voice.
- Each idea is clear and in logical order.
- The number of ideas is limited per piece.
- The material uses concrete examples rather than abstract ideas.
- The text highlights and summarizes important points.

Layout

- The material uses advanced organizers or headers.
- Headers are simple and close to text.
- Layout balances white space with words and illustrations.
- Text uses upper and lower case letters.

- Underlining or bolding (rather than all caps), are used for emphasis.
- Type style and size of print are easy-to-read; type is at least 12 point.

Visuals
- Visuals are relevant to text, meaningful to the audience, and appropriately located.
- Illustrations and photographs are simple and free from clutter and distraction.
- Visuals for adult audiences use adult rather than child-oriented images.
- Illustrations show familiar images that are culturally appropriate.
- Visuals have captions. Each visual illustrates and is directly related to one message.
- Different styles, such as photographs without background detail, shaded line drawings, or simple line drawings, are pretested with the audience to determine which is understood best.
- Cues, such as circles or arrows, point out key information.
- Colors used are appealing to the audience (as determined by pretesting).
- Visuals demonstrate simple-to-follow directions that can be understood without captions. A sample pictogram that can be used as a guide for developing your own is included in the Teaching Strategies and Sample Materials Section.

5. **Pretest and revise materials:** Pretesting helps to ensure that materials are well understood, responsive to audience needs and concerns, and culturally sensitive. It is essential to make every effort to set aside funding to pretest materials with your target audiences, especially for low-literate groups.

Once you have planned your program, you can begin to market your program to the community. Even the best program, with more than enough funding, cannot help your community if you don't take the time to spread the word and promote the program to your target audience. In the next section, you will learn the basics about social marketing and also have access to sample tools and templates you can modify for use with your program.

More Information

- **Public Fire Education Planning—A Five Step Process.**
  A manual developed by FEMA to assist individuals new to developing community programs with the basic concepts needed. It also provides tips for locating resources for your programs.
  https://apps.usfa.fema.gov/publications

Resources

Print and Online Resources		
Page #	**Name of Resource**	**Purpose of Resource / URL**
3–19	SMART Goal Setting Worksheet	Worksheet aimed at helping to focus your program planning efforts by setting clear goals and objectives.
3–21	Community Action Plan Development Checklist	Checklist that will assist your action plan development with clear-cut actionable steps.
3–23	Project Implementation Plan Worksheet	Template that can be used to organize tasks involved with your program development.
3–25	Sample Project Implementation Timeline	Sample document to illustrate how you might set up your own project timeline.
3–27	Presentation Outline Template	This template is designed to assist you in organizing your thoughts for creating a presentation for your specific target audience.
3–29	Tips for Developing PowerPoint Presentations	Tips sheet with helpful reminders for writing and designing PowerPoint slides that will enhance your presentation.
3–33	Presentation Checklist	Checklist with items to assist you in planning what you will need to deliver an effective presentation.
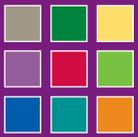
SMART Goal-Setting Worksheet

SMART Goal-Setting Worksheet

Write your program's purpose based on what you now know about your community and its greatest needs after performing a community needs assessment.

Program Purpose:

_____

Goals should always be: **S**pecific **M**easurable **A**ttainable **R**ealistic **T**ime-Based

GOAL 1:

_____

Objective 1a: _____
Objective 1b:_____
Objective 1c: _____

GOAL 2:

_____

Objective 2a: _____
Objective 2b:_____
Objective 2c: _____

GOAL 3:

_____

Objective 3a: _____
Objective 3b:_____
Objective 3c: _____

Plan ahead for any potential barriers and have solutions ready to implement if needed:

Potential Barriers   **Potential Solutions**

_____   _____
_____   _____
_____   _____
_____   _____
_____   _____
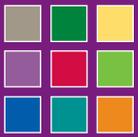
Community Action Plan Development Checklist

Community Action Plan Development Checklist[10]

Determine what people and sectors of the community should be changed and involved

- ❑ Media (print, electronic, and broadcast)
- ❑ Business community (e.g., Chamber of Commerce)
- ❑ Churches, synagogues, and religious organizations
- ❑ Schools & senior centers (public, parochial, and private)
- ❑ Youth organizations (e.g., Boy Scouts, Girl Scouts)
- ❑ Service organizations (e.g., Rotary Club, Lions, etc.)
- ❑ Influential people and community leaders (politicians, school officials, local officials, etc.)
- ❑ Members of the various ethnic groups in your community

Convene a planning group to design your action plan

- ❑ Try to make the committee as diverse and inclusive as possible
- ❑ Include people most affected by the problem or issue

Develop an action plan composed of action steps

- ❑ Include information and ideas you have already gathered about your objectives & strategies
- ❑ Determine what action or change will occur (e.g., Pre-k and K will learn about fire safety)
- ❑ Determine who will carry it out
- ❑ Determine when it will take place and for how long
- ❑ Determine what resources are needed to carry out the change
- ❑ Determine what communication needs to be done (who should know what)

Review the completed action plan

- ❑ Make sure that each action will help accomplish your goal
- ❑ Make sure that you aren't leaving anything out

Follow through

- ❑ Implement the plan
- ❑ Keep track and keep everyone informed about what's going on

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10 Adapted from the Community Tool Box: http://ctb.ku.edu
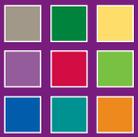
Project Implementation Plan Worksheet

Project Implementation Plan Worksheet

Date:_____

Action	To Be Completed By	Person Responsible	Resources Needed	Completion Date
Goal:				
Objective:				
Goal:				
Objective:				
Goal:				
Objective:				
Goal:				
Objective:				
Goal:				
Objective:				

Sample Project Implementation Timeline

Sample Project Implementation Timeline

Activities	Q1	Q2	Q3	Q4
Staffing				
Recruit volunteers				
Hire				
Train				
Training Workshop				
Secure site				
Develop agenda				
Invite community stakeholders				
Prepare materials				
Marketing				
Develop brochures				
Printed poster display				
Create business cards				
Evaluation				
Develop feedback survey				
Create data entry spreadsheet				
Analyze data				
Write final report				
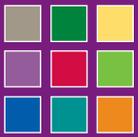
Presentation Outline Template

Presentation Outline Template

Step 1—Preparation

- **Topic**—Decide what you are going to talk about.
- **Audience**—Consider who will be listening to you and how to meet their needs.
- **Refine or limit topic**—Reframe to meet the needs of your audience.
- **Define purpose**—Is it, for example, to persuade, inform, demonstrate, entertain, or welcome? Is it a combination of these?

Step 2—Introduction

- **Greeting-attention getter**—How are you going to greet your audience, grab their attention and compel them to listen?
- **Thesis statement**—A one sentence summary of your speech topic and your point of view or angle. Example: *Prevention is the key to fire safety education*.
- **Credibility**—Establishes your right to speak on the topic, cites your qualification or expertise.
- **Summative overview**—Brief outline of the main points to be covered.
- **Benefit**—What's in your speech for your audience? Why will they want to hear what you've got to tell them?

Step 3—Body

- **Transition**—The link between your introduction and the main body of your speech.
- **Main idea 1**—Supporting ideas - Details and examples - Visuals or props - Transition to...
- **Main idea 2**—Supporting ideas - Details and examples - Visuals or props - Transition to...
- **Main idea 3**—Supporting ideas - Details and examples - Visuals or props - Transition to...

Step 4—Conclusion

- **Summary of main ideas**—From body of speech.
- **Re-statement of thesis statement**—From introduction.
- **Re-statement of benefit to audience**—From introduction.
- **Closer, clincher or call to action**—Final sentence.
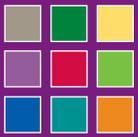
Tips for Developing PowerPoint Presentations

Tips for Developing PowerPoint Presentations[11]

Fonts

❑ Select sans-serif fonts such as Arial or Helvetica. Avoid serif fonts such as Times New Roman or Palatino as they are sometimes more difficult to read.

❑ Use no font size smaller than 24 point.

❑ Clearly label each screen. Use a larger font (35–45 points) or different color for the title.

❑ Use a single sans-serif font for most of the presentation. Use different colors, sizes and styles (bold, underline) for impact.

❑ Avoid italicized fonts as they are difficult to read quickly.

❑ No more than 6–8 words per line.

❑ For bullet points, use the 6 x 6 Rule. One thought per line with no more than 6 words per line and no more than 6 lines per slide.

❑ Use dark text on light background or light text on dark background. However, dark backgrounds sometimes make it difficult for some people to read the text.

❑ Do not use all caps except for titles.

❑ Test the font; stand back six feet from the monitor and see if you can read the slide.

Graphics and Design

❑ Keep the background consistent and subtle.

❑ Use only enough text when using charts or graphs to explain and clearly label the graphic.

❑ Keep the design clean and uncluttered. Leave empty space around the text and graphics.

❑ Use quality clipart and use it sparingly. The graphic should relate to and enhance the topic of the slide.

❑ Try to use the same style graphics throughout the presentation (e.g. cartoon, photographs).

❑ Limit the number of graphics on each slide.

❑ Check all graphics on a projection screen before the actual presentation.

❑ Avoid flashy graphics and noisy animation effects unless they relate directly to the slide.

❑ Limit the number of transitions used. It is often better to use only one so the audience knows what to expect.

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11 Adapted from: Bird, Linda. "Avoid the Mistakes of PowerPoint Rookies." *Smart Computing.* January 2001.

Color

❑ Limit the number of colors on a single screen.

❑ Bright colors make small objects and thin lines stand out. However, some vibrant colors are difficult to read when projected.

❑ Use no more than four colors on one chart.

❑ Check all colors on a projection screen before the actual presentation. They may project differently than what appears on the monitor.

Final Tips for General Presentation

❑ Check the spelling and grammar.

❑ Do not read the presentation. Practice the presentation so you can speak from bullet points. The text should be a cue for the presenter rather than a message for the viewer.

❑ Give a brief overview at the start. Then present the information. At the end, review important points.

❑ It is often more effective to have bulleted points appear one at a time so the audience listens to the presenter rather than reading the screen.

❑ Use a wireless mouse or pick up the wired mouse so you can move around as you speak.

❑ If sound effects are used, wait until the sound has finished to begin speaking.

❑ If the content is complex, print out the slides so the audience can take notes.

❑ Do not turn your back on the audience. Try to position the monitor so you can speak from it.

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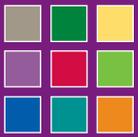
Presentation Checklist

Presentation Checklist

Before the Presentation

- ❑ Consider the overall goal of the visit.
- ❑ Find out from the teacher why you were invited/scheduled. Are you there to:
  - • Serve as a role model for the students?
  - • Present a lesson on a specific topic?
  - • Offer career information?
- ❑ Find out from the teacher what is developmentally appropriate.
  - • Grade level and ability.
  - • Previous experiences related to the topic.
  - • Type of presentation that would be most appropriate.
- ❑ Will it be one visit or multiple visits over time?
- ❑ Do you have materials for the teacher to use prior to or after your visit?
- ❑ Think about what you want students to know or be able to do when you are done.
- ❑ Presentation materials.
  - • Determine what visuals you will use.
  - • Concrete examples/models/samples will help to engage students.
  - • Make sure visuals are big enough for all to see.
  - • On posters or computer presentations, limit the number of words/page.
- ❑ If you are doing a demonstration, practice it.
- ❑ Make a list of the questions you will ask students during the presentation.

During the Presentation

- ❑ Engage students.
- ❑ Tell students your name and where you are from.
- ❑ Show your enthusiasm for the topic—if you sound boring you will be boring.
- ❑ When a student asks a question, restate it so the whole group can hear.
- ❑ Ask questions. Do your best to tailor the questions to the ability of the students.
- ❑ Encourage student questions and answer student questions as they arise.
- ❑ Ask open-ended questions that students have to think about.
- ❑ When you ask a question, allow students time to come up with an answer – don't get anxious to move on while they are mentally forming their response.
- ❑ Spread your attention around. Interact with as many students as possible.
- ❑ Go beyond "yes" and "no" answers—include explanations of why.

- ❑ Don't worry about not having all the answers.
- ❑ If you don't know answers, admit you don't know.
- ❑ Where is this information seen/used in the "real world"—make connections.
- ❑ Emphasize the positive impact of your work on students' lives.
- ❑ Don't use big words, or if you do, explain what they mean.
- ❑ Limit the amount of information.
- ❑ Let students tell what they know related to the topic.
- ❑ Be careful with their feelings when they give a wrong answer.
- ❑ Include a student (or students) in demonstrations.

After the Presentation

- ❑ Conduct a brief evaluation. (see Section 5 Evaluate)
  - • Ask students what they learned.
  - • Develop a short survey (e.g., What did you like? What did you find most interesting?).
- ❑ Thank the teacher for his/her time and help with the presentation.
- ❑ If you will be repeating the presentation, consider what changes you might want to make for the next one.

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The first 3 steps of the program planning process walked you through assessing your community for fire risks, developing partnerships to assist in your efforts, and planning your program. However, **your community must know about your program for it to make an impact**.

This section will show you how to:

- build on partnership development and program planning from the previous two sections, and

- take your program into the community through marketing and media outlets.

- **Research marketing strategies**

- **Develop a marketing plan**

- **Create marketing materials**

4

Reaching Your Audience[1]

Why Promote Your Program?

There can be many reasons why a fire safety education program has been developed for a community. No matter the reason behind the program, the intended audience must be convinced of the need for the program and motivated to participate in it. A marketing plan for your program will communicate its benefits, which include lives saved, injuries prevented, property protected, and expenses avoided.

Developing a Marketing Plan

"Social" marketing applies commercial marketing techniques to social problems. Marketing principles are the same for selling shoes or pizza as they are for promoting fire safety. **It comes down to one basic principle: changing people's behavior.**

Creative promotion of your program uses easy-to-understand messages and repeats those messages through various channels to reach the largest audience.

Marketing helps you[2]:

- decide who you want to influence,

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1   Adapted from Social Marketing of Successful Components of the Initiative, Chapter 45. *Community Tool Box*: http://ctb.ku.edu
2   Adapted from CDC, What is Health Marketing? www.cdc.gov/healthmarketing

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- reach your target audience, and

- determine how to sway people to change their behavior.

> **All four "P's" should be present in every marketing plan for it to be successful.**

Use the four "P's" of marketing when putting your plan together:

- **Product:** What is the desired action you are asking your audience to take? What kind of fire safety program will you be providing?

- **Price:** What is the cost or what loss can be prevented by participating? How much time and effort will your audience have to expend to participate? Will the organization benefit financially? Are benefits to participants greater than their costs?

- **Place:** Where will the audience perform the desired behavior or where will your program take place? Will you make presentations at elementary schools or install smoke alarms in homes?

- **Promotion:** How will you use direct communication, publicity, and advertising to reach your audience and encourage participation in your program?

Sample of the four "P"s in marketing a program:

The Mount Smokey Fire Department develops a new smoke alarm installation program aimed at getting free smoke alarms installed in every home in town. The department contacts local news stations and businesses to promote the new initiative. The department also sends brochures to local schools, officials, and community centers. Here is how the fire department used the four "P"s in the marketing mix:

- **Product:** Smoke Alarm Installation Program

- **Price:** FREE

- **Place:** Community wide

- **Promotion:** Local news stations and businesses

In a nutshell, when conducting a fire prevention marketing campaign:

- **Identify what program to promote** (for example, increase use of smoke alarms in a given area).

- **Identify your audience.** What message do you want to get across? You may want to get a message across to several different groups; and in that case, it may be more effective to use different ways to influence each group.

- **Identify barriers to participation.** Through interviews, surveys, focus

groups or other methods, you'll want to find out what makes it difficult or unattractive for people to participate. Put yourself in the shoes of each of your target audiences. Is escape planning too silly for high school students? Do parents know two ways out of every bedroom—on the second floor?

- **Reduce barriers to participation.** Plan ways to make participation easier, more accessible, and more attractive. Your fire company might provide incentives for participation.

- **Pretest your ideas** on a small number of people and then revise your plan based on the results.

- **Publicize the benefits** of the program, and the way in which people can take advantage of your efforts.

- **Assess the results** of your program and make revisions where necessary.

The following table gives you an overview of each step a sample marketing plan in order to help you develop your own. Marketing steps for a "promoting smoke alarm installation" program are included as an example. A **Marketing Plan Template** is included in the Resources table at the end of this section.

Sample Marketing Plan

	Step	Description	Example: Promoting Smoke Alarm Installation
1	**Identify the program**	A product or service related to fire safety.	Smoke alarm installation program
2	**Identify your audience**	The target audience for the program and the motivation (the benefits of the program for the audience).	Older adults
3	**Identify barriers**	Use interviews, surveys, focus groups to find out what gets in the way of program. Consider awareness, access, and cost.	Accessibility and price
4	**Remove barriers**	Change cost, where you get the product/service; use communication, publicity, and advertising.	- Discounts for smoke alarms - Smoke alarm installation days

	Step	Description	Example: Promoting Smoke Alarm Installation
5	**Pretest**	Try out your ideas with a small group and then improve your marketing plan as needed.	Pretest with senior housing apartment building
8	**Publicize**	Develop a simple and clear message about the product/service and its benefits to be communicated multiple times across multiple channels.	▪ Flyers ▪ Posters ▪ Radio announcements
9	**Check your work**	Measure change after product/service is provided.	Compare the smoke alarm installation rate before and after the program to measure success.

Fortunately, there is a wide range of materials you can use to help you market your program and spread your fire safety messages. Planning and preparation are essential to a successful marketing plan. No matter what methods you choose to market your program, you need to keep it fresh and to market often.

Strategies for Promoting Programs

Getting the Word Out

Developing a fire safety education program can be a challenging task, especially when you think about all the different audiences you are trying to reach. This section of the fire safety toolkit includes additional information and materials that will further help to promote your program in your community with your target audience in mind. Below are some strategies you can use for getting your program off the ground.

Community members need to be made aware of your fire safety education efforts.

- Distribute teaser material for the upcoming program.
- Plan a kick-off rally:
  - announce your program to potential collaborators,
  - provide handouts that explain the mission of the program for attendees to take home.

- Use an elevator speech that focuses on the heart of your program. An elevator speech is a prepared 15–30 second presentation that grabs attention in a few words. See the elevator speech template listed in the Resources table at the end of this section.

- Conduct a mail campaign.

- Hand out brochures and fact sheets:
  - to neighbors when called to respond to house fires,
  - to employees when called to worksites, and
  - during Fire Safety Month activities and events.

- Plan safety messages based on seasonal risks such as:
  - summer barbeques,
  - winter heating,
  - holiday cooking, and
  - holiday trees and decorations.

- Contact local media and key players to discuss and distribute promotional material for your event.

Publicizing Success Stories

Has anyone escaped a fire using information learned during a fire safety trailer program session? When called to a home to respond to a fire, ask questions to determine how they escaped and how they knew what to do. You can use success stories to:

- respond to public inquiries about the program,

- educate decision makers,

- reveal that funds are well spent,

- make the target population aware of your program,

- display program progress, and

- request needed resources.

> **Success stories can be a powerful evaluation tool that communicates a program's accomplishments to key stakeholders.**

Success stories can have many different formats depending on their audience and purpose. These formats include an elevator story, a spotlight paragraph, a one-page success story, a two-page success story, and a published article. Several resources are included in the toolkit to assist you.

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- A **Sample Success Story,** a **Data Collection Tool,** and a **Tips for a Success Story** are included in the Resources table at the end of this section to help you develop your own success stories.

- A guide titled "How to Develop a Success Story" is available on the CDC website at **www.cdc.gov/HealthyYouth/stories/pdf/howto_create_success_story.pdf**.

- **CDC's Success Story Portal** is an online collection of real stories about injury prevention successes. It has an online success story generator and guidance to help you develop and print for use with your program. **www.cdc.gov/injury/SuccessStories**

Marketing Materials

You will need a variety of materials to get your message out and promote your program. First, determine what key fire safety messages are appropriate for your specific program—for instance:

- Get out and stay out.

- Go to your family's meeting place.

- Crawl low under smoke.

- Smoke alarm batteries should be tested monthly.

There are a number of materials you can develop at little-or-no cost to you. Use your key program messages in these essential materials:

- PowerPoint presentations,

- brochures,

- fact sheets,

- success stories,

- print ads and news articles,

- posters

Samples of materials and templates for marketing your program that you can use when working with the media (news article, flyer, poster, public service announcements, and success stories) are in the Resources table at the end of this section. Software programs such as Microsoft PowerPoint® and Publisher® have ready-to-use templates for a variety of materials that will allow you to simply cut and paste in your program information. Additional tips, guidance, and examples can be found at:

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Colorado Nonprofit Association—**Communications Toolkit** contains information about how to communicate internally and externally, with a special emphasis on working with the media.
www.coloradononprofits.org/help-desk-resources/nonprofit-help-desk/faqs-resources/communications

Beyond the Basics

Media coverage is important in educating your community about your program because it carries your message to a much larger audience. To keep things simple, think about designating a spokesperson who is comfortable with public speaking as your media contact. This will help to ensure that the same message is being communicated each time and the materials you've developed support that message.[3] The next few sections will provide you with some valuable tips for working with the media.

Working With the Media

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Working with the media is essential to raise awareness and communicate important information to the public. It can seem a bit overwhelming if you aren't prepared to give an interview, create a press release, or even answer questions at a public event. Use the tips below, compiled from the Colorado Nonprofit Association *Working with the Media: Non Profit Toolkit*, to prepare for working with the media:

1. Develop short, key messages that you can refer to quickly.

2. Remember your audience and try to avoid using acronyms and jargon.

3. Try to relate your information/program to current local events.

4. For consistency, have one key person designated as the media contact.

5. Develop a press kit with facts sheet, quotes, and background information for announcing larger events or programs in your community.

6. Make sure you have all the details for your message by answering the following 5 W's:

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3   Wallack et. al., *News For a Change: An Advocates Guide to Working with the Media*. Thousand Oaks, CA. Sage Publications, 1999.

Who are you? Who do you represent?

What news are you reporting? Is there an event? Are you publicizing a particular issue or event?

When will the event take place?

Where will the event take place?

Why should others care about what you are doing?

Determining What Media Outlets

First, think about who your program is trying to reach—general community, children, adults, teens, etc. Then, think about where that group of people gets most of their information about local news and events. Defining your audience will help you to determine which media will be most effective. There has been a shift from traditional media outlets, such as newspapers, to online social media for communication, but traditional channels are still important. A sample list of sources that can be used for your media effort is given below:

- TV, radio, and newspaper reporters or other individuals, such as well-known community bloggers.

- Local newsletter editors (church, school, etc.).

- Hosts and producers of local television and radio news programs.

- Online social-media outlets such as email lists, personal blogs, Facebook, GooglePlus, Twitter, etc. can provide free publicity quickly and to large groups of people with the ability to promote your event on your audience's own pages. (See "Make best use of social media tools").

Help the Media Help You

Develop a press information packet that contains material on the program you are trying to promote "in a nutshell." Have these packets ready to share electronically so you can use them to educate reporters on the issue and interest them in a story.

Materials you may want to include in your press information packet consist of:

- Information about your department and prevention program;

- Contact information for the press spokesperson;

- Background data (such as fact sheets) on fire statistics and other relevant information;

- Information on how the program will address community needs; and

- Materials that help reporters write a story, such as recent research on local fire statistics, quotes from the community, and an overview of the program.

Making Best Use of Social Media Tools

Use online social media tools such as Facebook and Twitter to connect to other organizations and potential supporters who might not be aware of your program. These tools quickly broadcast your message to a large audience. A blog post can be promoted by a Twitter message ("tweet") and by a posting on your Facebook page. Videos can be uploaded to YouTube and shared via Twitter and Facebook; likewise, photos can be uploaded to Flickr and shared. Any videos, fact sheets, or other materials that you have developed for your program are easy to post to Facebook—in fact, it is easier to post materials to Facebook than to a regular website. If you have a valuable message or program to promote, others will help share your information on their own Facebook pages or Twitter accounts. An overview, "Using Social Media to Expand your Safety Message Outreach," is in the Resources table at the end of this section. The specific services mentioned here may become yesterday's news by the time that you read this; these services are examples only. Stay up to date on the latest popular social media tools by talking to your partners and your audience and find out what they are using—and follow them.

Final Tips: Spreading the Word to Reach People[4]

- **Use word of mouth.** The best source of a referral is someone who was helped and thought you offered a good service. Encourage your users to "Tell a friend about us." Getting user referrals is a true indication of a program's reach into a community.

- **Use social media.** Your audience and your supporters and partners are online. Use blogs, email discussion lists, social networks (such as Facebook), and Twitter to expand your safety message outreach.

- **Identify and target "gatekeepers" who affect your population's ability to participate.** In rural areas or some cultures, for example, fathers are often seen as "gatekeepers" for the entire family. If they say "No," no one in the family will take part. Reach out directly to fathers, mothers, grandparents, or teens—whoever you can identify as gatekeepers/decision-makers.

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4 From The Community Tool Box: ctb.ku.edu/

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- **Distribute or conduct a basic survey concerning your issue.** Surveys provide a vehicle for communication with individuals or households. You can distribute a survey in schools (with permission from the principal or school district), at community events, or one-to-one on the street. Keep questions simple and request contact information for follow-up.

- **Place inserts in local/regional newspapers.** Distribution of inserts/flyers in local papers is cost effective and allows for broad distribution. They reach many people who would not otherwise see your material. Use the free newspaper if one exists in your community.

- **Send information home with students in school materials.** Work with local schools to send flyers home with children's report cards or other "must see" school communications.

- **Create a display window in a prominent area.** Put your information in a window on a well-traveled street, at a popular gathering area, or in a bus depot.

- **Use children's artwork in your promotional material.** Children's artwork uses unconventional language and has community appeal.

- **Use businesses that distribute products in the community.** Get flyers/inserts in supermarket shopping bags or in take-out food containers, such as pizza boxes. These messages reach many people throughout the community, at low cost to you.

- **Advertise in restaurants.** Place your program's message on food tray liners or paper placemats at restaurants. This provides a non-traditional context for getting the message to many people in a potentially fun setting.

- **Participate in national promotional campaigns.** Create activities to tie in with Fire Prevention Week in October, the Great American Smokeout, or even Grandparents Day to spread awareness of your program. Many of these campaigns provide materials to help develop community forums, articles, media events, exhibits, banners, and the like.

"A strong, clear fire safety message can be extremely persuasive."

—Fire Safety Educator

- **Be creative and interactive at health fairs and community events.** Provide incentives for people to take information, fill out a questionnaire, or complete an application. These may include raffles, small gifts for children or adults, or children's activities. Have unusual attention-getting table displays or have staff wear costumes or eye-catching attire, such as T-shirts saying, "Need a free smoke alarm? Talk to me."

- **Provide information to local police.** Police are respected members of the community and have a positive influence on programs.

- **Offer training to those who can help spread your fire safety messages.** Don't overlook teachers, senior center administrations and staff, scout leaders, camp counselors, and others who might spread the word.

- **Be creative in seeking partnerships.** Work with services and agencies that connect with your population.

As your program begins to take off and you are out in the community delivering your fire safety messages, you should begin to take note of the impact your program is having on the community. The next section of the toolkit will introduce you to program evaluation and how you can incorporate evaluation to improve your prevention efforts.

More Information

- *Strategies for Marketing Your Fire Department Today and Beyond.* A marketing guide for fire service personnel to get programs out to community members. **www.usfa.fema.gov**

- *Marketing Fire Prevention in Your Community.* **www.gpstc.org**

- *Adding Power to Our Voices: A Framing Guide for Communicating About Injury.* A CDC communications guide developed to help build messages, write press releases, and provide tools to generate awareness of your program. The guide includes a fire-safety "message funnel" to help you adapt your messages to audiences that have different levels of interest in the subject. **www.cdc.gov/injury/pdfs/CDCFramingGuide-a.pdf**

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Resources

Print and Online Resources		
Page #	**Name of Resource**	**Purpose of Resource / URL**
4–15	Marketing Plan Template	This worksheet can help direct your efforts to market you program by walking you through the steps needed.
4–17	Elevator Speech Template	Outline that will assist you in planning the details of your program for presenting to stakeholders.
4–19	Sample Success Story	This is a sample of a method you can use to get the word out about your program and the impact it's having on your community.
4–21	Sample Flyer	A sample that helps illustrate the information that you should include on a flyer about your program or event.
4–23	Template for a Public Service Announcement	Outline of information to be included in a Public Service Announcement for your program.
4–25	Sample Poster	A sample that helps illustrate the information that you should include on a poster about your program or event.
4–27	Tips for a Success Story	Template that includes the key information you should include when writing your success story.
Online	Success Story Data Collection Tool	A CDC word document that breaks out all the information you should collect in order to prepare to write your program success story. www.cdc.gov/OralHealth/publications/library/pdf/ss_data_collection_tool.doc

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Print and Online Resources		
Online	Success Stories Portal from the Centers for Disease Control and Prevention's (CDC) National Center for Injury Prevention and Control	This website has a collection of success stories related to injury and violence prevention, as well as an online tool that will generate a success story you can print and use within your community. The site also has printable worksheets that can assist you in writing your success story and the details about your program. www.cdc.gov/injury/SuccessStories/index.html
Online	Using Social Media to Expand your Safety Message Outreach	An NFPA presentation that encourages outreach via social media is summarized in this Firehouse.com article: www.firehouse.com/topics/7/nfpa-encourages-outreach-social-media The full slide presentation is available: www.slideshare.net/mhazell/nfusing-social-media-to-expand-your-safety-message-outreach

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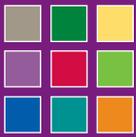
Marketing Plan Template

Marketing Plan Template

	Step	Description	Details
1	**Identify the program**	A product or service related to fire safety.	
2	**Identify your audience**	The target audience for the program and the motivation (the benefits of the program for the audience).	
3	**Identify barriers**	Use interviews, surveys, focus groups to find out what gets in the way of program. Consider awareness, access, and cost.	
4	**Remove barriers**	Change cost, where you get the product/service; use communication, publicity, and advertising.	
5	**Pretest**	Try out your ideas with a small group and then improve your marketing plan as needed.	
8	**Publicize**	Develop a simple and clear message about the product/service and its benefits to be communicated multiple times across multiple channels.	
9	**Check your work**	Measure change after product/service is provided.	
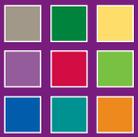
Elevator Speech Template

Elevator Speech Template

Four questions your "Elevator Speech" should answer:

1. **What is it you are offering?**
   Briefly describe what the program is. Do not go into detail.

2. **Who is your target audience?**
   Briefly discuss who you are hoping to reach with the program.

3. **Who is behind the program?**
   "Bet on the jockey, not the horse" is a familiar saying among investors. Tell them a little about you and your organization's background and achievements.

4. **What does your program bring to the table?**
   You need to effectively communicate how your program is different and why a potential partner or participant should want to be a part of it.

What your "Elevator Speech" should contain:

1. **A "hook"**
   Open your pitch by getting their attention with a "hook." A statement or question that piques their interest to want to hear more.

2. **About 150-225 words**
   Your pitch should go no longer than 60 seconds.

3. **Passion**
   Potential collaborators want to see a vested interest in the program you are pitching.

4. **A request**
   At the end of your pitch, you must ask for something. Do you want their business card, to schedule a full presentation, to ask for their support?
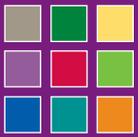
Sample Success Story

Sample Success Story

SMITHTOWN, VA—The region around Smithtown, CA has been experiencing a declining economy and a low per capita income, with 29 percent of their citizens living below poverty level.

Studies show poverty is the single most important factor related to unintentional injuries in children.[5] According to the US Fire Administration, fires and burns were the third leading cause of unintentional fatal injuries to children 14 or younger. In addition, children from low-income families have been found to be five times more likely to die in a fire.[6]

Due to the increased risk and incidence of fire deaths and injuries to children, the Smithtown Fire Department decided to apply for a Fire Prevention and Safety Grant. The Smithtown Fire Department was awarded funding to purchase a fire safety trailer in 2008 to support their fire prevention initiatives. Utilizing this trailer, the Department created the Fire Safety Program as an educational outreach to teach children 15 and younger about environmental, weather, stranger, and fire safety issues. It has evolved into a wonderful partnership with surrounding communities and stakeholders as an educational tool that reaches all age groups.

Since 2008, approximately 6,000 children and an additional 2,000 adults have benefited from the program funded by the FPS grant. The biggest success is when the safety messages result in saved lives.

On November 10, 2009, there was a home fire on 7th Avenue in Smithtown. The 9-year old boy and his 7-year-old sister escaped through a window after hearing the smoke alarm. The young boy stated he had learned how to escape at his school when the Fire Department brought the Safety Trailer to his school for a presentation.

The Safety Trailer travels to several surrounding counties to visit elementary schools, fairs, festivals, fire department open houses and other special events, like the one held at the Allen Safety Day.

Pre-K programs teach about exit drills and the sound of alarms. First and second graders also learn about Stop, Drop and Roll and calling 9-1-1. Third and fourth graders learn about kitchen safety and not touching firearms, in addition to all the things the younger children learn. Older children learn about weather safety and fire extinguishers. The curriculum is based on the State Curriculum and grade appropriate to each age group. This curriculum supports the effective teaching of safety practices and allows staff to emphasize points like going home and practicing with their parents.

All of these presentations are preceded by a community needs assessment to target parts of the safety presentation to risks that are relevant to the population in that specific geographic area.

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5 Socioeconomic Factors and the Incidence of Fire, U.S. Fire Administration, FA 170, June 1997.

6 Education Resources Information Center website, www.eric.ed.gov/PDFS/ED355044.pdf—Fire Safety: Protecting Our Children and Families. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundred Second Congress, Second Session (August 11, 1992) ISBN 0-16-039722-7
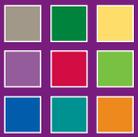
Sample Flyer

There are over 2,500 people who die in fires EVERY YEAR.

Over 80% of those deaths occurred at HOME.
but it doesn't have to be that way, because....

Insert image of house fire

Insert image of house fire

THE FIRE TRAILER IS HERE!

Insert image of trailer

This interactive trailer was designed to travel throughout the city for use in teaching fire prevention and demonstrating what to do if a fire occurs.

Senior citizens and children under 5 account for half of fire deaths in the U.S. The Fire Trailer can go to schools/pre-schools, senior centers, churches, and community events upon request teaching fire safety across the community.

If you are interested in the Fire Trailer coming to your community, please contact John Smith at 555-5555
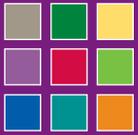
Template for a Public Service Announcement

Template for a Public Service Announcement

Don't Be Scared, Be Prepared

Voice of Reason: (beeping smoke alarm) When you hear the sound of a working smoke alarm in the middle of the night, it can frighten anyone, especially people with special needs.

For them it can be more than scary - it can be terrifying.

Elderly Voice: What is that?! Oh my! There must be a fire!!!

How am I going to get out of here?! (panic - muffled background, END beeping alarm)

Voice of Reason: When it comes to fire:

- Have a working smoke alarm on every level of your home, in every bedroom, outside each sleeping area, and in the basement.
- Let your local fire department and building manager know about your special needs ahead of time.
- Practice your fire escape plan twice a year with everyone in your home. Be sure to practice during the daytime and at night.

Plan ahead for a fire emergency. Don't be scared - be prepared.

Announcer: The Fire Trailer can help you to BE PREPARED.

For more information, contact INSERT CONTACT INFORMATION.

A message from YOUR LOCAL FIRE STATION, FEMA, and the U.S. Fire Administration.
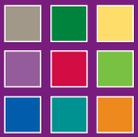
Sample Poster

LOCAL FIRE STATION IS HAVING A KICK-OFF CELEBRATION TO UNVEIL THE ARRIVAL OF THE FIRE TRAILER TO OUR COMMUNITY.

(City, State) – Fire Station #1 received a grant that provided them with a Fire Trailer through FEMA and USFA.

Insert image of trailer

They plan to unveil the Fire Trailer to the community at the Kick-Off celebration scheduled for INSERT DATE outside the Fire Station. This will be an opportunity to see what the fire trailer is and how it will be used to help the community.

There will be games, contests, refreshments, music and fun for EVERYONE.
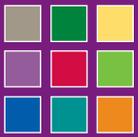
Tips for a Success Story

Tips for a Success Story

A success story is a one or two-page document that focuses on the heart of your program and is used to promote your program strongly but briefly. The following are the criteria for a success story:

Title

Does the title:

1. Capture the attention of the reader?   Y / N
2. Avoid acronyms?   Y / N
3. Contain a verb?   Y / N

Issue

Does the issue statement:

1. Have a strong lead sentence?   Y / N
2. Provide local, regional, or state information about the issue?   Y / N
3. Tie the burden (health, training, or threat) to a cost burden?   Y / N
4. Specify the affected population?   Y / N
5. Provide an emotional hook?   Y / N
6. Present a clear, concise statement about a single issue?   Y / N

Intervention

Does the intervention statement:

1. Have a strong lead sentence that transitions the issue section
   to the intervention section?   Y / N
2. Identify who conducted the intervention?   Y / N
3. Identify where and when the intervention occurred?   Y / N
4. Specify the steps of the intervention?   Y / N

Impact

Does the impact statement:

1. Give specific outcomes? (e.g., money saved, change in health
   outcomes, number of people affected)   Y / N
2. Avoid broad, sweeping statements?   Y / N
3. Provide conclusions that wrap up the story in a convincing manner?   Y / N

General Formatting

Does the success story:

1. Avoid wordiness, passive language, and grammatical and spelling errors?   Y / N
2. Use terms that are understood by a non-public-health audience?
   (avoids jargon)   Y / N
3. Use one page if possible?   Y / N
4. Use bullets where possible?   Y / N
5. Include contact information?   Y / N

Evaluation helps you improve your program by identifying strengths and weaknesses in how your program addresses the fire safety needs of your community. While evaluation is listed as the final step in this Toolkit, your evaluation actually begins with planning in Step 1 and carries through to collecting information here in Step 6.

An organized evaluation of your program can take a lot of time and effort, which is worthwhile since granting agencies require solid proof that they are funding programs that work.

You can evaluate your program by:

- Describe and collect information about your ongoing program activities.

- Looking at how your program has affected people's behavior.

- Monitoring the incidence of fire-related injuries and deaths in your community (surveillance).

- Developing success stories.

- **Determine evaluation measures**

- **Track program activity**

- **Analyze and report the data**

Steps in Evaluation

This evaluation section is modeled after the Centers for Disease Control and Prevention (CDC) six-step evaluation framework. See **Beyond the Basics** in this section for more on each step.

Source: Adapted from Centers for Disease Control and Prevention. Framework for Evaluation and Public Health

Program Activities

Your first step in successfully tracking your education program is to evaluate your implementation process. Start by taking inventory of the number of programs offered and by measuring the outputs produced. For example, the number of classroom visits or smoke alarms installed would be key activities for which you should maintain careful records with trackable data. This information will help provide accountability to your department, community, and funding agencies.

Behavior Changes

How people change their behavior as a result of exposure to your program is one way you can evaluate its effectiveness. For example:

- Have they developed an escape plan and practiced it?
- Have they installed smoke alarms or tested alarms already installed?
- Have they eliminated fire hazards identified in your program?

You can gather this information with a survey of your program participants or by doing follow-up home inspections.

Evaluation…
- shows the effectiveness of a program, as well as areas of your program that may need improvement,
- encourages participation by fire personnel, and
- supports continuing funding for the program.

Surveillance

Monitoring the numbers of fire-related injuries and fatalities can provide a broader view of the success of fire safety education programs. The program may not be able to reduce the number of fires, but it can improve how well people respond to an emergency. You may find fewer injuries and deaths, and less property loss in your community.

National Fire Incident Reporting System (NFIRS)

Using NFIRS, you can enter information about fires in your community, monitor trends over time, and seek out fire data from communities similar to yours and conduct comparisons. The NFIRS database can be used to answer questions about the nature and causes of injuries, deaths, and property loss resulting from fires.

Additional information about NFIRS can be found on the USFA website at www.usfa.fema. gov/data/nfirs

Beyond the Basics

This section of the toolkit includes plenty of confidence-building information and materials to help you evaluate your program from start to finish.

Overview of CDC Evaluation Framework[1]

Overall effectiveness and impact of a program can be determined by program evaluation. CDC established a six-step evaluation framework:

1. Engage (work with stakeholders)

2. Describe the program (list out details)

3. Focus the evaluation design (write evaluation questions)

4. Gather credible evidence (collect data)

5. Justify conclusions (analyze data)

6. Ensure use and sharing of lessons learned (use the results)

Each of the six steps is discussed below to assist your evaluation planning efforts. In order to assist those of you with mature fire safety education programs, each of the six steps from CDC's evaluation framework is outlined in a detailed **Steps in Evaluation Practice Chart** to guide your planning process. The chart can be found in the Resources table at the end of this section.

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1   Source: Joint Committee on Standards for Educational Evaluation. Program Evaluation Standards: How to Assess Evaluation of Educational Programs. 2nd ed. Thousand Oaks, CA: Sage Publications, 1994.

Breakdown of Evaluation Steps

1. Working with stakeholders

A successful evaluation begins with good planning and preparation. Identify who is going to use the evaluation results, and understand what each group of users expects to learn from the information gathered.

- Involve staff, service providers, and program participants in the design process to plan for obstacles and develop future plans for the results.
- Involve the end users of the evaluation data to encourage quality data collection.

Start by researching other programs that have worked and consider contacting the program directors to see if they would be willing to share their program information with you.

Next, collect baseline data. Baseline data give you a starting point to see what the community or target group was like before you started your program. Example baseline data you could collect includes:

- How many home fire-related deaths and injuries occurred in your community before beginning your smoke alarm installation program?
- How many calls did your fire department respond to?
- How many homes had working smoke detectors?

Once you have the background information for your program evaluation, you will be prepared to start the recruitment of evaluation stakeholders.

Getting support

Your key stakeholders may be community members in your coalition, members of the community who have supported your program already, or completely new individuals or groups. Evaluation stakeholders are directly invested in the results of your evaluation. Those individuals could include the fire department chief, mayor, health department staff, legislators, funders, or community advocates.

Identifying who can help

Seeking help from experts is an excellent way to improve your evaluation efforts. Help is available from many sources, including the USFA, the NFPA, local teachers and college instructors, graduate students, public health officials, extension agents, mental health officials, and the state fire marshal's office. Do not hesitate to seek out their guidance and input, as they may even help for

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little or no cost. They will be able to help you determine what information you need to collect and how to collect it to best evaluate your program.

If you do not already have a contact with one of these sources, start out by contacting a community relations or public relations manager at a university or government office—describe the project you are working on, and he or she may be able to put you in touch with an expert. Additionally, one of your coalition members may be able to "donate" an evaluation expert to assist you or a university contact may be able to use your program evaluation as a class project for students. The key is to be open and creative when looking for evaluation assistance.

2. Describing your program

Start by taking a look back at your program plan, which you developed back in section 3. As a reminder, the five parts of program planning are:

Program Goal	Expected Outcomes	Activities	Outputs	Inputs
Goal of your program based on needs of your community	Measures of program success	The tasks and activities you plan to help you reach your goal	The materials delivered and services provided by your program	Resources needed to support your program

At this point, you will want to take a look at anything that may have changed since you began the planning process, such as changes in funding, staffing, etc., that could potentially impact the evaluation process.

3. Identifying questions for evaluation of your program

What would your stakeholders want to know about your program's progress and its success, and what would they do with that information?

Key Stakeholder[2]	What do they want to know?	What do they intend to do with the information?
City government	Is the strategy reaching the intended audience? Is it effective?	Determine if adjustments to the strategy need to be made.

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2 Source: Southern California Injury Prevention Research Center (SCIPRC). UCLA School of Public Health. *A Guidebook to Strategy Evaluation: Evaluating Your City's Approach to Community Safety and Youth Violence Prevention*. June 2008. www.ph.ucla.edu/sciprc/pdf/Evaluation_Guidebook_July08.pdf

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Key Stakeholder[2]	What do they want to know?	What do they intend to do with the information?
Funding agency	Is the program cost-effective?	Obtain more funding. Develop appropriate budgets. Allocate resources fairly.
Community members	Is the strategy resulting in positive change in the community? Is the strategy making the community feel safer?	Determine whether or not the expected changes are occurring. Address challenges in reaching objectives.

Choosing evaluation measures

Defining appropriate questions to be asked in an evaluation requires a thorough understanding of the intent of the program. For each question you need to choose those measures, or indicators, that best assess your program's outcomes.

An EVALUATION MEASURE can be used to track your program's progress.

Let's use an example to illustrate the process you would take if you were evaluating a smoke alarm installation program. This program has an overall goal of reducing home fire casualties in the community.

Evaluation Question	Evaluation Measures	Data Source
Is the program reaching the intended audience?	**Short-term:** Regular meetings of partners	Program records
	Long-term: Increase in number of homes with working smoke alarms	Community household surveys (before and after the program, or after the program only)

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2 Source: Southern California Injury Prevention Research Center (SCIPRC). UCLA School of Public Health. *A Guidebook to Strategy Evaluation: Evaluating Your City's Approach to Community Safety and Youth Violence Prevention*. June 2008. www.ph.ucla.edu/sciprc/pdf/Evaluation_Guidebook_July08.pdf

Evaluation Question	Evaluation Measures	Data Source
Is the program educating the intended audience about the importance of smoke alarms?	**Short-term:** Increase in community support and media coverage	Requests from the public for programs; stories in the media
	Long-term: Change in knowledge of smoke alarm prevention education	Surveys (opinion)
Was there a reduction in home fire injuries or deaths as a result of the program?	**Short-term:** Decrease in risk factors for preventable home fire casualties	Surveys and inspections
	Long-term: Decrease in home fire casualties in community.	Incident data

Using a logic model helps not only to to illustrate the program visually but also to break out the measures of success you will use for each program activity (see sample in the **Trailer Curriculum Program: Evaluation Plan Template** or the **Logic Model Template** found in the Resource table). Think about information you can collect:

- while the program is still underway (process evaluation) as feedback comes in and

- that documents program success (impact/outcome evaluation).

Process Evaluation	Impact/Outcome Evaluation
Documents the degree to which the program was implemented according to the plan. A few measures you could use include: ■ Number of community members reached by your program. ■ Distribution rates for program materials. ■ Quality of new partnerships as a result of the program. ■ Percent of targeted population reached by program. ■ Meeting timeline for program implementation.	Designed to assess program effectiveness through documented change (e.g., behavior change). Some examples of outcome measure include: ■ Comparing baseline statistics for program participation with post-program data. ■ Measuring awareness/reach of your program. ■ Qualitative measures such as asking program participants to comment on their experience with the program and how it may/may not have changed their behavior.

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To determine if your program is doing well, first check it against the purpose, goals, and objectives that you established for your program. For example, suppose that the purpose of your program is to increase knowledge of home fire dangers among elementary school children and your goal is to visit all 1st and 2nd grades in your local school district. A simple way to evaluate whether you met your goal would be to keep track of the 1st and 2nd grades you visit and the number of students who received the program.

Next, evaluate how well your messages were received. The simplest way of doing this is to ask your audience what they have learned, if anything was unclear, and if they have any questions. For example, after a presentation, you could:

- Ask participants for a show of hands regarding their overall understanding of fire safety as a result of the presentation (e.g., "Much better than before," "A little better than before," "No different," etc.)—this is sometimes called "self reporting."

- Ask participants for a show of hands regarding whether they liked the program or not, or liked it (or not) in comparison to another fire safety program they participated in.

- Assess for yourself how well participants performed in particular parts of the presentation (e.g., how well they performed "Stop, Drop and Roll" or answered questions about fire safety topics).

- Note your impressions of how the presentation ran (see **Presentation Evaluation Tool and Presentation Feedback Form** in the resources table at the end of this section) and any suggestions for things you might have done differently; then meet with other people doing presentations to exchange ideas on possible improvements to the program.

- Follow up with teachers or administrators and staff where you presented and get feedback on how well the program was received and whether there is ongoing interest in the topics raised.

Find out if you are getting your message across by measurement of change in knowledge for your participants. One way to do this is to give a short survey (pre-test) at the start of your program and then give the same survey (post-test) immediately after you finish your program. The results of these tests can tell you:

> **A test given immediately after the program provides a quick check of learning.**

- what people already know,

- misconceptions they may have that can get in the way of receiving your message, and

- which topics covered by your program need to be stressed more.

However, if you can, arrange with teachers or staff of organizations where you have presented to give another post-test one to two months after your program. This will tell you whether your fire safety message "stuck" and identify topics that need additional stress and areas where you need to change your approach.
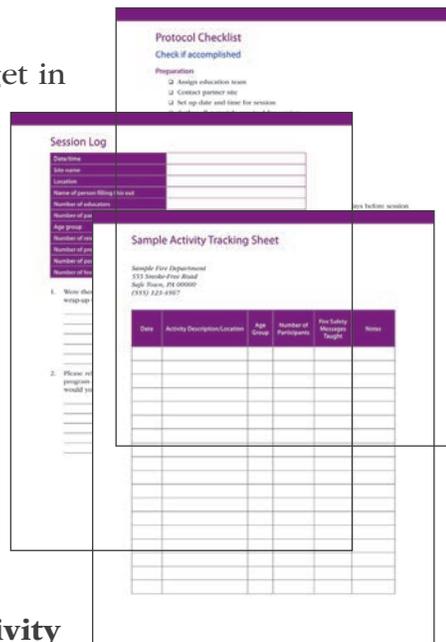
Several tools for tracking program activity (**Protocol Checklist**, **Session Log**, **Sample Activity Tracking**) and obtaining feedback (**Teacher/Aid Feedback Form**, **Sample Pre/Post tests**) that you can adapt for evaluating your program are also included in the Resources table at the end of this section.

4. Collecting data

Once you have written evaluation questions for your program and decided how to measure program success, you should develop a list of items you will measure over time. Data about your program such as the following can be tracked on a spreadsheet.

- Home fire-related deaths and injuries.

- Fire-related calls.

- Number of homes with working smoke detectors.

The most commonly used methods of collecting program evaluation data are the following:

Method	Purpose
Program Data	Look for trends and areas of weakness/success within your community's program by comparison of current data on your program activities to that from previous years.

Method	Purpose
Surveys	Measure a change in knowledge or to collect general information; conduct before and/or after a program. Quick and easy to gather a lot of information.
Interviews	Explore answers to questions through probing questions from participants or community stakeholders.
Literature Review	Find trends to help focus your program evaluation by looking in professional publications for existing data and statistics.
Focus Groups	Collect data about key topics with a small sampling of the target audience to allow for in-depth discussion.

Next, track your program activities and measure the outcomes/results they produce. A sample spreadsheet follows:

Sample Fire Department Activities and Outcomes Spreadsheet

	2006	2007	2008	2009	2010	2011
Total Education Programs	4	5	3	4	10	22
School-Based	1	2	2	2	6	10
General Population	3	2	1	2	2	9
Older Adults	0	1	0	0	2	3
Total Smoke Alarm Installation Visits	15	10	7	20	52	125
Total Structure Fires	18	21	19	17	15	16
Total Fire Losses ($1,000)	523	497	581	553	482	477
Total Civ Injuries	15	11	14	11	10	3
Total Civ Fatalities	5	6	4	4	3	0
Total Fire Service Injuries	6	5	6	4	6	2
Total Fire Service Fatalities	0	1	0	0	0	0

"There are several vital reasons we collect and disseminate fire data. Ultimately, we use this data to fight fire.[3] "

—State Fire Marshal

3 News release, Minnesota Department of Public Safety, Feb. 24, 2012

5. Analyzing data

You are well on your way to evaluating your program. Once the collection of program evaluation data is completed and you have all the information in hand, it can be overwhelming if you haven't thought ahead about how it should be organized and compiled. Suggestions for how to handle your data include:

Quantitative Data (numerical data, statistics, etc.)	
- Tabulate the information. - Consider computing means or averages for each question (e.g., survey answers). - Make comparisons to baseline statistics in your table and look for trends from year to year—analyze as charts or graphs.	
Qualitative Data (interviews, participant comments, teacher feedback form, etc.)	
- Read through all the data. - Organize similar comments and themes into categories. - Identify patterns that appear.	

Data analysis and survey tools

The sheer amount of data that program evaluation produces can seem daunting at first glance. This template can serve as a planning tool for analysis of different types of information you have collected.

Type and source of Information	Qualitative or quantitative data?	Resources available to help analyze the information	Standard of comparison (e.g., before and after)

Tabulate your results

The Percent Change Calculator at **percent-change.com** is a simple online tool that can assist you in analyzing the results of your program. The online website provides a formula that calculates percent change (an increase or decrease in something) so you can see the impact of your program on a particular behavior, change in knowledge, etc. For example, the fire data table below demonstrates how you can use this tool to report the impact of a program aimed at fire safety education for school-aged children in 2008:

Mount Smokey Fire Statistics, 2005-2010

Home Fire Deaths	2005-2007		2008-2010	Percent Change
Age of Victim (Yrs)	N		N	%
0–5	7		2	−71.4
6–9	3		0	−100
10–19	2		3	50
20–29	2		0	−100
30–39	5	Fire Safety Education Program	6	20
40–49	4		2	−50
50–59	3		0	−100
60–69	5		6	20
70–79	6		3	−50
80–89	3		2	−33.3
90+	1		0	−100
Source: Fictitious data, for illustration purposes only				

There was a clear decrease in home fire deaths in the three years following the implementation of the Mount Smokey Fire Safety Education Program in school-aged children, as well as residents aged 40–59 who most likely represent the parents of the school-aged children. This tool can also be useful when comparing pre-test and post-test data to show a change in knowledge by participants as a result of your program.

Online survey tools can also be a very cost-effective way for delivering surveys, collecting results, and then analyzing the results all through one centralized website. This method is a great option for collecting program-related data quickly and easily. Surveys can be created and printed for the traditional methods of paper and pencil, as well as linked to a website or emailed to participants. Most free survey websites also offer fee-based membership that provides additional options such as data storage, download and exporting data

into various formats, and the creation of data sharing sites—which can be very useful for grant funders to see real-time data. Listed below are a few examples of sites that provide online survey creation, data collection and analysis for free:

www.Kwiksurveys.com   www.Surveymonkey.com

www.Qualtrics.com   www.Zoomerang.com

www.Surveygizmo.com

Analyzing key informant interviews & focus group data

Qualitative evaluation sources generate a large amount of useful information, but you'll need to be prepared to sort through it all. These are the general steps you should follow:

- Group the key words and phrases into several categories.
  - Each category should have anywhere from three to ten key words or phrases.
  - All comments and phrases should fit into at least one category.
  - Some comments may have several key words that fit into different categories.
- Categorize key words for a central theme and general sentiment (positive, negative, neutral, suggestion).
- Interpret the findings. After the key words and phrases have been grouped into categories, central themes and issues will emerge.
- Assess the priority level of each theme. Then you can make decisions about your fire safety education programming.

6. Using the results

Once you have the results of your program in front of you, your next step is deciding what to do with the information. One consideration is your audience. You should know what method your audience would prefer for dissemination of the results of your program. The table below breaks out several types of reporting along with examples of the intended audience for each:

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Type of Reporting	Description	Audience
Technical reports	Detailed report on a single issue, such as a small study with one or two sample groups.	Funding agencies, program administrators, advisory committee
Newsletters, opinion pieces in newspapers	Written with the target audience of the medium in mind. Some magazines and papers target specific populations. Focuses on two or three quick points.	Program administrators, board members and trustees, program staff, political bodies, community groups, organizations interested in program content
News release and/or press conference	Gathering with the media with the purpose of releasing specific information and findings.	Program administrators, the media, wide distribution of simplified information
Staff workshop	An interactive presentation for your group, coalition staff, and volunteers.	Program administrators, program staff, program service providers
Personal discussion	Sitting face-to-face to discuss evaluation findings with an individual or small group.	Funding agencies, program administrators, program staff, program service providers
Public meeting	A gathering open to the public where more general evaluation findings are released in a clear and simple manner. Usually time is set aside for open discussion.	Community groups, current clients, the media
Professional Fire Service Publication	Detailed article focusing on a specific topic written for a professional audience.	Program administrators, program staff, program service providers, professional fire safety educators

After the data are compiled, and you know who your intended audience is for your report, it is time to sum up your findings. If submitting an evaluation report to your grant agency, be sure to find out the specific requirements for the report. The summary of findings should always include:

1. Program Background & Objectives.

2. Methods—How you obtained your information.

3. Results—What you learned from your evaluation data sources.

4. Recommendations—How you might improve your program.

A **Trailer Curriculum Program: Evaluation Plan Template** is included in the

resources table at the end of this section to provide you with an example of what an evaluation plan could look like for a Fire Safety Trailer program.

Reminders for Evaluation

- Don't shy away from evaluation because it seems too involved or "scientific."

- There is no "perfect" evaluation design. Don't worry about the plan being perfect. It's much more important to do something, than to wait until every last detail has been tested.

- Try to include some interviews in your evaluation plan. Questionnaires don't capture "the story," and the story is usually the most powerful depiction of the benefits of your services.

- Don't interview just the successes. You'll learn a great deal about the program by understanding its failures, problems, dropouts, etc.

- Don't throw away evaluation results once a report has been generated. Results don't take up much room, and they can provide details later when trying to understand changes in the program or when writing a grant proposal for future funding.

More Information

Other resources that you can use to learn more about evaluating your program include:

- *Introduction to Program Evaluation for Public Health Programs: A Self-Study Guide.* This document is a "how to" guide based on CDC's Framework for Program Evaluation in Public Health, and is intended to assist public health programs in planning, designing, implementing, and using the results of comprehensive evaluations.
  www.cdc.gov/getsmart/program-planner/Introduction.pdf

- Framework for program evaluation in public health. MMWR, *Recommendations and Reports*, 17 September 1999, 48(RR11);1-40.
  www.cdc.gov/mmwr/preview/mmwrhtml/rr4811a1.htm

- *Public Fire Education Planning: A Five Step Process*, U.S. Fire Administration.
  https://apps.usfa.fema.gov/publications

- National Fire Incident Reporting System.
  www.usfa.fema.gov/data/nfirs

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- *How to Develop a Success Story*, Centers for Disease Control and Prevention. **www.cdc.gov/HealthyYouth/stories/pdf/howto_create_success_story.pdf**

- *Getting To Outcomes™ 2004: Promoting Accountability Through Methods and Tools for Planning, Implementation, and Evaluation*, Rand Corporation. **www.rand.org/pubs/technical_reports/TR101.html**

- *USFA Fire Data Analysis Handbook* provides the next level of data analysis in a short handbook designed to assist departments in collecting valuable data about their community. **https://apps.usfa.fema.gov/publications**

- Conducting Focus Groups—Tools and guides to assist you in planning and conducting a focus group. **ctb.ku.edu**

- *Create A Graph*. National Center for Educational Statistics—Online data tool that allows the user to plug in data and create various downloadable charts and figures for use within reports and presentations. **nces.ed.gov/nceskids/createagraph/**

Resources

Print and Online Resources		
Page #	Name of Resource	Purpose of Resource / URL
5–19	Steps in Evaluation Practice Chart	Evaluation matrix that breaks out the steps of evaluation in greater detail for developing your evaluation plan.
5–25	Presentation Evaluation Tool	This tool encourages you to strengthen your teaching and communication skills by assessing the success of your presentation.
5–29	Presentation Feedback Form	This tool will help you determine how effective your program was with your audience. It can be modified to suit your presentation.
5–33	Protocol Checklist	This is a sample checklist that can be used when setting up your program or presentation to ensure you have completed all required steps.

Print and Online Resources		
Page #	**Name of Resource**	**Purpose of Resource / URL**
5–35	Session Log	A form developed to assist presenters with key information that should be recorded for evaluation and tracking purposes. It also helps with scheduling of future events.
5–37	Sample Activity Tracking Sheet	A sample template that can be used to track fire prevention activities hosted throughout the calendar year.
5–39	Teacher/Aid Feedback Form	A simple tool that can collect feedback on how well a presentation was received by the intended audience. It will help you determine what areas need improvement.
5–43	Sample Pre/Post Tests	Sample pre/post tests for various age groups that can be modified to suit your presentation. These tests are geared to collect information on a change in knowledge following your program.
5–65	Trailer Curriculum Program: Evaluation Plan Template	The template is designed to help Trailer Curriculum funded programs develop an evaluation plan and was created by using the CDC Framework for Program Evaluation in Public Health (CDC Evaluation Framework).

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Steps in Evaluation Practice Chart

Steps in Evaluation Practice Chart

Steps in Evaluation Practice	Relevant Standards	Groups
Engaging stakeholders	**Stakeholder Identification:** Persons who are involved in or are affected by the evaluation should be identified, so that their needs can be addressed.	Utility
	Evaluator Credibility: The persons conducting the evaluation should be both trustworthy and competent to perform the evaluation, so that the evaluation findings achieve maximum credibility and acceptance.	Utility
	Formal Agreements: Obligations of the formal parties to an evaluation (what is to be done, how, by whom, when) should be agreed to in writing, so that these parties are obligated to adhere to all conditions of the agreement or formally to renegotiate it.	Propriety
	Rights of Human Subjects: Evaluations should be designed and conducted to respect and protect the rights and welfare of human subjects.	Propriety
	Human Interactions: Evaluators should respect human dignity and worth in their interactions with other persons associated with an evaluation, so that participants are not threatened or harmed.	Propriety
	Conflict of Interest: Conflict of interest should be dealt with openly and honestly, so that it does not compromise the evaluation processes and results.	Propriety
	Metaevaluation: The evaluation itself should be formatively and summatively evaluated against these and other pertinent standards, so that its conduct is appropriately guided and, on completion, stakeholders can closely examine its strengths and weaknesses.	Accuracy
Describing the program	**Complete and Fair Assessment:** The evaluation should be complete and fair in its examination and recording of strengths and weaknesses of the program being evaluated, so that strengths can be built upon and problem areas addressed.	Propriety
	Program Documentation: The program being evaluated should be described and documented clearly and accurately, so that the program is clearly identified.	Accuracy
	Context Analysis: The context in which the program exists should be examined in enough detail, so that its likely influences on the program can be identified.	Accuracy
	Metaevaluation: The evaluation itself should be formatively and summatively evaluated against these and other pertinent standards, so that its conduct is appropriately guided and, on completion, stakeholders can closely examine its strengths and weaknesses.	Accuracy

Steps in Evaluation Practice	Relevant Standards	Groups
Focusing the evaluation design	**Evaluation Impact:** Evaluations should be planned, conducted, and reported in ways that encourage follow-through by stakeholders, so that the likelihood that the evaluation will be used is increased.	Utility
	Practical Procedures: The evaluation procedures should be practical; to keep disruption to a minimum while needed information is obtained.	Feasibility
	Political Viability: The evaluation should be planned and conducted with anticipation of the different positions of various interest groups, so that their cooperation may be obtained, and so that possible attempts by any of these groups to curtail evaluation operations or to bias or misapply the results can be averted or counter-acted.	Feasibility
	Cost Effectiveness: The evaluation should be efficient and produce information of sufficient value, so that the resources expended can be justified.	Feasibility
	Service Orientation: Evaluations should be designed to assist organizations to address and effectively serve the needs of the full range of targeted participants.	Propriety
	Complete and Fair Assessment: The evaluation should be complete and fair in its examination and recording of strengths and weaknesses of the program being evaluated, so that strengths can be built upon and problem areas addressed.	Propriety
	Fiscal Responsibility: The evaluator's allocation and expenditure of resources should reflect sound accountability procedures and otherwise be prudent and ethically responsible, so that expenditures are accounted for and appropriate.	Propriety
	Described Purposes and Procedures: The purposes and procedures of the evaluation should be monitored and described in enough detail, so that they can be identified and assessed.	Accuracy
	Metaevaluation: The evaluation itself should be formatively and summatively evaluated against these and other pertinent standards, so that its conduct is appropriately guided and, on completion, stakeholders can closely examine its strengths and weaknesses.	Accuracy

Steps in Evaluation Practice	Relevant Standards	Groups
Gathering credible evidence	**Information Scope and Selection:** Information collected should be broadly selected to address pertinent questions about the program and be responsive to the needs and interests of clients and other specified stakeholders.	Utility
	Defensible Information Sources: The sources of information used in a program evaluation should be described in enough detail, so that the adequacy of the information can be assessed.	Accuracy
	Valid Information: The information-gathering procedures should be chosen or developed and then implemented so that they will assure that the interpretation arrived at is valid for the intended use.	Accuracy
	Reliable Information: The information-gathering procedures should be chosen or developed and then implemented so that they will assure that the information obtained is sufficiently reliable for the intended use.	Accuracy
	Systematic Information: The information collected, processed, and reported in an evaluation should be systematically reviewed, and any errors found should be corrected.	Accuracy
	Metaevaluation: The evaluation itself should be formatively and summatively evaluated against these and other pertinent standards, so that its conduct is appropriately guided and, on completion, stakeholders can closely examine its strengths and weaknesses.	Accuracy
Justifying conclusion	**Values Identification:** The perspectives, procedures, and rationale used to interpret the findings should be carefully described, so that the bases for value judgments are clear.	Utility
	Analysis of Quantitative Information: Quantitative information in an evaluation should be appropriately and systematically analyzed so that evaluation questions are effectively answered.	Accuracy
	Analysis of Qualitative Information: Qualitative information in an evaluation should be appropriately and systematically analyzed so that evaluation questions are effectively answered.	Accuracy
	Justified Conclusions: The conclusions reached in an evaluation should be explicitly justified, so that stakeholders can assess them.	Accuracy
	Metaevaluation: The evaluation itself should be formatively and summatively evaluated against these and other pertinent standards, so that its conduct is appropriately guided and, on completion, stakeholders can closely examine its strengths and weaknesses.	Accuracy

| Steps in Evaluation Practice	Relevant Standards	Groups
Ensuring use and sharing lessons learned	**Evaluator Credibility:** The persons conducting the evaluation should be both trustworthy and competent to perform the evaluation, so that the evaluation findings achieve maximum credibility and acceptance.	Utility
	Report Clarity: Evaluation reports should clearly describe the program being evaluated, including its context, and the purposes, procedures, and findings of the evaluation, so that essential information is provided and easily understood.	Utility
	Report Timeliness and Dissemination: Significant interim findings and evaluation reports should be disseminated to intended users, so that they can be used in a timely fashion.	Utility
	Evaluation Impact: Evaluations should be planned, conducted, and reported in ways that encourage follow-through by stakeholders, so that the likelihood that the evaluation will be used is increased.	Utility
	Disclosure of Findings: The formal parties to an evaluation should ensure that the full set of evaluation findings along with pertinent limitations are made accessible to the persons affected by the evaluation and any others with expressed legal rights to receive the results.	Propriety
	Impartial Reporting: Reporting procedures should guard against distortion caused by personal feelings and biases of any party to the evaluation, so that evaluation reports fairly reflect the evaluation findings.	Accuracy
	Metaevaluation: The evaluation itself should be formatively and summatively evaluated against these and other pertinent standards, so that its conduct is appropriately guided and, on completion, stakeholders can closely examine its strengths and weaknesses.	Accuracy

Source: The Centers for Disease Control and Prevention. Framework for Program Evaluation in Public Health. *MMWR Recommendations and Reports*, September 17, 1999 / 48(RR11);1-40

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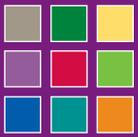
Presentation Evaluation Tool

Presentation Evaluation Tool

Name: _____

Event or Program: _____

Date/Location: _____

Length of Program: _____ **# of Participants (if applicable):** _____

Topics Taught _____

Target Group for Activity/Program (check all that apply):

❑ Public School District	❑ 1st & 2nd Grade	❑ High School
❑ Private School	❑ 3rd & 4th Grade	❑ Adults
❑ Community Group	❑ 5th & 6th Grade	❑ Older Adults
❑ Pre-K & Kindergarten	❑ Middle School	❑ Other _____

Audience Reaction

Check off the degree in which participants were engaged in the presentation:

❑ Very engaged	❑ A little engaged
❑ Somewhat engaged	❑ Not at all engaged

Indicate how participants behaved during the presentation (check all that apply):

❑ Responded to instructions	❑ Asked/answered questions
❑ Wandered about the room	❑ Talked during presentation
❑ Interested in props	❑ Other _____
❑ Blank expressions/head down	

Did participants appear frightened or bothered by the presentation?   ❑ Yes ❑ No

If Yes, please comment: _____

Learning Assessment

Check off topics learned during the presentation: (ask students for a show of hands—who knew _____ before the presentation and who knew _____ after the presentation for each lesson taught. Good time to review key points for each lesson.)

Lesson Topic	# Participants who knew the info	# Participants who learned new info
Testing smoke alarms		
Escape plan		
Cooking safety		
Get out and stay out		
Science of fire		

Check off yes or no below. If yes, please provide more details in the space indicated.

Additional Feedback	Yes	No	If Yes, please describe:
Did participants practice fire safety skills?			
Are there plans to reinforce messages after the session? (follow-up visit, survey, etc.)			
Were follow-up materials distributed?			
Was there any media coverage for this event?			

Final thoughts:

How will you improve future lessons, based on what you have learned today?

_____
_____
_____
_____

Provide an overview of the lesson presented, materials used, preparations made, layout of the facility, etc. to help with future planning.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

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Presentation Feedback Form

Presentation Feedback Form

Please take a few moments to provide some feedback on the presentation you just heard. We will use your comments and suggestions to improve future presentations.

1. Please read each statement below and then check off the extent to which you agree or disagree.

	Strongly Disagree	Disagree	Agree	Strongly Agree
The presentation was well organized	❑	❑	❑	❑
The instructor was well prepared	❑	❑	❑	❑
The instructor answered my questions	❑	❑	❑	❑
I would recommend this presentation to a friend or family member	❑	❑	❑	❑

2. Please take a moment to think about your awareness of fire-related risks before and after the presentation and then check off the extent to which you agree or disagree.

Before the presentation, I can...					After the presentation, I can...			
Strongly Disagree	Disagree	Agree	Strongly Agree		Strongly Disagree	Disagree	Agree	Strongly Agree
❑	❑	❑	❑	Name the three main causes of fires among adults	❑	❑	❑	❑
❑	❑	❑	❑	State what to do if a pan of food caught fire in my kitchen	❑	❑	❑	❑
❑	❑	❑	❑	Indicate the appropriate clothing to wear while cooking (e.g., short, close-fitting or tightly rolled sleeves)	❑	❑	❑	❑
❑	❑	❑	❑	Identify two ways out of every room in my home	❑	❑	❑	❑

3. Please assess your cooking-related behaviors before the presentation and your intentions for the future.

Before the presentation, I can...					After the presentation, I can...			
Strongly Disagree	Disagree	Agree	Strongly Agree		Strongly Disagree	Disagree	Agree	Strongly Agree
❑	❑	❑	❑	Occasionally leave food unattended on the stove to answer the phone or the door	❑	❑	❑	❑
❑	❑	❑	❑	Have a dishtowel placed near the stove while cooking	❑	❑	❑	❑

Before the presentation, I can…					After the presentation, I can…			
Strongly Disagree	Disagree	Agree	Strongly Agree		Strongly Disagree	Disagree	Agree	Strongly Agree
❏	❏	❏	❏	Push the "hush" button when the smoke alarm sounds during normal cooking	❏	❏	❏	❏
❏	❏	❏	❏	Practice my escape plan twice a year	❏	❏	❏	❏

4. Please complete some final thoughts below:

The most useful part of the presentation was:

_____
_____
_____
_____

Something I would change to make the presentation better would be:

_____
_____
_____

I'd like to see future presentations on:

_____
_____
_____
_____

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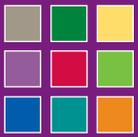
Protocol Checklist

Protocol Checklist

Preparation

- ❑ Assign education team
- ❑ Contact partner site
- ❑ Set up date and time for session
- ❑ Ensure participation by sending a follow-up reminder 2 days before session with partner site

Gather all materials required for session

- ❑ Pre/post tests
- ❑ Board and markers for whole group activity
- ❑ Games and activities for tours
- ❑ Game and activities for demonstrations
- ❑ Games and activities for small group work
- ❑ Extenders/reinforcers
- ❑ Feedback forms for teachers/aids
- ❑ Session log

Implementation

- ❑ Administer pre-test
- ❑ Lead whole group problem-solving activity
- ❑ Conduct tour
- ❑ Conduct demonstration
- ❑ Conduct small group activity
- ❑ Lead whole group culmination activity
- ❑ Administer post-test
- ❑ Provide extenders/reinforcers
- ❑ Administer feedback forms to teachers/helpers/aids
- ❑ Complete session log

Wrap-up and follow-up

- ❑ Ensure all pre/post-tests and feedback forms are received back
- ❑ Follow-up with the site, thank them, and obtain any verbal feedback about impact of session
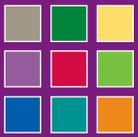
Session Log

Session Log

Date/time	
Site name	
Location	
Name of person filling this out	
Number of educators	
Number of participants	
Age group	
Number of reinforcers provided	
Number of pre-tests completed	
Number of post-tests completed	
Number of feedback forms completed	

1. Were there any barriers encountered while trying to prepare for, implement or wrap-up this session?

   _____
   _____
   _____
   _____
   _____
   _____

2. Please relate any lessons learned for future ideas and/or improvements for program development and implementation (what made this a success, or what would you do differently):

   _____
   _____
   _____
   _____
   _____
   _____

Sample Activity Tracking Sheet

Sample Activity Tracking Sheet

Sample Fire Department
555 Smoke-Free Road
Safe Town, PA 00000
(555) 123-4567

Date	Activity Description/Location	Age Group	Number of Participants	Fire Safety Messages Taught	Notes
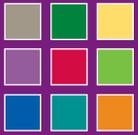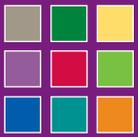
Teacher/Aide Feedback Form

Teacher/Aide Feedback Form

Site Name: _____

Participant age group _____

Number of sessions held at site so far_____

1. The purpose of the Fire Safety Trailer education session has been to increase awareness and knowledge about fire safety, as well as change attitudes, beliefs and behaviors around fire safety issues. Based on the feedback from your students/residents/group, how would you rate the success of our program in accomplishing these goals? (Comments can be provided on the lines)

0	1	2	3	4	5

(Not at all successful)   (Very successful)

_____
_____
_____

2. How would you rate the benefit of adding this fire safety education session to your organization's overall program?

0	1	2	3	4	5

(Not at all beneficial)   (Very beneficial)

_____
_____
_____

3. How important do you feel it is for your students/residents/group to receive fire safety education?

0	1	2	3	4	5

(Not at all important)   (Very important)

_____
_____
_____

4. How would you rate the level of burden that implementing the session imposed on you?

0	1	2	3	4	5

(Not at all burdensome)   (Very burdensome)

_____

_____

_____

5. Were there any barriers to implementing this session?

_____

_____

_____

6. Are there any suggestions for how we may make these sessions easier for partner sites?

_____

_____

_____

7. How would you rate the ease of working with our education staff?

0	1	2	3	4	5

(Not at all easy)   (Very easy)

_____

_____

_____

8. How would you rate the professionalism of our education staff?

0	1	2	3	4	5

(Not at all professional)   (Very professional)

_____

_____

_____

9. Comments/Further suggestions:

_____

_____

_____

_____

_____

_____

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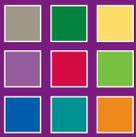
Sample Pre-Test/Post-Test for Young Children

Sample Pre-Test/Post-Test for Young Children

Pre/Post tests for young children (kindergarten to 5ᵗʰ grade)

(Adapted from the 'Fire Safety Together' curriculum developed by the Texas Fire Marshal's Office and the Texas Department of Insurance)

Read each question aloud and instruct the students to fill in the bubble on the appropriate picture on the test sheet.

1. If you were to phone for help about a fire, who would you call first? Fill in the bubble on the left picture if you would call your mom or dad. Fill in the bubble on the right picture if you would call the fire service.

2. How can you help every member of your family get out of a burning house quickly and safely? Fill in the bubble on the left picture if the answer is an escape plan. Fill in the bubble on the right picture if the answer is roller skates.

3. Some adults smoke cigarettes. What should you do if someone you know smokes? Fill in the bubble on the left picture if it's okay to let an adult smoke in bed. Fill in the bubble on the right picture if you should always stay away from cigarettes.

4. What should you do if you see matches? Fill in the bubble on the left picture if you should pick up the matches. Fill in the bubble on the right picture if you should just tell an adult, so she can put the matches away.

5. There's a special kind of sign that shows you the exit, or the way out in case of fire. Fill in the bubble on the left picture if it's that sign. Fill in the bubble on the right picture if that sign shows you the exit.

6. If you see smoke coming from a building, what should you do? Fill in the bubble on the left picture if you should go see what is happening. Fill in the bubble on the right picture if you should tell an adult right away.

7. What is the first thing you should do if fire gets on your clothes? Fill in the bubble on the left picture if you should run for help. Fill in the bubble on the right picture if you should drop to the ground and roll over and over.

8. Pretend that you are sleeping and you wake up to hear the smoke alarm in your house. What should you do? Fill in the bubble on the left picture if you should crawl out of the house. Fill in the bubble on the right picture if you should go see if there is a fire.

Scoring:

The number of correct answers over the total number of questions multiplied by 100 will equal percentage correct.

[(number of correct responses) / 8] X 100 = percentage correct

1.

2.

3.

4.

5.

6.

7.

8.

Fire Safety Questionnaire for Adolescents

Fire Safety Questionnaire for Adolescents

1. If fire gets on your clothes, what should you do?

    a. Stop, Drop and Roll

    b. Run for help

    c. Jump up and down

    d. Stand still and wait for rain

2. If the smoke alarm in your home begins to sound, what should you do?

    a. Put on ear muffs

    b. Pull out the batteries

    c. Turn up the volume of the TV

    d. Go to an exit, leave the house and go to your meeting place

3. If you find a cigarette lighter or some matches, what should you do?

    a. Leave them alone and tell a grown-up to put them away in a safe place

    b. Dig a hole and bury them

    c. Do a rain dance

    d. Toss them into a pond

4. If you are in the kitchen while someone is cooking and you see a pot handle hanging out over the edge of the stove, you should?

    a. Take the pot off the stove

    b. Tell the adult to turn the handle so nobody will accidentally bump into it or reach up for it, which could cause a burn injury.

    c. Leave the kitchen and don't say anything

    d. Turn off the stove

5. Do you have a written home fire escape plan?

    a. Yes

    b. No

6. When should you and your family practice "Fire Escape Drills" at your house?

    a. Only in October

    b. Only if you are planning to have a fire

    c. At least twice a year

    d. Never

7. During a fire, what should you do before opening any closed door?

    a. Knock to see if anybody's home

    b. Check the door for heat with the back of your hand

    c. Kick the door down

    d. Huff and puff and blow the door in

8. What should you do if you see any smoke while you are leaving a building?

    a. Run through the smoke

    b. Look for a big fan

    c. Use an umbrella

    d. Drop to your knees and crawl below the smoke, where the good air is

9. If you see a fire or other emergency, you can get help quickly by?

    a. Calling 9-1-1

    b. Sending smoke signals

    c. Writing a letter

    d. Putting an ad in the newspaper

10. Why do firefighters wear all those heavy clothes and masks?

    a. They think every day is Halloween

    b. To scare the crows away from the corn

    c. They have nothing else to wear

    d. To protect them from heat and smoke

11. When your family is planning your first and second exits for your home fire escape plan, you have to make sure that.....?

    a. You know at least two ways out of each room in your house

    b. You leave a trail of breadcrumbs to find your way out

c. You paint a stripe on the floor to follow

d. Set up traffic cones, barrels and flashing lights

12. When burning candles, which rules should you always follow?

a. Burn candles inside a circle of safety, a one-foot area around the candle free of anything that can burn

b. Keep out of reach of children and pets

c. When you're out, blow out; never leave candles burning in a room unattended

d. All of the above

13. Which of the following is an unsafe practice when burning candles?

a. Candles should always be burned on a sturdy surface

b. Candles can be burned on or near your Christmas tree or holiday decorations

c. Candles should be burned out of the reach of children and pets

d. Candles should not be burned near curtains or other materials that may move

14. Do you think about the possibility of fire in your home?

a. Yes

b. No

Scoring Scale:

Categories	Question Number	Percent Correct
Knowledge	1-4, 6-11	
Attitude	5	
Belief	12-14	
Behavior	9	

Fire Safety Questionnaire for Adolescents

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   a. Stop, Drop and Roll

   b. Run for help

   c. Jump up and down

   d. Stand still and wait for rain

2. If the smoke alarm in your home begins to sound, what should you do?

   a. Put on ear muffs

   b. Pull out the batteries

   c. Turn up the volume of the TV

   d. Go to an exit, leave the house and go to your meeting place

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   a. Leave them alone and tell a grown-up to put them away in a safe place

   b. Dig a hole and bury them

   c. Do a rain dance

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   a. Take the pot off the stove

   b. Tell the adult to turn the handle so nobody will accidentally bump into it or reach up for it, which could cause a burn injury

   c. Leave the kitchen and don't say anything

   d. Turn off the stove

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   a. Yes

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   a. Only in October

   b. Only if you are planning to have a fire

   c. At least twice a year

   d. Never

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   a. Knock to see if anybody's home

   b. Check the door for heat with the back of your hand

   c. Kick the door down

   d. Huff and puff and blow the door in

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   a. Run through the smoke

   b. Look for a big fan

   c. Use an umbrella

   d. Drop to your knees and crawl below the smoke, where the good air is

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   b. Sending smoke signals

   c. Writing a letter

   d. Putting an ad in the newspaper

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   a. They think every day is Trick or Treat

   b. To scare the crows away from the corn

   c. They have nothing else to wear

   d. To protect them from heat and smoke

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   b. You leave a trail of breadcrumbs to find your way out

c. You paint a stripe on the floor to follow

d. Set up traffic cones, barrels and flashing lights

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    a. Burn candles inside a circle of safety, a one-foot area around the candle free of anything that can burn

    b. Keep out of reach of children and pets

    c. When you're out, blow out; never leave candles burning in a room unattended

    d. All of the above

13. Which of the following is an unsafe practice when burning candles?

    a. Candles should always be burned on a sturdy surface

    b. Candles can be burned on or near your Christmas tree or holiday decorations

    c. Candles should be burned out of the reach of children and pets

    d. Candles should not be burned near curtains or other materials that may move

14. Do you think about the possibility of fire in your home?

    a. Yes

    b. No

15. What would you like to be added to the session?

    _____
    _____
    _____
    _____

Scoring Scale:

Categories	Question Number	Percent Correct
Knowledge	1-4, 6-11	
Attitude	5	
Belief	12-14	
Behavior	9	

Fire Safety Questionnaire for Adults

Smoke alarm

1. Do you have smoke alarms in your home?
   ❑ Yes ❑ No

2. Do you test them once a month?
   ❑ Yes ❑ No

3. Do you change the batteries at least once a year?
   ❑ Yes ❑ No

4. Do you unplug or remove the battery from your smoke alarm when you cook to silence it or prevent false alarms?
   ❑ Yes ❑ No

Fire Drills

5. Do you have a written home fire escape plan?
   ❑ Yes ❑ No

6. Do you have at least two exits out of each room?
   ❑ Yes ❑ No

7. Does everyone know where your designated family meeting place is once you are safely outside?
   ❑ Yes ❑ No

8. Do you and the members of your household practice a home fire drill at least twice a year?
   ❑ Yes ❑ No

Reactions to Fire

9. Do you think about the possibility of fire in your home?
   ❑ Yes ❑ No

10. Have you ever had a fire at your home?
    ❑ Yes ❑ No

11. Did you report the fire to the fire department?
    ❑ Yes ❑ No

12. If you had a fire but did not report it, which response is most accurate?

    a. It was only a small fire

    b. I did not want to bother the fire department

c. No one was injured

d. There was no damage

13. What type of fire did you have?

    a. Cooking

    b. Electrical wires or plugs

    c. Candle

    d. Smoking related

    e. Heating system, furnace, fireplace, chimney

14. What is the first thing you should do if fire gets on your clothes?

    a. Run to the door

    b. Stop, Drop and Roll

    c. Run to a sink for water

    d. Stand still and scream

15. If the room is full of smoke what should you do first?

    a. Run outside

    b. Hide in the corner until the smoke goes away

    c. Close your eyes and block your nose

    d. Crawl low on the floor under the smoke towards a window or door

16. If you were to phone for help about a fire, whom would you call first?

    a. Ambulance

    b. Fire Service

    c. Police

    d. 9-1-1

Tobacco Use

17. Do you or does anyone else in your home smoke?
❑ Yes ❑ No

18. Do you or does anyone else in your home smoke in bed?
❑ Yes ❑ No

19. Have you or has anyone else in your home ever fallen asleep while smoking?
   ❑ Yes ❑ No

20. Do you or does anyone in your home use a home or portable oxygen therapy system?
   ❑ Yes ❑ No

21. Do you or does anyone in your home smoke while oxygen is in use?
   ❑ Yes ❑ No

22. Is your home protected with a working Carbon Monoxide Detector?
   ❑ Yes ❑ No

Scoring Scale:

Categories	Question Number	Percent Correct
Knowledge	1, 6, 10, 13-17, 20, 22	
Attitude	5	
Belief	9, 12	
Behavior	2-4, 8, 11, 18-19, 21	

Fire Safety Questionnaire for Adults

Smoke alarm

1. Do you have smoke alarms in your home?
   ❑ Yes   ❑ No

2. Do you test them once a month?
   ❑ Yes   ❑ No

3. Do you change the batteries at least once a year?
   ❑ Yes   ❑ No

4. Do you unplug your smoke alarm when you cook to silence it or prevent false alarms?
   ❑ Yes   ❑ No

Fire Drills

5. Do you have a written home fire escape plan?
   ❑ Yes   ❑ No

6. Do you have at least two exits out of each room?
   ❑ Yes   ❑ No

7. Does everyone know where your designated family meeting place is once you are safely outside?
   ❑ Yes   ❑ No

8. Do you and the members of your household practice a home fire drill at least twice a year?
   ❑ Yes   ❑ No

Reactions to Fire

9. Do you think about the possibility of fire in your home?
   ❑ Yes   ❑ No

10. Have you ever had a fire at your home?
    ❑ Yes   ❑ No

11. Did you report the fire to the fire department?
    ❑ Yes   ❑ No

12. If you had a fire but did not report it, which response is most accurate?

    a. It was only a small fire

    b. I did not want to bother the fire department

c. No one was injured

d. There was no damage

13. What type of fire did you have?

    a. Cooking

    b. Electrical wires or plugs

    c. Candle

    d. Smoking related

    e. Heating system, furnace, fireplace, chimney

14. What is the first thing you should do if fire gets on your clothes?

    a. Run to the door

    b. Stop, Drop and Roll

    c. Run to a sink for water

    d. Stand still and scream

15. If the room is full of smoke what should you do first?

    a. Run outside

    b. Hide in the corner until the smoke goes away

    c. Close your eyes and block your nose

    d. Crawl low on the floor under the smoke towards a window or door

16. If you were to phone for help about a fire, whom would you call first?

    a. Ambulance

    b. Fire Service

    c. Police

    d. 9-1-1

Tobacco Use

17. Do you or does anyone else in your home smoke?
❑ Yes ❑ No

18. Do you or does anyone else in your home smoke in bed?
❑ Yes ❑ No

19. Have you or has anyone else in your home ever fallen asleep while smoking?
❑ Yes ❑ No

20. Do you or does anyone in your home use a home or portable oxygen therapy system?
❑ Yes ❑ No

21. Do you or does anyone in your home smoke while oxygen is in use?
❑ Yes ❑ No

22. Is your home protected with a working Carbon Monoxide Detector?
❑ Yes ❑ No

Follow Up

23. Will you be more likely to think about fire safety now that you have attended this session?
❑ Yes ❑ No

24. Is there something you would like to be added to the session:

_____

_____

_____

_____

Scoring Scale:

Categories	Question Number	Percent Correct
Knowledge	1, 6, 10, 13-17, 20, 22	
Attitude	5	
Belief	9, 12	
Behavior	2-4, 8, 11, 18-19, 21	

Fire Safety Questionnaire for Older Adults

Smoke alarm

1. Do you have smoke alarms in your home?
   ❑ Yes ❑ No

2. Do you unplug or remove the battery from your smoke alarm when you cook to silence it or prevent false alarms?
   ❑ Yes ❑ No

Fire Drills

3. Do you have a written home fire escape plan?
   ❑ Yes ❑ No

4. Do you have at least two exits out of each room?
   ❑ Yes ❑ No

Reactions to Fire

5. Do you think about the possibility of fire in your home?
   ❑ Yes ❑ No

6. What can lead to fire?

   a. Cooking

   b. Electrical wires or plugs

   c. Candle

   d. Heating system, furnace, fireplace, chimney

7. What is the first thing you should do if fire gets on your clothes?

   a. Run to the door

   b. Stop, Drop and Roll

   c. Hide in a cupboard

   d. Stand still and scream

8. If the room is full of smoke what should you do first?

   a. Run outside

   b. Hide in the corner until the smoke goes away

   c. Close your eyes and block your nose

   d. Crawl low on the floor under the smoke towards a window or door

9. If you were to phone for help about a fire, whom would you call first?

    a. Ambulance

    b. Fire Service

    c. Police

    d. 9-1-1

Tobacco Use

10. Do you or does anyone else in your home, smoke?
  ❑ Yes   ❑ No

11. Have you or has anyone else in your home ever fallen asleep while smoking?
  ❑ Yes   ❑ No

12. Do you or does anyone in your home use a home or portable oxygen therapy system?
  ❑ Yes   ❑ No

13. Do you or does anyone in your home smoke while oxygen is in use?
  ❑ Yes   ❑ No

Home Safety

14. Is your home protected with a working Carbon Monoxide Detector?
  ❑ Yes   ❑ No

Scoring Scale:

Categories	Question Number	Percent Correct
Knowledge	1, 4, 6-9, 10, 12, 14	
Attitude	3	
Belief	5	
Behavior	2, 11, 13	

Fire Safety Questionnaire for Older Adults

Smoke alarm

1. Do you have smoke alarms in your home?
   ❑ Yes ❑ No

2. Do you unplug or remove the battery from your smoke alarm when you cook to silence it or prevent false alarms?
   ❑ Yes ❑ No

Fire Drills

3. Do you have a written home fire escape plan?
   ❑ Yes ❑ No

4. Do you have at least two exits out of each room?
   ❑ Yes ❑ No

Reactions to Fire

5. Do you think about the possibility of fire in your home?
   ❑ Yes ❑ No

6. What can lead to fire?

   a. Cooking

   b. Electrical wires or plugs

   c. Candle

   d. Heating system, furnace, fireplace, chimney

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13. Do you or does anyone in your home smoke while oxygen is in use?
   ❑ Yes ❑ No

Home Safety

14. Is your home protected with a working Carbon Monoxide Detector?
   ❑ Yes ❑ No

Follow Up

15. Will you be more likely to think about fire safety now that you have attended this session?
   ❑ Yes ❑ No

16. Is there something you would like to be added to the session:

_____

_____

_____

_____

Scoring Scale:

Categories	Question Number	Percent Correct
Knowledge	1, 4, 6-9, 10, 12, 14	
Attitude	3	
Belief	5	
Behavior	2, 11, 13	
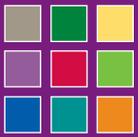
Trailer Curriculum Program: Evaluation Plan Template

Trailer Curriculum Program: Evaluation Plan Template

The template is designed to help Trailer Curriculum funded programs develop an evaluation plan and was created by using the CDC Framework for Program Evaluation in Public Health (CDC Evaluation Framework), the CDC Guide to Developing a TB Program Evaluation Plan, the CDC's WISEWOMAN program evaluation template, and the Workbook for Evaluation Planning from the Northwest Center for Public Health Practice at the School of Public Health and Community Medicine, University of Washington. This framework includes six steps:

Step 1: Engage Stakeholders

Step 2: Describe the Program

Step 3: Focus the Evaluation Design

Step 4: Gather Credible Evidence

Step 5: Justify Conclusions

Step 6: Ensure Use and Share Lessons Learned

Evaluation Framework

STEPS

- Engage shareholders
- Describe the program
- Focus the evaluation design
- Gather credible evidence
- Justify conclusions
- Ensure use and share lessons learned

STANDARDS

- Utility
- Feasability
- Propriety
- Accuracy

Engage shareholders
- Identify stakeholders
- Participate in conference calls and meetings with stakeholders
- Implement stakeholder and/or Advisory Committee recommendations
- Evaluate and continuously improve engagement process

Describe the program
- Understand need for the program
- Understand context of the program
- Understand current programs and plans for integration of new curriculum
- Understand priority goals and objectives for the program
- Develop a logic model
- Identify the stage or 'maturity' level of the program

Focus the evaluation design
- Articulate the purpose of the evaluation
- Develop an overarching evaluation plan
- Clarify roles and responsibilities

Gather credible evidence
- Identify and define indicators
- Identify sources for each indicator
- Develop standardized data collection/abstraction protocols and tools
- Abstract data from information systems
- Collect new data
- Ensure all information collected is valid, reliable, has power and is not burdensome

Justify conclusions
- Agree upon standards with stakeholders
- Evaluate program performance
- Analyze qualitative and quantitative data
- Report on outcomes, barriers and challenges
- Make recommendations for appropriate solutions
- Compare program outcomes and impact against selected standards

Ensure use and share lessons learned
- Review program protocols and recommend changes
- Review evaluation plan and make changes
- Submit abstracts and articles for publication
- Develop legislative briefs, success stories and other reports as needed
- Follow up with users and ensure recommendations are applied

Development of Trailer Curriculum Logic Model and Selection of Critical Evaluation Questions

INPUTS

- Funding
- Leadership & staff
- Evidence-based strategies and curriculum
- Equipment & supplies
- Facilities
- Program partners
- Program evaluation

ACTIVITIES

Program development

- Provision of public advocacy for increased financial support
- Obtaining trailers using available grants
- Development of age and culture appropriate fire safety trailer education curriculum including:
  - Develop teaching strategies
  - Develop trailer guides and materials
  - Develop marketing materials
  - Develop protocol
  - Develop reinforcers
  - Develop evaluation
  - Develop resources
  - Develop collaboration materials
- Establish partnerships and collaborations
- Professional development of education providers including training, peer trainers, and other training models

Education

- Development of age and culture appropriate mass and print media on fire safety education
- Conduct education sessions using age appropriate sections of the curriculum, including group activities, games and trailer demonstration activities
- Provide age appropriate reinforcers
- Conduct participant pre and post tests
- Conduct participant and/or partner feedback
- Periodically collect success stories

OUTPUTS

Program development outputs

- Grant applications
- Number of trailers obtained
- Age and culture appropriate curriculum
- Number of partners
- Number and type of resources gained from partners
- Number of providers trained
- Number of trainings held

Education outputs

- Number and type of mass and print media produced
- Number of education sessions held
- Number of participants in education sessions
- Percentage of protocol followed as described
- Number and type of reinforcers distributed
- Number of pre and post tests received
- Number of feedback forms received
- Number of success stories collected

SHORT TERM OUTCOMES

- Increase in knowledge about fire safety:
  - Fire hazards
  - Prevention
  - Safety plan
- Change in attitude about fire safety:
  - Perception of fire safety equipment
  - Perception of fire safety precautions
  - Perceived risk of fire hazards
- Beliefs about fire safety:
  - Severity
  - Susceptibility
  - Response efficacy
  - Self-efficacy
- Readiness to change behavior:
  - Prevention behavior
  - Noting and taking steps to reduce fire hazards
  - Planning for fire-related incidents

INTERMEDIATE OUTCOMES

- Improve fire safety prevention behavior
- Reduce fire hazards
- Increase number of and engagement in fire safety plans

LONG TERM OUTCOMES

- Reduce incidence of fire-related injuries and deaths
- Reduce disparities in fire-related injuries and deaths
- Reduce economic impact of fire-related injuries, deaths and damage

How is this measured?

How is this measured?

How is this measured?

Steps 1, 2 & 3 of the CDC Evaluation Framework

Evaluation Stakeholders and Primary Intended Users of the Evaluation: List individuals who have a stake in the evaluation or who will use the evaluation results.

Role	Organization	Evaluation Stakeholders and Primary Intended Users		
		Title	Name	Contact Information
Funder	CDC			
Program Management and Leadership				
Grantee				

Evaluation Stakeholders and Primary Intended Users

Role	Organization	Title	Name	Contact Information
Fire Safety Education (Using Trailer model)				
Program Partners				
Evaluation Team				

Background of Trailer Curriculum Program

Need

Why is the program needed (i.e., magnitude, cause(s) and trends of the problem)?

Context

What context is the program operating under (i.e., environmental factors that may affect the initiative)?

Target Population

Who is the target population of this program?

Objectives

What are the program's objectives (SMART objectives)?

Stage of Program Development

What stage of development is the program currently in (i.e., planning, implementation, mature phase of the program)?

Resources/Inputs

What resources are available to the program in terms of staff, money, space, time, partnerships, etc.?

Activities

What activities are being undertaken (or planned) to achieve the outcomes?

Outputs

What products (i.e., materials, units of services delivered) are produced by your staff from the activities?

Outcomes

What are the program's intended outcomes (intended outcomes are short-term, mid-term, or long-term)?

Background about Trailer Curriculum Evaluation

Introduction

Name and role of evaluating organization

Why do you want to do an evaluation?

What is it that you want to learn about your program?

Stakeholder Needs

Who will use the evaluation findings?

How will the findings be used?

What do they need to learn from the evaluation?

Evaluation Questions

What are your evaluation questions (include process driven or outcome driven evaluation questions)?

What do you want to learn from the evaluation?

Evaluation Design

Longitudinal data, points of comparison, multiple data sources, mixed methods

Resource Considerations

What resources are available to conduct the evaluation?

What data are you already collecting?

Evaluation Standards

How will you address the standards for effective evaluation - utility, feasibility, propriety, and accuracy?

Focus the Evaluation Design:

Describe the purpose of the evaluation, and how you plan to use results for program improvement.

Component	Evaluation Plan Questions	Purpose	How Results Will Be Used for Program Improvement

Process of Developing Evaluation Questions

Describe the process used for developing your evaluation questions.

Component	Initial Set of Questions	Indicate if High Priority	Indicate if Critical at Program Initiation
Curriculum development	What steps were taken to develop the curriculum?		
	What were the factors associated with curriculum development? ▪ How were barriers overcome?		
	What resources and other inputs went into curriculum development? ▪ Who were the partners and what were their roles?		
	Was the curriculum content a comprehensive reflection of existing guidelines, manuals, protocols, best practices etc.?		
	What were the inputs that went into the development of the program? ▪ What were beneficial inputs? ▪ Who were the partners?		
Curriculum Implementation and Effectiveness	Was curriculum implemented as planned? ▪ What factors were associated with implementation? ▪ How were barriers overcome?		
	Was curriculum effective? ▪ Did program implementers meet their annual participant goal? ▪ Were the different teaching strategies found to be effective for different age groups? ▪ What strategies were used to form partnerships/collaborations and how effective were these strategies?		

Component	Initial Set of Questions	Indicate if High Priority	Indicate if Critical at Program Initiation
Curriculum Implementation and Effectiveness	▪ Were the marketing materials found to be effective in promoting the sessions?		
	▪ Was the protocol effective in guiding trailer set-up and program implementation?		
	▪ Were the reinforcers used and were they effective?		
	▪ How effective was the evaluation in identifying the needed changes?		
	▪ Were resources easy to navigate?		
	▪ Were grant-resources effective in procuring more funding?		
	How burdensome was the implementation of the curriculum?		
	How easy was the curriculum to follow?		
	How was the curriculum adapted to fit the needs of the site where it was used?		
	▪ What parts of the curriculum worked well in the local setting?		
	▪ What parts of the curriculum did not work well in the local setting?		

Component	Initial Set of Questions	Indicate if High Priority	Indicate if Critical at Program Initiation
Outcomes of Curriculum Implementation	What were the major outputs and outcomes?		
	▪ To what degree was the target population reached?		
	▪ What were the demographics of the population reached in terms of race, age, risk, and income?		
	Was there an increase in knowledge on fire safety?		
	Was there a positive attitude change toward fire safety?		
	Was there an indicated positive behavior change toward fire safety?		
	Was there an increase in perceived susceptibility or perceived severity toward fire related injuries and harms?		
	Was the program effective in decreasing incidence of fire-related injuries, damage and deaths?		

Steps 4-5 of the CDC Evaluation Framework

Objective 1:

Evaluation Questions	Indicator(s)	Data collection			Data Analysis
		Source	Method	Timing	
What you want to know	What type of data you will need	Where you will get the data	How you will get the data	When you will collect the data	What you will do with the data

Objective 2:

Evaluation Questions	Indicator(s)	Data collection			Data Analysis
		Source	Method	Timing	
What you want to know	What type of data you will need	Where you will get the data	How you will get the data	When you will collect the data	What you will do with the data

Objective 3:

Evaluation Questions	Indicator(s)	Data collection			Data Analysis
		Source	Method	Timing	
What you want to know	What type of data you will need	Where you will get the data	How you will get the data	When you will collect the data	What you will do with the data

Plan Timeline
When will evaluation activities occur?

Evaluation Activities	Timing of Activities for {Year}		
	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr

Step 6 of the CDC Evaluation Framework

Communication/Dissemination Plan: Describe your plans for communicating/disseminating your findings (i.e., distribution products, channels, and timeline) and the ways in which this evaluation will be used in your overall program.

Type of Communication/ Dissemination	Strategy	Audience	Details

Evaluation Activities Staffing Plan

Staff Member	Activities (e.g., developing and prioritizing evaluation questions, instrument development, data analysis)																	

Once you have your program details in place and you have planned implementation of the program, you will need to secure funding if you do not have a budget for prevention programming and education. This section of the toolkit will provide you with information and tools to help you prepare and submit grant applications to federal agencies and other grant-making organizations. Included in the following pages are:

- **Identify existing grant funding sources**

- **Develop grant materials**

- **Tips for writing a budget**

- Grant writing tips.

- Steps for completing a grant application.

- Guidelines for preparing and submitting a Fire Prevention and Safety (FP&S) grant application.

- Sample checklists and templates.

Fire Prevention and Safety (FP&S) Grant

A major source of funding for fire safety programs is the Department of Homeland Security (DHS), Federal Emergency Management Agency (FEMA) Assistance to Firefighters Grant (AFG) Program. FP&S grants are the AFG Program grants of most interest to fire safety educators. These grants support activities in two categories:

(1) activities designed to reach high-risk target groups and reduce deaths and injuries caused by fire and fire-related hazards (the "Fire Prevention and Safety Activity"); and

(2) research and development activities aimed at improving firefighter safety (the "Firefighter Safety Research and Development Activity").

General categories of activities or projects funded by FP&S grants include:

- public education campaigns,

- arson prevention,

- prevention-related training,

- fire prevention activities, and

- risk assessments.

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Eligible projects in the public education campaign area include national and local programs that promote a decrease in injuries due to fire or other safety hazards.

Educational tools, such as model homes, safety trailers, or curriculum delivery tools are eligible for FP&S funding; these tools are required to be part of a comprehensive and detailed public safety education campaign. Grants under FP&S are awarded on a competitive basis.

Grant Writing Tips

Each funding source has its own procedures for submitting a grant application. Here are some general guidelines to help you to prepare an application to any potential funding source:

- Most grants have specific deadlines for submission. It is important to **identify funding opportunities early** enough to prepare a winning application and meet all submission deadlines.

- **Grants have specific evaluation criteria** and content requirements that must be addressed in an application.

  - Prepare a checklist to ensure that you have met all the content requirements.

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Grant writing is a skill and it is often necessary to take the time to refine and resubmit a grant application several times before it gets funded. Comments from the people who review your grant application can be extremely useful for strengthening it for the next round of evaluation or for submission to a different granting agency.

  - Evaluation criteria often represent <u>minimum</u> requirements your application must meet to be considered for an award. In your application, show that your need, plan, or qualifications exceed the minimum requirements and you may achieve a higher score. The higher your score, the greater your chances for an award.

- **Pay attention to how reviewers will score different parts** of the application, and give higher priority (proposal length, etc.) to areas that are more heavily weighted.

- Learn about the mission of the agency or foundation you are applying to and **communicate how your program supports that mission** in your grant application.

- **Use clear and simple language.** People who review grant applications usually have a large stack to go through, and they will favor applications that:
  - capture their attention,
  - explain the approach clearly and completely, and
  - are brief and to the point.
- Grant applications usually include sections that describe key elements of the program you are requesting support for, such as the following:
  - **Significance:** A documented community need for the program;
  - **Approach:** How you will get your messages across and the techniques you will use;
  - **Innovation:** New concepts or approaches included in your program and how the program will be improved by the requested funding;
  - **Qualifications:** Experience and training of program staff members who will make sure that the program is well run and effective; and
  - **Environment:** Facilities and equipment that will be available to the program, where it will be held, and your partners in bringing it to the community.
- When writing your budget, **justify and document all costs**, keep the budget reasonable and within the range of a typical award from the granting agency.
  - Be sure to request an amount that is sufficient to cover salaries and equipment needed to run the program you are proposing.
  - Keep a detailed file of how you developed your costs so that you will be able to answer any budget questions the granting agency may have.
- **Grant applications that include partners are often stronger.**
  - Include letters of support and participation from partners.
  - Also include letters of commitment from any consultants and vendors you are including in your application.

> **Grant-making agencies and organizations need to show that grant money is well spent.**

- Grant applications that include **measurable outcomes of success and demonstrate favorable evaluation of your existing programs** are more likely to be funded.

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Getting Organized to Write Your Grant Application

Obtaining funding from grant sources is a very competitive process. Take the time to thoughtfully plan your proposal so your application stands out from the other submissions. A successful grant proposal is concisely packaged and follows all the submission criteria to obtain the highest possible rating for funding.

In order to achieve a high score, your package needs to have solid evidence showing a need for the grant. Data and statistics can provide a strong argument for the program you wish to have funded. Additionally, they provide baseline statistics you can use later to demonstrate that the program has positively affected your community. Examples of information you can start collecting several months before application submission include:

- Demographic and Community Information
  - a breakdown of community members by age, sex, race, ethnic background, and socioeconomic status;
  - local economic information (unemployment rate, etc.);
  - number of schools, community centers, retirement facilities, etc.;
  - projected community growth; and
  - number of people in your program's target population.
- Fire Statistics
  - number of fire calls;
  - number of fire-related injuries and deaths;
  - financial estimates of damage fire has caused to the community; and
  - local statistics versus national statistics to show a need for the program.
- DUNS Number
  - All Federal grant applicants must have a Dun & Bradstreet Data Universal Numbering System (DUNS) number.
  - The DUNS number helps the Federal Government identify organizations that receive Federal funding and ensures consistent name and address data for electronic grant applications. There is no charge to get a DUNS number.
  - To apply for a DUNS number, call 1-866-705-5711 (U.S. and U.S Virgin Islands) or 1-800-234-3867 (Alaska and Puerto Rico), or visit the Dun & Bradstreet website at **fedgov.dnb.com/webform/ displayHomePage.do**

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- Potential partners and their information as well as letters of endorsement and participation.

- How your project will be staffed—prepare resumes of key individuals for inclusion with your application.

Preparing Your FP&S Grant Application

Application kits for AFG FP&S grants are posted on the FEMA website at **www.fema.gov/firegrants**. You should visit this site often and monitor it for updated grant information and yearly guidance, release of grant application kits, and opening of grant application periods. Once the application kit is released, you should:

- Review the online tutorial available at **www.fema.gov/firegrants**.

- Read the FP&S grant *Guidance and Application Kit* and note all application requirements and deadlines.

- Make a checklist of all items you need to include in your application and update the checklist as you complete items or identify additional materials to include.

- Develop an application timeline by working backwards from the submission date. Include dates and deadlines for completing each of the items on your checklist.

- Assign work and communicate clearly and often with those working on the application to stay on track and resolve any issues early in the process.

- Check your progress continuously to make sure that deadlines are met and application preparation is on schedule.

Applications for FP&S activity grants must include a written narrative describing your proposed project along with supporting budget information. For your application to be successful, your narrative must relate your project to the evaluation criteria listed in the application kit. Based on information from past years, the narrative for an FP&S activity grant generally needs to include the following elements:

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- **Vulnerability/Risk Statement**—A clear summary of the fire risk in your community that the project will address and details of the steps you took to determine the risk and identify the target audience.

- **Implementation Plan**—Defines project goals and objectives and provides details and specific steps that will be used to achieve the goals and objectives (presented in Step 3 of this Toolkit).

  - Includes examples of marketing efforts to promote the project and information about how the program will be delivered to the target audience.

  - Identifies any requests for resources (safety trailers, portable safety houses, puppets, robots, etc.).

  - Discusses specific goals, measurable results, and details on how often the resources will be used.

  - Indicates the various outreach efforts that will be conducted and/or the number of people you expect to reach through the proposed project.

- **Evaluation Plan**—Provides details on how the project will be evaluated and what measurable goals will be used. For example, for awareness and education projects, you should identify how you intend to determine if there has been an increase in knowledge about fire safety or how you will measure a change in safety behaviors of the target audience. See the Evaluation section included in this toolkit for ideas on evaluating a fire safety education program.

- **Cost-Benefit Analysis**—Provides explanation of costs included in your budget and benefits expected to result from expenditures.

- **Sustainability**—Describes how the overall activity will be continued after the grant ends (12 months for FP&S). Sustainability can be shown by describing long-term benefits expected to be derived from the program, involvement of non-federal partners likely to continue to support the project, and your demonstrated long-term ability to continue the project.

- **Financial Need**—Details your need for financial assistance to carry out the project. This may include information on any unsuccessful attempts you have made to get funding elsewhere and examples of your budget.

- **Performance**—Describes your track record for timely project completion and performance on similar projects and demonstrates your experience and ability to carry out the proposed project.

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- **Funding Priorities**—Describes how well your proposed project meets the agency's funding priorities as stated in the Grant Guidance and Application Kit.

Preparing the Budget

Your budget is one of the most important parts of your grant application. It requires careful planning and should be started early in the planning process. In writing your grant budget, keep it as simple as the guidelines allow and do not include detail not required by the guidelines.

1. The numbers you include in your budget should be specific.

   - If you round at all, round to dollars, or tens at most. Grant reviewers expect you to do a lot of work planning all the details of the budget.

   - There is no place in the budget for miscellaneous items. Your planning should allow for unexpected costs. If you plan to buy equipment, such as a fire safety trailer, contact the manufacturer or supplier to get a written quote to back up the amount you include in your budget. The amount of thought you give to preparing the budget will improve the program and increase your chances of receiving the grant.

2. Keep detailed file of how you developed your costs so that you will be able to answer any budget questions the granting agency may have. Keep copies of all quotes, price lists, or other backup materials you have gathered to support your costs.

3. Your budget should include all costs associated with carrying out the grant. Most grant applications include a form that the agency wants you to use to present your budget request. If the funder provides a budget form, follow it exactly. If none is offered, the following general format may be used.

   - **Direct Costs.** While there are differences between and among agencies, most include the same major categories for direct costs:

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Personnel—Staff costs, salary, hourly breakdown for each person proposed.

Fringe Benefits—Taxes and benefits that an employer must pay for an employee. Fringe benefits that are required by law include FICA (Social Security and Medicare), FUTA (Federal Unemployment Taxes/Insurance), SUTA or SUI (State Unemployment Taxes/Insurance), and Worker's Compensation (on-the-job accident insurance). Other benefits may include medical insurance and paid leave (sick, vacation, holiday, etc). Fringe benefits are generally based on a percentage of gross salary.

Supplies and Materials—Supplies are expendable items that are non-durable in nature. Computer software, paper, pencils, etc. are examples of supplies and materials.

Contractual Services—Direct payments for the services of experts who are hired for a brief duration. If you propose to use consultants, include their names and hourly rates. If work is to be performed by a subcontractor, include the subcontractor's authorized proposal and budget. In the cost proposal, document the reason for choosing a particular consultant or subcontractor.

Travel—The purpose of the trip, actual cost of accommodations, meals, and local transportation should be specified. Per diem rates for lodging and meals and incidental expenses for federally sponsored travel in the continental United States can be found on the U.S. General Services Administration website at www.gsa.gov/perdiem.

Equipment—Permanent equipment is defined as durable goods. The cost of purchasing a computer or fire safety trailer would be included in this category.

Other—This category is usually used for items that cannot easily be placed in any of the above categories such as telecommunications expenses, advertising, printing costs, etc. Any items included in this category should be described fully.

- **Indirect Costs.** Indirect costs are costs that are not directly a part of the grant proposal. Such costs include utilities, general and departmental administration, accounting, purchasing services, and physical plant. Indirect cost rates are often determined by the funding source. Some funders do not allow any indirect costs.

4. Budget Justification. Depending on the requirements of the grant, you may need to compose a separate budget explanation to justify your requests. Explain how you arrived at various figures in the budget and why particular items have been included. Be sure to read the requirements in the application kit and follow them carefully.

Submitting Your FP&S Application

You are encouraged to submit your FP&S application using the electronic system available on the **www.fema.gov/firegrants** website. While paper applications are possible, they are discouraged. The electronic system provides the advantages of:

- built-in assistance with application completion,
- an automatic check that assures that an application has been accurately completed before it is submitted,
- email confirmation of submission, and
- more timely processing of your application.

To submit your application electronically, you must authorize a representative of your organization to log on and create a user name and password. This can be done by going to **www.fema.gov/firegrants** and clicking on the *E-Grant Application Access* tab on the menu bar. If you already have a user name and password from a previous AFG, Staffing for Adequate Fire and Emergency Response (SAFER), or FP&S application, you should use that to log on.

It is best to prepare your materials off-line using a word processor and then cut and paste your information electronically into the appropriate places in the application.

Other Sources of Grant Funding

Other sources of funding include major charitable foundations, state and local government agencies, major corporations, and local businesses. Foundation funding can be hard to locate and get. Most philanthropic and business foundations focus on a limited range of specific issues and may have specific requirements in their grant application process.

- The Foundation Center*, a nonprofit organization that connects grant seekers and grant makers, has a website that can help you find funding from foundations (**foundationcenter.org**). They maintain a searchable database of foundations that can help you locate those interested in supporting fire safety programs, but it requires a monthly or annual fee for access (**fconline.foundationcenter.org**).
- Another commercial resource is GrantSelect*, a database that provides information on funding opportunities (**www.grantselect.com**).

* Check your local library to see if they subscribe to either of these services

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If you want to seek foundation funding at the national level, you will probably need a skilled volunteer or a professional fundraiser to help you identify suitable foundations and guide your organization through the application process. However, many foundations have a specific range of programs that they will fund.

Beyond the Basics

This section has some great planning tools that can assist you in organizing and writing your grant application. The following document is a grant planning guide that can serve as your overall planning tool. Additionally, at the end of this section, in the Resources table, there is a **Grant Application Preparation Checklist, Budget Preparation Tips Worksheet**, and a **Logic Model Template** for your use.

Grant Planning Guide

This guide will serve as a planning tool to organize all the required information needed to submit your grant proposal. The items listed are general requirements for grants, so remember to research the specific requirements of the grant for which you are applying.		
COVER LETTER: Basic information identifying your proposal	**Owner**	**Completion Date**
Grant name		
Grant period		
Proposal name		
Organization name		
PROPOSAL SUMMARY: Clearly and concisely summarizes your project and request for funding	**Owner**	**Completion Date**
Background of your organization		
General objectives relating to grant agency's funding priorities		
Summary of past achievements and projects, if applicable		
Overview of project: to include the problem, mission & objectives, community capacity, methods, evaluation plan and sustainability plan (length usually 1 page)		
Reasons for grant request and amount		

	Owner	Completion Date
Specific objectives		
ORGANIZATION OVERVIEW: Describe your organization and its ability to carry out proposed project	**Owner**	**Completion Date**
Description of your organization's mission, accomplishments, and programs		
Description of community members, staff and management team		
Past achievements		
NEEDS ASSESSMENT: Using statistics, facts and figures to make your case for funding	**Owner**	**Completion Date**
Goal of your organization		
Statistics and research supporting your claim for need		
Endorsement by community agencies		
Document the scope and impact		
PROGRAM GOALS & OBJECTIVES: Measurable outcomes for each goal and objective	**Owner**	**Completion Date**
Goals should be related to how the program will address the target population		
Timeline for meeting desired short and long term goals		
Specific and measurable goals that can be quantified		
METHODOLOGY: How you are going to reach your goals with activities	**Owner**	**Completion Date**
Target audience—how and when		
How to overcome potential barriers		
Activities relating to each problem/objective		
Timeline for each activity		
EVALUATION PLAN: How success of the program will be measured	**Owner**	**Completion Date**
Description of how data will be gathered and analyzed		
Measures of success		
Instruments or questionnaires to be used		

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Details on how evaluation will be used for program improvement		
Details of evaluation criteria: Indicators, behaviors, knowledge, etc.		
BUDGET: Clearly outline cost of the project with descriptive text explaining the budget	**Owner**	**Completion Date**
Follow general accounting principles		
Make sure your budget is realistic and reflects your work plan		
Detail all costs relating to the project		
Provide narrative detailing costs and provide clarification where needed		
SUSTAINABILITY PLAN: Ability to fund the project after the initial grant funding is exhausted	**Owner**	**Completion Date**
Outline business plan to sustain the level of funding required		
List funding action plan to include other sources		
Outline future budget planning to anticipate future funding requirements		
Include letters of intent from additional funding sources if applicable		
APPENDICES: Supporting documentation	**Owner**	**Completion Date**
Support letters or endorsements		
Supporting documentation requested in grant application		
Resumes/biographies of team members if applicable		

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More Information:

- USFA has developed the manual *Funding Alternatives for Fire and Emergency Services*. The manual includes financing alternatives for all types of fire and EMS departments.
www.usfa.fema.gov

- Employer Identification Number (EIN)—also known as a Federal Tax Identification Number (TIN)

  - The Internal Revenue Service (IRS) uses the number to identify taxpayers who are required to file various business tax returns.

  - Apply for an EIN online at **www.irs.gov.** It may take up to 2-5 weeks before your EIN becomes active.

- Central Contractor Registration (CCR)

  - CCR registration is required to receive a grant award. Applicants who do not complete the CCR registration, or do not complete the required annual verification of their CCR data, will not receive an award.

  - Make sure to register your agency's DUNS number in the CCR. Your DUNS number and EIN will be required to complete the CCR registration

  - For CCR information, please visit: **www.bpn.gov/ccr**.

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Resources

Print and Online Resources		
Page #	**Name of Resource**	**Purpose of Resource / URL**
6–15	Grant Application Preparation Checklist	This checklist will help organize your planning efforts for writing your grant.
6–19	Budget Preparation Tips Worksheet	The tip worksheet walks you through the various questions to consider when writing your budget to ensure it is complete.
6–23	Logic Model Template	This template helps target your activities, tasks and outcomes for program evaluation. It is helpful for grant funders to see the overall picture in a table format like this one.
online	FEMA Assistance to Firefighter Grant Program	Provides an online tutorial for the process needed to submit a grant application. www.fema.gov/firegrants
online	The Idea Bank	This link provides real grant proposals that have come from grant writers who are sharing their work as a way of assisting others. http://theideabank.com/onlinecourse/samplegrant.php

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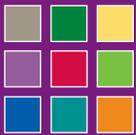
Grant Application Preparation Checklist

Grant Application Preparation Checklist

1. Request for Applications (RFA)/Documents

    ❑ Obtain complete copy of RFA

    ❑ Distribute RFA to appropriate staff

    ❑ Prepare questions for submission to the grant-making agency

    ❑ Receive and review responses to questions

    ❑ Collect, distribute and review pertinent background documents

    ❑ Submit letter of intent, if required

    ❑ Make note of deadlines for submission

2. Preparing for the Proposal

    ❑ Hold strategy meetings, if necessary

    ❑ Determine number and type of staff needed

    ❑ Identify equipment and/or supply needs

    ❑ Obtain specifications and costs of any equipment (e.g., fire safety trailer)

    ❑ Gather background data/statistics (community needs assessment)

    ❑ Prepare rough draft of budget

    ❑ Identify proposal writer

    ❑ Make sure organization meets mandatory criteria

3. Application

    ❑ Prepare draft outline of application narrative

    ❑ Establish document format (font, major/minor headings, etc.)

    ❑ Use bold or italics to emphasize key points

    ❑ Since you are probably limited on the number of pages, establish the number of pages to be included in each section

    ❑ Develop a schedule with due dates for draft sections

    ❑ Develop your review, feedback, and editing process for different stages of application preparation

    ❑ Review application for clarity and consistency. The application should read as if it were written by one writer

    ❑ Make sure everyone uses compatible software packages and versions

    ❑ Make sure everyone's email can send to and receive from other team member's emails

4. Gathering Appendices

    ❑ Collect resumes of all individuals participating in the project (if required)

    ❑ Obtain any additional information from participants, if necessary

- ❑ Obtain letters of support from partners
- ❑ Gather any special pages, charts, etc.

5. Finishing Touches
- ❑ Spell check all sections
- ❑ Make sure grant proposal is properly laid out and looks professional
- ❑ Prepare table of contents (if needed)
- ❑ Prepare cover letter (if needed)
- ❑ Have "outsider" read proposal
- ❑ Select cover design (if needed)

6. Packaging (for paper applications)
- ❑ Make required numbers of copies of proposal
- ❑ Check pages in each copy for legibility
- ❑ Make sure no pages are missing
- ❑ Determine how proposal will be packaged
- ❑ Ensure sufficient quantities of all packaging items are available

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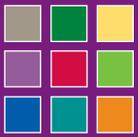
Budget Preparation Tips Worksheet

Budget Preparation Tips Worksheet

The budget translates your proposed work plan into dollars. As you develop your budget, consider the following.

1. How much effort and expertise is required to accomplish your specific objectives?

   - How many people will be needed and for how many hours?
   - Will your staffing needs change over the life of the grant?

In your budget justification, note each individual's effort dedicated to the grant (in units requested in grant application instructions), and describe their roles and responsibilities.

2. Do you need to travel to conduct the project, disseminate research progress and results, or meet with colleagues and sponsors?

   - Domestic or international travel.

In the budget justification, describe the travel (destination, duration, purpose of the trip, and number of persons supported by the travel allotment). Include items such as air fare, ground transportation, lodging, meals, and incidental expenses in determining your costs. Some sponsors may limit per diem to federal government rates which can be found on the GSA website at **www.gsa.gov/portal/category/21287.** Foreign travel typically must be approved by program directors and has to be well justified.

3. Do you need equipment for the project (such as a fire safety trailer)?

   - Itemize each essential item

In the budget justification, describe the need for the equipment and the consequences of not acquiring it. Some sponsors may want to see one or more quotes unless you must purchase from specific vendor.

4. The supplies/consumables required to complete your project.

   - Office supplies must be essential for your project and well justified as they are typically paid for out of organizational overhead funds.

5. What other kinds of expenses might be incurred on your project?

   - Subcontracts—If subcontractors are proposed to perform work on the grant, you must include a budget and letter of intent to enter into an agreement in the event of an award from each subcontractor.
   - Consultants
   - Equipment service agreements
   - Specialty software; software license fees
   - Publication/copying costs
   - Communication expenses if essential for the project

- Advertising for promoting your program

- Mailing expenses specific and essential to the project

- Conference registration fees

- Other project-related fees

In the budget justification, describe the major categories of expenses and provide an estimated cost for each. Convey that you've thought of all appropriate expenditures and you have a realistic appreciation for the costs of your project. If you propose to use subcontractors, state why they were selected and what expertise or skill they bring to the project. If consultants are proposed, describe the services these individuals will provide.

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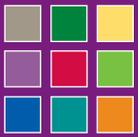
Logic Model Template

Logic Model Template

Complete each block with the appropriate, program-specific text

PROBLEM

- The problem is defined in relation to the AFG FP&S funding priorities and must fall into one of the following areas:
  1. General Education/Awareness;
  2. Code Enforcement/Awareness
  3. Fire & Arson Investigation
  4. National/State/Regional Programs and Studies

- Goal(s)
- The goal must encompass the purpose of the AFG grant program to enhance the safety of the public and firefighters with respect to fire and fire-related hazards.

SUBPROBLEM(S)

- This is the specific problem that the program/initiative will address.

Objective(s)

A specific and measurable statement regarding what the program/initiative will accomplish.

What will the program achieve?

ACTIVITIES

- A general listing of the program efforts (events and actions) conducted to achieve its objective(s).
- What will the program do? For example, does your program offer direct prevention or education services to students or community members, conduct needs assessments, or provide training or technical assistance?

OUTPUT MEASURES

- These are measures of the program/initiatives process or implementation. The data demonstrate the implementation of the program/initiative's activities.
- What outcome did the program produce? Measures commonly include the number of community members served, number of service hours completed, and number of hours of training provided.

OUTCOME MEASURES

Short Term

- These are quantitative measures of the initial results of the program. They are typically measured at the end program.
- This typically includes changes in knowledge, attitudes and awareness.
- How, and how much, have participants (or participating entities) changed by the end of the program/initiative?

Long Term

- These are quantitative measures of the longer results of the program. They are measured 6 to 12 months post program.
- This typically includes changes in behaviors, practices, decision-making. They may also include changes in social conditions (e.g., local fire calls).
- What changes are exhibited by participants (or participating entities) approximately 6 to 12 months after participating in the program/initiative?

Every audience you deliver fire safety programs to will have different needs. Previous sections of the toolkit helped you to assess your community and to plan, develop materials for, market, implement, and evaluate your program. This section provides **information, examples, and tools for making sure you are able to deliver your program to everyone in the community**—groups of different ages, different cultural backgrounds, and those with impairments and activity limitations that may otherwise restrict their participation in fire safety education activities.

- **Identify differing needs of your target audience**

- **Determine appropriate messaging for your audience**

- **Utilize existing resources and adapt for your audience**

The strategies in this section are aimed specifically at delivering lessons and materials to meet the differing needs of young children, adolescents, adults, and senior citizens. Additional information is also included to assist you with tailoring messages and presentation techniques to special audiences, including multicultural groups, low-literacy, and other vulnerable populations. As an added resource, a Fire Safety Program Matrix Table, which includes links to existing programs and resources that may aid you in further program development, can be found in Section 3.

> *Multicultural competence* is an understanding that material should be presented in a way that all people can comprehend the information. It should not be assumed that something is "common knowledge."

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Teaching Strategies

While there is no one way to teach, there are some strategies that can be useful when giving fire safety education presentations to groups with differing needs. The strategies are broken out into four parts:

1. **Engage:** introduce the learning task while capturing attention.

2. **Explore:** connect with students by asking about their experiences.

3. **Elaborate:** challenge the students and provide the opportunity for hands-on learning.

4. **Evaluate:** involve students by having them tell you what they have learned.

Children

1. ENGAGE
Show participants age-appropriate pictures of firefighters.
2. EXPLORE
Pose a question to spark discussion:
What can you do to keep your house safe from fires? What can your parents do?
Listen to all answers and discuss the good answers and good explanations, even if they are only partially correct.
3. ELABORATE
Instructor asks questions about information just given to be sure that the information was retained. For this informal type of quizzing, try to give away little rewards (see reinforcers/ sample materials) for correct answers. Ask the teacher for help—how do they reward the children? (i.e., homework pass, extra art time).
Instructor asks children to help him/her to start to write a song or rap about fire safety. Can ask the teacher to make this a homework assignment. Can leave a certificate or badge for those that turn it in.
4. EVALUATE
Use a post-test after the lesson to see what the children learned. Read each question and set of responses for the participants. Take notes on their answers to assess what they have learned.

Adolescents, Adults, and Older Adults

1. ENGAGE
Find out what they know—give a pre-test (on paper or verbally).
Show participants pictures of house fires and victims in their age group.
Share recent news articles about fires in their neighborhood.
Share personal experiences with house fire calls.
Explain what they will be learning.

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2. EXPLORE

Pose a question to spark discussion:

If you were sleeping and were awakened by the sound of the fire alarm what would be the first thing that you would do?

What are some problems that senior citizens may encounter while trying to escape a fire?

Listen to all answers and discuss the good answers and good explanations, even if they are only partially correct.

3. ELABORATE

Use humor when possible, especially if the instructor is a lot younger than the participants.

Pause frequently to make sure no one has any questions. Scan the room for any participants who look as if they don't understand, have a question or cannot hear.

Allow extra time for questions and discussion. Ask participants to describe or demonstrate knowledge or skills in terms of a house fire scenario.

4. EVALUATE

Using a post-test, read each question and set of responses for the participants.

Ask your teaching partner to go around the room to make sure that no one is having too much trouble.

You can assess verbally if you find the group may have trouble with the written test.

Multicultural Competency and Health Literacy

How a person understands and uses information is directly linked to his/her cultural attitudes and beliefs. Health literacy can be affected by cultural beliefs, low educational level, and limited English proficiency. An effective presenter must not only respect the culture and beliefs of his/her participants, but also the limits of their ability to understand the fire safety information being provided.

Consider the following when planning your program:

- Recruit a partner of the same culture as the audience to co-host the event.
- Show participants pictures of house fires and of the victims of house fires who are of the same race/ethnicity.
- Use culturally appropriate materials.
- Talk about additional fire safety topic with a respectful focus on cultural practices that may lead to a fire. An example is a Haitian ritual that includes rubbing the body in oils and lying near candles.
- Use partner organizations to aid in culturally sensitive discussions.

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Health Literacy is the ability to understand health information and to use that information to make informed decisions about your health.

Working with Persons with Developmental Disabilities[1]

It is important to know the abilities of your audience and be prepared to teach at their learning level. Try to assess the current knowledge and beliefs about fire safety for the target audience and adapt your presentation to your assessment.

Depending on a person's cognitive ability, fire safety educators may need to train the caretaker(s). Caretakers must decide how to implement the fire safety education lessons into their student's daily routine. If training developmentally disabled persons directly, encourage caretakers to take part to reinforce the lesson.

Aim to incorporate the following items into your fire safety lesson plan:

1. **Teach one skill at a time.**

   It may take several days, weeks, or months for a student to master the skills you are trying to teach. For example:

   a. STOP portion of Stop, Drop and Roll.

   b. Recognizing the sounds of a smoke alarm while teaching the steps for how to escape a fire.

2. **Present each skill with steps.**

   Once the student masters the STOP portion and can demonstrate it properly, then you can move on to the next step, DROP.

3. **Use gestures and verbal prompts.**

   Students learn through repeated prompting by the educator through the use of speaking and gesturing.

4. **Use hands-on activities.**

   Students learn better through role-playing and active learning.

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1   Source: A review of research on procedures for teaching safety skills to persons with developmental disabilities. Dixon DR, Bergstrom R, Smith MN, Tarbox J. Res Dev Disabil. 2010 Sep–Oct;31(5):985–94. Epub 2010 Apr 27.

5. **Practice. Practice. Practice.**

   It is important that each skill mastered is practiced over and over. Repetition allows the student to become comfortable with the new skill and confident in his/her ability to perform it.

6. **Make it routine.**

   Try to work the new skill into the student's daily or weekly routine. They should become familiar and comfortable with performing the new skill.

Tips:

Keep eye contact.

Eye contact can help with gaining the student's trust.

Give clear directions.

Practice the directions several times before using them in the class to be sure they are clear and easy to follow.

Encourage communication.

Allow students time to ask questions about why they are learning this topic. Help them to see the importance of fire safety.

Provide reinforcement.

Students learn better when reinforced. Use positive talk or other methods such as rewards with favorite treats like candy, ice cream, tokens, etc.

For more information about how to develop programs and materials for audiences with varying disabilities click on **www.nfpa.org** and search for "people with disabilities" (without quotes) to get detailed information.

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"I feel sharing is a must in the field—why not share a program that I know works."

—Fire Prevention Officer

Sample Activities and Tip Sheets

Material Type	Target Population	Activity/Lesson	Pg #
Pocket Guide	General	Pocket guide for general audience	5–11
Babysitter Handout	General	Babysitter handout for general audience	5–15
Sample Pictogram	General	Sample pictogram for low literacy	5–17
Bookmarks	General	Series of bookmarks with fire safety education tips	5–18
Activity	Children	Sample games to play during the fire safety tour or in the classroom	5–29
Poster	Children	9-1-1 Poster for children	5–30
Activity	Children	My Phone/My Address worksheet	5–31
Writing Activity	Children	Journal Ideas: writing a letter to a parent on fire safety	5–32
Calendar	Children	Monthly calendar that includes fire safety education messages	5–33
Activity	Children	Greeting cards with education messages	5–46
Activity	Children	Fire safety picture frames craft	5–47
Activity	Children	Picture/word matching worksheet	5–49
Activity	Children	Fun with Words—adjectives for firefighting vocabulary	5–50
Activity Booklet	Children	Sesame Street FEMA Fire Safety Station www.usfa.fema.gov	Online
Checklist	Children	Smoke Alarm Checklist for family www.nfpa.org/assets/files//fpw11/fpw2011_familychecklist.pdf	Online
Lesson Plan	Children	Lesson plan for teaching escape planning www.usfa.fema.gov	Online

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Material Type	Target Population	Activity/Lesson	Pg #
Writing Activity	Adolescents	Journal Ideas for Classroom Students	5–51
Role Playing Activity	Adolescents	Fire and Burn Scenarios	5–52
Activity	Adolescents	Sample Poster Design Contest	5–53
Online Fire Safety Education Games	Adolescents	Hamilton Township Fire Dept. www.htfd.org/kids_pages/kids_games.php	Online
Checklist	Adolescents	Smoke Alarm Safety Checklist www.nfpa.org	Online
Checklist	Adolescents	Take Home Inspection Checklist www.sparky.org/PDF/SparkyChecklist.pdf	Online
Brochure	College Students	Campus Fire Safety https://apps.usfa.fema.gov/publications	Online
Fact Sheet	Adults	Using Your Microwave Oven Safely	5–56
Guide	Adults	Smoke Alarm Guide for adults www.nfpa.org/assets/files//PDF/Research/ SmokeAlarmsSafetyTips.pdf	Online
Door Hanger	Adults	Door hanger with fire safety tips—FEMA www.usfa.fema.gov	Online
Checklist	Older Adults	Fire Safety Checklist for Older Adults www.usfa.fema.gov	Online
Resource	Older Adults	Fire Safe Seniors Toolkit www.usfa.fema.gov	Online

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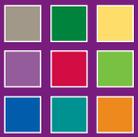
Fire Safety Pocket Guide

KITCHEN

- ↑ Stay away from hot things that **HURT**
- ↑ Cool a burn with **COOL WATER** for at least 3-5 minutes
- ↑ Stay **THREE** feet away from oven/stove
- ↑ Firefighters are your friends
- ↑ Touch the door with the **BACK** of your hand before opening
- ↑ Know **TWO** ways out of every room
- ↑ Use microwave **SAFELY**
- ↑ Only cook with an **ADULT'S** supervision
- ↑ Keep pot handles turned **IN**
- ↑ Put a grease fire out by **SLIDING** a lid or **COOKIE SHEET** over the pan
- ↑ Temperature of water at home should not be above **120 DEGREES**

EMERGENCY
DIAL
911

FIRE SAFETY TRAILER

KEY MESSAGES

POCKET GUIDE
for Fire Safety Educators

BEDROOM

- Develop a **FIRE ESCAPE PLAN** with your family and practice it at home
- Practice a **FIRE DRILL** twice a year using your escape map
- **CRAWL** low **UNDER** smoke
- Go to your **FAMILY MEETING** place
- Know when to **CALL 911**
- Know your address and phone number
- **GET** out and **STAY** out

LIVING ROOM

- Know what a smoke alarm **LOOKS** like and **SOUNDS** like
- **NEVER** touch or play with matches or lighters
- Tell a **GROWN-UP** if you find matches or a lighter
- Talk to your **PARENTS** about testing and changing the batteries in your smoke alarm
- **STOP, DROP** and **ROLL** if fire gets on your clothes
- If you notice fire or tripping hazards in your home, tell an **ADULT**
- Working smoke alarms should be **PUT** on **EVERY** level of the home, and outside sleeping areas, in every bedroom, and in the basement

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Fire Safety Babysitter Handout

Fire Safety for the
BABYSITTER

As the babysitter, you are responsible for the children in your care. Planning and prevention are the keys to fire safety. Protect yourself and the children you're watching against fire by taking simple precautions. Here are some important tips you need to know if there's a fire emergency in the home where you babysit.

Tip #1

Before the parents leave:

Write down the following important information and have it handy in case of an emergency:

Address and phone number of the house _____

Fire, Police, Ambulance & Emergency Services: 9-1-1 or _____

Phone number where the parents can be reached _____

Neighbor(s) Name and Phone number _____

Tip #2

Be prepared for a fire emergency:

If there is a fire while you are in charge, you need to know what to do. Ask the adults who hired you to go over the family escape plan so you know all the details. It will also be a helpful reminder for the family to plan ahead for emergencies. With the parents and kids, make sure you:

- ✓ Learn **ALL** escape routes.
- ✓ Learn **WHERE** all the windows and doors are and if you can open them.
- ✓ Know at least **TWO** ways out of each room.

- ✓ **PLAN** how you and the children will escape safely.
- ✓ Know where the **OUTSIDE MEETING PLACE** is.
- ✓ Ask to test the smoke alarm.

Tip #3

If there's a fire:

Stay calm. Your first job is to get yourself and the children outside as quickly and safely as possible and go to the family meeting place.

- ✓ Once outside, **STAY OUT**. Never go back inside.
- ✓ Call the fire department **(9-1-1)** from a cell phone or a neighbor's house. Give the exact address of the fire and stay on the phone until they tell you to hang up.
- ✓ Then you can call the **ADULTS** and let them know about the emergency.
- ✓ If you can't get out, close the door and cover vents and cracks around doors with cloth or tape to keep smoke out. Call 9-1-1 and tell the operator where you are in the house. Once help arrives, signal for help at the window.

Reminders:

- ✓ Get down and **CRAWL LOW** under smoke.
- ✓ Feel the door with the **BACK OF YOUR HAND**; open it slowly if it's not hot.
- ✓ Always **USE THE STAIRS**—never elevators in a fire.
- ✓ If smoke or fire is blocking you from getting to the children, **LEAVE THE HOUSE** and call the fire department from a cell phone or neighbor's house and tell them where the children are trapped.
- ✓ If fire gets on your clothes, **STOP, DROP, AND ROLL** until the flames are out.

Tip #4

Fire Prevention Tips:

- ✓ **NEVER** leave children alone & check on sleeping children regularly.
- ✓ Keep matches and lighters **OUT OF THE REACH** of children.
- ✓ Do **NOT** light candles while babysitting. Know where flashlights are in case of a power outage.
- ✓ **DON'T SMOKE**.
- ✓ Keep children **AWAY** from the stove, hot liquids, electric lamps, and space heaters.
- ✓ Keep space heaters **AWAY** from drapes, furniture, and bedding.
- ✓ Cook safely and **ONLY** if you have permission.
- ✓ Turn pot handles **IN** to avoid children knocking them over or pulling them down.
- ✓ **SMOTHER** a pan fire with a lid. Never use water or a fire extinguisher.
- ✓ Make sure you know what cooking materials **CAN** be used for the microwave. **NEVER** use metal or aluminum foil.

Sample Escape Map

● Smoke Alarm

→ Primary Exit

⇢ Alternative Exit

Meeting
Place
X
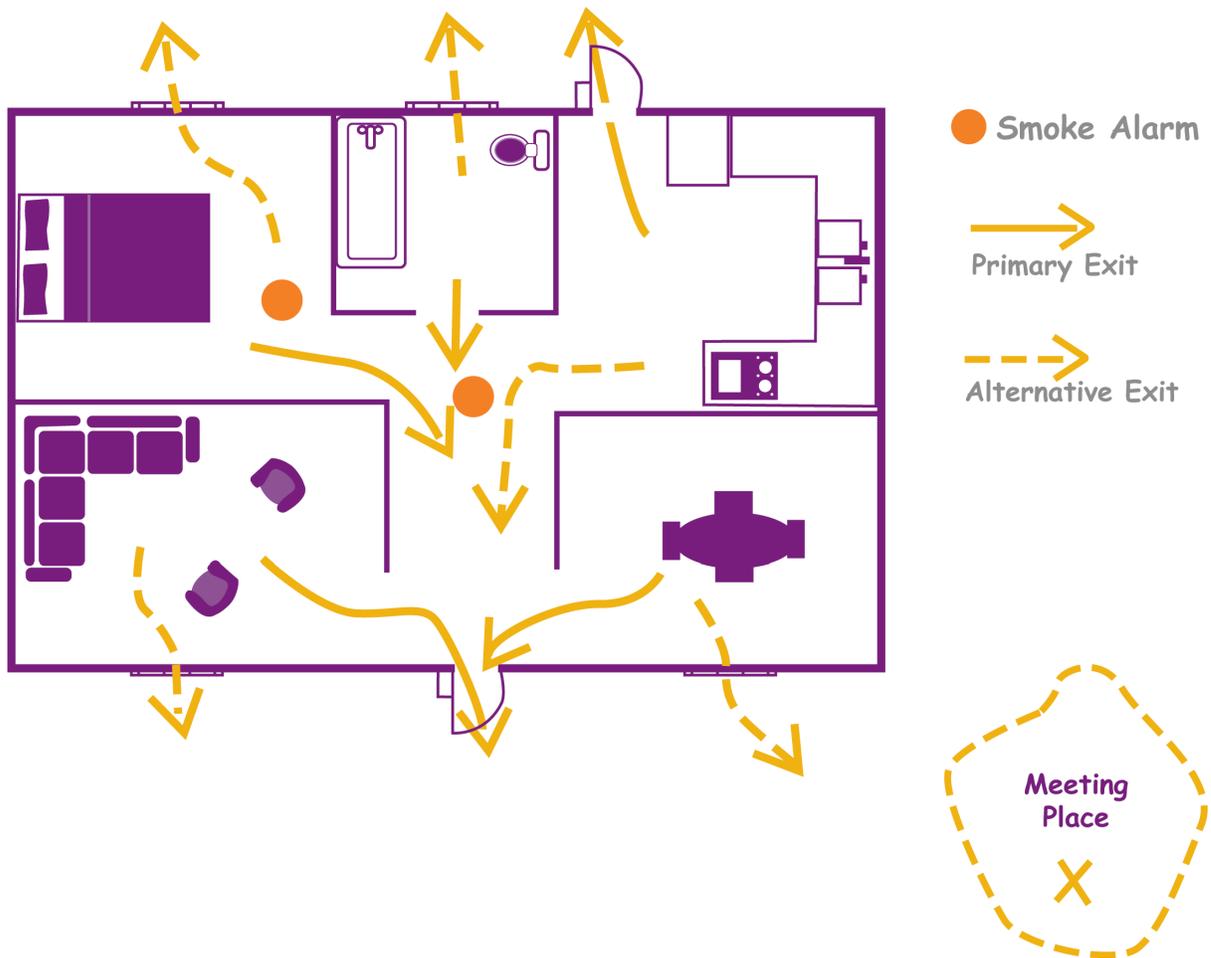
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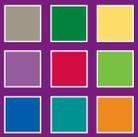
Pictogram

What to do if you hear a smoke alarm in your home.

Sleeping woman wakes to the smoke alarm sounding

BEEP
BEEP
BEEP

She and her family get down low and crawl under the smoke to the nearest exit

They get out of the house on fire and go to their family meeting place

They use a cell phone to call 911 and report the fire
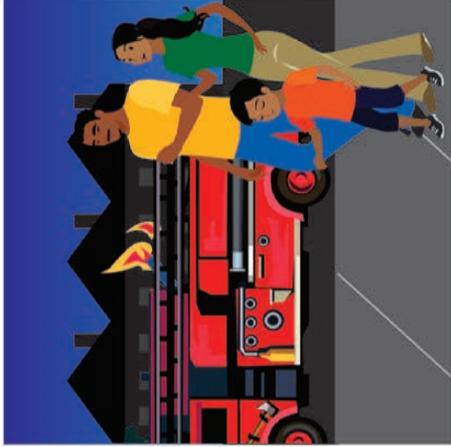
They watch as the firefighters fight the fire
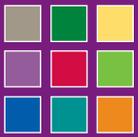
Bookmarks

Firefighters are Friends!

- Firefighters are here to help protect you and your family. They help during house fires, accidents and other emergencies.

- Firefighters wear special clothes to keep them safe when they go into a house fire to help you.

- Never hide from a firefighter—they are coming to help you!
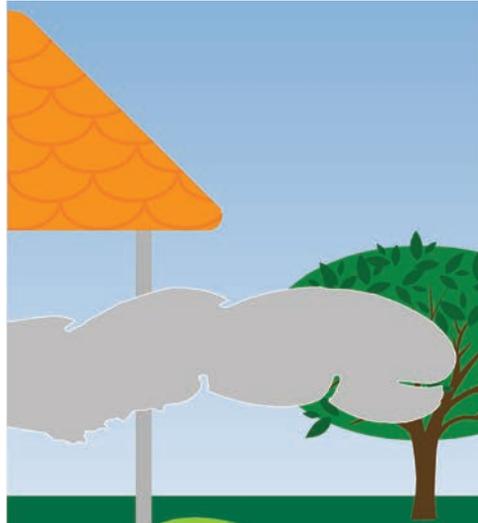
beep

beep
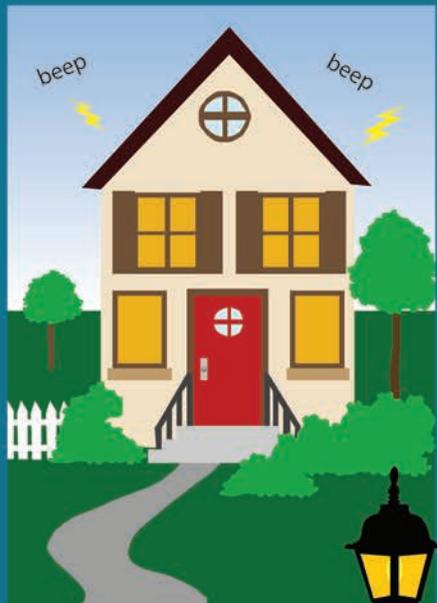
**GET OUT
&
STAY OUT!**

If you **SEE** or **SMELL** smoke

- Get out as quickly as you can and stay out.

- Go to your family meeting place outside.

- Never go back inside the house for any reason. If you are worried about a pet, tell a firefighter and the firefighter will go look for your pet.
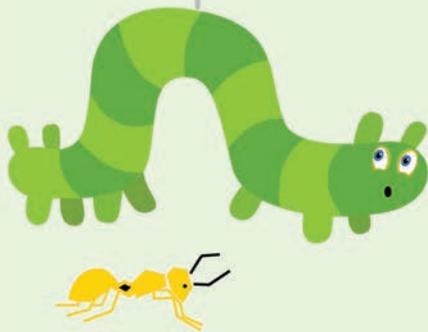
CRAWL LOW UNDER SMOKE

If you SEE or SMELL smoke

- Get down on your hands and knees and crawl to the nearest exit

- You will be able to breathe better down low because smoke rises

Burns

What should you do if someone in your home is burned?

- Use cool water to treat the burn immediately for 3 to 5 minutes.

- Then cover the burn with a clean, dry cloth.

- Avoid ice and extremely cold water.

- Never apply grease, butter or ointments because they keep the skin from cooling.

Do **YOU** know **what to do** if there is a **FIRE** in your home?

A fire escape plan can get everyone out of your home safely in the event of a fire.

- Know two ways out of every room

- Doors and windows should be able to be opened and unlocked quickly

- Decide on a family meeting place a safe distance away from the house

- Practice your escape plan to make sure everyone can get out safely
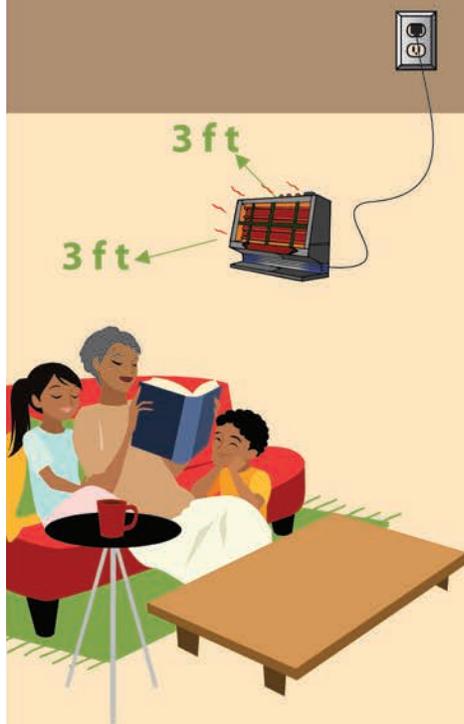
Where do **I NEED** smoke alarms?

Working smoke alarms help **SAVE LIVES** during fires.

Remember the following tips about smoke alarms:

- Put smoke alarms on every level of your home, outside sleeping areas and inside each bedroom, and in the basement

- Change batteries at least once a year

- Test smoke alarms monthly to be sure they are working properly
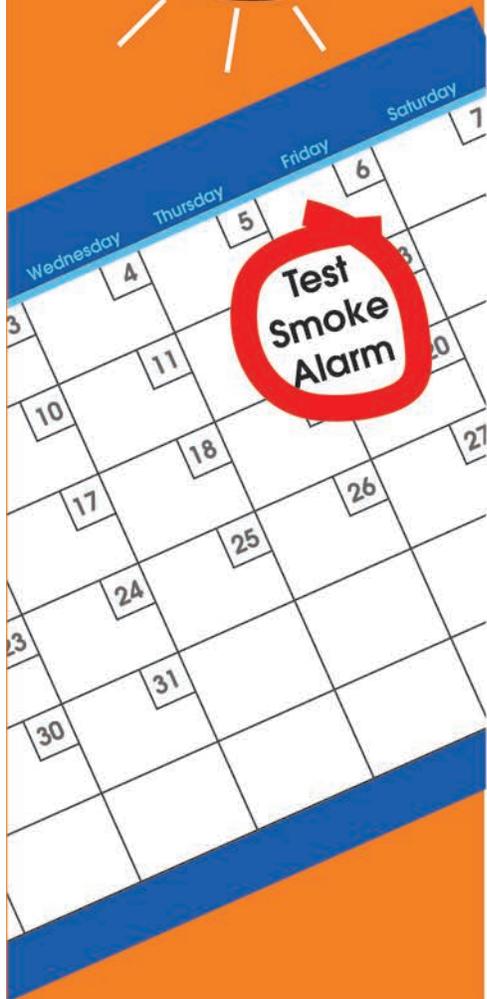
Give space heaters

their
S P A C E

If you use a **SPACE HEATER**, follow the tips below to keep your risk of fire low

3 ft

3 ft

- Keep heaters at least **3 FEET AWAY** from anything that can burn.

- **UNPLUG HEATERS** when you leave the home or go to bed.

- Do not use extension cords. Only **PLUG** your heater **DIRECTLY INTO** the **OUTLET**.

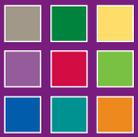# Have YOU checked your smoke alarm lately?

SMOKE ALARMS **SAVE LIVES**. Follow the tips below to stay fire safe

- Make sure you have smoke alarms on **EVERY** level of your home, outside all sleeping areas, inside each bedroom, and in the basement.

- **TEST** your smoke alarm once a month.

- Make sure everyone in your home can **HEAR** the smoke alarm.

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Discovery Through Play

Discovery Through Play

Red Light/Green Light Game

The old classic, Red Light/Green Light, has been thrilling young children for generations. It requires quick reflexes, good timing and a sense of fair play. This is a modified version of the old classic to incorporate awareness of surroundings by identifying fire hazards, while keeping the kids moving and engaged in the physical activity.

Choose one player to be the "traffic light." The players line up one by one and the traffic light stands some distance away from the line. The traffic light begins by facing the players. At this point the light is considered to be red; the players are not allowed to move forward on a red light. The traffic light now turns away and shouts, "Green Light!" The players move one at a time toward the different objects. As a player gets close to a fire hazard, yell "RED LIGHT" and the player stops and has to tell the traffic light what the fire hazard is and how to be safe. Once the player tells the traffic light the correct answer, the traffic light yells "GREEN LIGHT" and the player can move again.

The game can be used in a classroom or fire safety trailer to reinforce safety messages.

Imaginative Role Play

Encourage imaginative play that will allow children to explore new situations and learn new skills. This will help the child to explore their feelings and the task at hand in a safe, supervised environment. An example might be to have each child pretend they are a firefighter and have them "teach" the other children what they have just learned.

Coloring Stations

Encourage their creative juices by having students draw pictures of what they have learned so far. Let their imaginations run and see what creative images they can come up with on their own.

Puppet Show

Have the students put on a sock puppet show teaching the other students about fire safety and lessons learned.
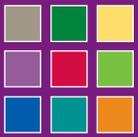
9-1-1 Poster for Children

REPORTING AN EMERGENCY!

Practice what to do in an emergency by pretending to report an emergency at your home!

Reporting an Emergency

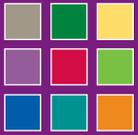**Call 9-1-1 or (local #_____) Speak slowly and clearly**

Say: My name is:_____

"I want to report an emergency at: _____

"The phone number I'm calling from is: _____

"The address I'm calling from is: _____

"The emergency is: _____

**When making a home escape plan
put a family member in charge of calling 9-1-1!**

My Phone / My Address Worksheet
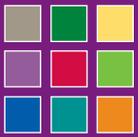
My Phone / My Address Worksheet

Fill in YOUR information when you get home, cut out on the dotted lines and put it on your refrigerator at home. This way you will know your phone number and address in case you have to dial 9-1-1 in an emergency.

My Phone Number:

_____

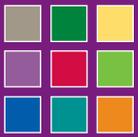My Address is:

_____

_____

Journal Ideas for Elementary Students

Journal Ideas for Elementary Students

Write a letter to a parent or guardian telling them what you learned about fire safety. Some ideas to help you remember what you learned are listed below:

- Firefighter clothing
- Stop, Drop and Roll
- Smoke alarms
- Finding matches or a lighter
- Fire drills
- Crawling low under smoke
- When to call 9-1-1
- Firefighters are your friends

Calendar

How far away should children stay from a heating source, such as a space heater or fireplace in use?

a) 3 feet
b) 1 foot
c) 2 inches
d) 2 feet

Safety Tips

KIDS: Always let an adult operate a space heater or fireplace. Keep a safe distance to avoid burns or fires.

PARENTS: Remind your kids about the dangers of fire and space heaters and always demonstrate safe techniques by turning off heaters when you leave the room. Keep safety screens in place for fireplaces.

JANUARY

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Answer is: a

How should adults cook with pots and pans when children are around?

a)   With the pots on the back burner
b)   Only on low heat
c)   With the handles turned away from the edge
d)   A and C

Safety Tips

KIDS: Never cook without an adult.

PARENTS: Talk to your kids about the importance of kitchen safety. Be a safe-cooking role model.

FEBRUARY

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Answer is: d

What should you do if you find matches or a lighter sitting out in your house?

a) **Don't do anything with them**

b) **Play with them**

c) **Tell an adult you found them and ask the adult to put them away**

MARCH

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Answer: C

TRUE OR FALSE:

The batteries in your smoke alarm should be changed once a year.

KIDS: Smoke alarms can only work if they have working batteries in them. Remind your parents to change the batteries in all the smoke alarms in your house. Test smoke alarms at least once a month using the test button.

PARENTS: Keep a supply of batteries on hand so you can change smoke alarm batteries when they indicate they need a new battery. Make it a family event so you teach your kids so you teach your kids the importance of fire safety.

APRIL

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Answer: TRUE—Smoke alarm batteries should be changed once a year.
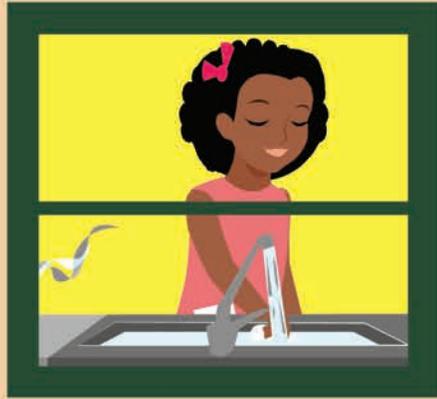
Q: What is the first thing you should do if you get a burn?

A: _____

KIDS: The best thing you can do is to prevent the burn from happening in the first place. Never touch the stove—stay at least three feet away from the kitchen stove.

PARENTS: If someone in your home is burned: cool the area with running water for at least 3 to 5 minutes to prevent further damage to the area. The skin will continue to burn if cool water isn't applied. Cover with a clean, dry cloth. Never use butter, ointment or grease because that will cause MORE damage.

MAY

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Answer: Put cool running water on the burn for at least 3-5 minutes.

What should you do if you see the backyard barbeque grill is on fire?

a) Try to put it out
b) Tell an adult as fast as you can
c) Nothing

Safety Tips

KIDS: Never go near anything on fire. Never try to put out a fire. Always run to get help from an adult. If there is no adult around to help, call 9-1-1 and tell them your emergency.

PARENTS: Keep the grill away from kids' play areas, siding, and deck railings. Never use or store a grill on a porch or balcony. Never leave the grill unattended. Unattended food on the grill can get out of control very quickly.

JUNE

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Answer is: b

TRUE OR FALSE:

You should NEVER hide from a firefighter entering your home during a fire.

Safety Tips

KIDS: Firefighters might look scary because of their clothing. But they are only dressed like that to stay protected from the fire so they can get you out safely.

PARENTS: Remember to talk to your kids about firefighters and remind them of what to do during a fire.

JULY

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Answer is: TRUE—Never hide inside. Get outside and stay outside.

Q: What is the best meeting place for a family escape plan?

A: _____

Safety Tips

KIDS: Always know two ways out of every room in your house in case of a fire.

PARENTS: Practice your escape plan with everyone living in your home so you are all prepared in the event of a fire.

AUGUST

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Answer is: An object or thing that doesn't move, like a tree or street light. A family car wouldn't be a good idea because a car might not always be in the same place.

What should you do if you hear a smoke alarm in your home?

a) Crawl low under smoke

b) Get out and stay out

c) Call 9-1-1 from a neighbor's house

d) All of the above

SEPTEMBER

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Answer is: d

What should all Halloween costumes be made out of?

a) Cotton
b) Silk
c) Candy
d) Flame-resistant material

Safety Tips

Kids: Tell your parents to look for Halloween costumes with flame-resistant labels.

Parents: Keep jack-o'-lanterns with candles away from areas where a costume may brush against the flame.

OCTOBER

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Answer is: d

What should you do if fire gets on your clothes?

a) **Run as fast as you can to put out the fire**
b) **Stop, Drop, and Roll until the fire is out**
c) **Stand Still**

Safety Tips

KIDS: Try to stay calm if fire gets on your clothes. Stop, Drop, cover your face with your hands, and keep Rolling until all the flames are out and then get help from an adult.

PARENTS: Practice what to do with your kids if fire gets on their clothes. It will help you stay calm too!

NOVEMBER

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Answer is: b

TRUE OR FALSE:

You should always turn off all holiday lights when you leave the house or go to bed.

KIDS: Help clean up and prevent a fire hazard. Pick up and remove all wrapping papers, bags, tissue paper and ribbons from the floor and near the fire place. These items can EASILY catch fire.

PARENTS: Never use lighted candles on a tree or near decorations or anything that can burn.

SAFETY TIPS

DECEMBER

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Answer is: TRUE—One of the leading causes of house fires over the holidays is electrical fires.

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Greeting Cards

I Love You

I'M MAKING THE PLEDGE TO
STAY SAFE DURING A FIRE

Child's Signature

Parent's Signature

Because I love you, I promise to…

1. Recognize a firefighter as a helper and friend.
2. Stay away from hot things that hurt.
3. Cool a burn with cool water.
4. Tell a grown-up when I find matches or lighters. Never touch!
5. Stop, drop, and roll if fire gets on my clothes.
6. Know the sound and purpose of a smoke alarm.
7. Practice a fire drill with my family using my escape map.
8. Crawl low under smoke.

Because I love you, I promise NOT to…

1. Hide during a fire.
2. Use electrical appliances without an adult
3. Stop and get any personal belongings or make a phone call while getting out of the house.
4. EVER go back into a burning building.
5. EVER play with lighters or matches.

I Love You

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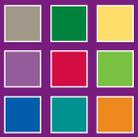
Fire Safety Picture Frames Craft

Fire Safety Picture Frames Craft

You can put these frames on a desk, hang them on the wall, or attach a magnet to the back and hang them from the fridge or file cabinet.

Materials Needed

- Paper
- Scissors
- Coloring materials
- Wool or ribbon if hanging from the wall or magnet if hanging on fridge
- Photograph
- Piece of cardboard (optional)

Instructions

- Print out the template.
- Glue the template to a piece of cardboard if you want it to be sturdier. You can use cereal or other boxes or poster board.
- Color and cut out the template. Cut out the shape along the dotted line. Younger kids may need help with this.
- Glue any additional decorations to the frame.
- Trim the photograph as necessary and glue to the back of the frame.
- Attach wool or ribbon if hanging the photo or a magnet as desired.
- Feel free to decorate further with sparkles, sparkle glue, sequins or anything else the kids can think of.
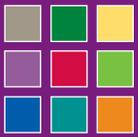
Picture Frame Template

Picture Frame Template
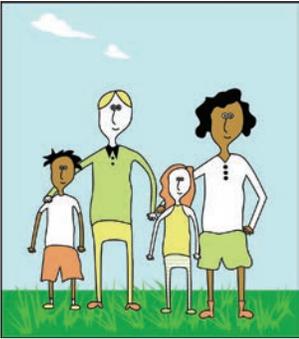
I know what to do if there is a fire.
Get Out and Stay Out!

I promise not to play with matches.
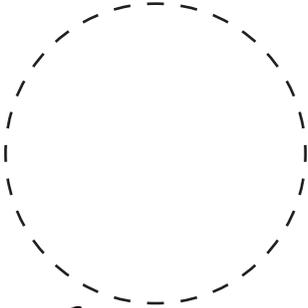
Firefighters are my friends

If fire gets on my clothes
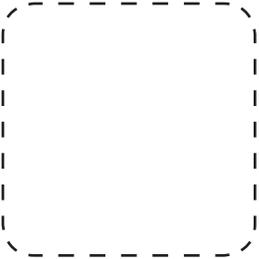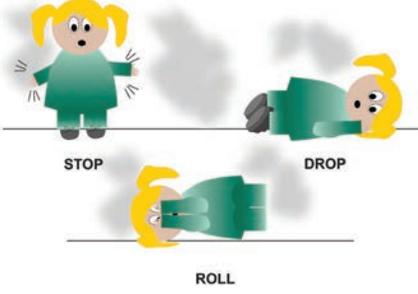
STOP

DROP

ROLL
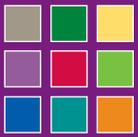
Picture/Word Matching Worksheet

Picture/Word Matching Worksheet

Draw a line from each picture to the matching word about firefighting:

Firefighter

Helmet

Fire Truck

Dalmatian

Fire Hydrant

Smoke Alarm

Fire
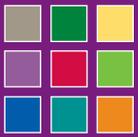
Fun With Words

Fun With Words

Write 5 adjectives describing the words listed below about firefighting:

FIREFIGHTER

1.

2.

3

4.

5.

WATER

1.

2.

3

4.

5.

FIRE ENGINE

1.

2.

3

4.

5.

LADDER

1.

2.

3

4.

5.
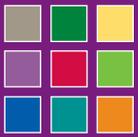
Journal Ideas for Classroom Students

Journal Ideas for Classroom Students

Think about what you learned about in the Fire Safety Trailer and during your small group activities…

1. Describe a typical day in the life of a firefighter.

2. Describe something you learned today that surprised you.

3. Imagine you were home sleeping in your bedroom and the smoke alarm goes off. What would you do? (describe in detail)

4. Think about your home. After learning about fire safety in the home, how does yours measure up? Are there any fire safety hazards? What could be changed?

5. What did you like most about the Fire Safety Trailer Tour and activities?
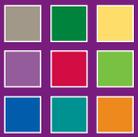
Role Playing Activity

Role Playing Activity

Role-Playing Activity Cards to be used to reinforce fire safety messages.
Source: Adapted from *Fire Safety for Texans,* Texas State Fire Marshal´s Office

Scene 1: Planning for fire emergencies

Student A: Tells B that a news story about a fire in their town has her worried: "How will we know what to do in a fire?"

Student B: Tells A that having a fire escape plan will help; tells her to make plan that gives everyone in the house two ways out of each room and sets up a meeting place outside, in front of the house a safe distance away. Tells her to get a smoke alarm and check it each month.

Scene 2: Hearing a smoke alarm while sleeping

Both: Pretend to be sleeping

Student A: Hears a smoke alarm, wakes B.

Student B: Tells A they need to crawl out under any possible smoke.

Both: Crawl out of room, go to neighbor's house, call 9-1-1 (or local emergency number) and report fire at (insert address).

Scene 3: Cooking pan catches fire

Student A: Pretends to be cooking; a grease fire starts up in the pan.

Student B: Tell A to carefully slide a lid over the top of the pan.

Student A: Slides on lid; fire goes out.

Scene 4: Burn on hand

Student A: Pretends to be ironing; burns hand.

Student B: Makes A put hand under cool running water for at least 3 to 5 minutes and then puts a clean, dry cloth on the burn.

Scene 5: Fire gets on your clothes

Student A: Pretends to get too close to the campfire and her pants catch fire.

Student B: Tells A to stop immediately, drop to the ground and roll around to put out the flames, and keep rolling until the fire is out.

Scene 6: Learning about fire safety

Student A: Tells B that he is concerned about his grandparents and several other senior citizens in their neighborhood because they seem to be unaware of fire hazards and can't get around well.

Student B: Tells A to call the fire prevention office of the fire department; they can put on a special presentation to tell them about fire safety and can even help them install smoke alarms, make an escape plan and check for fire hazards.

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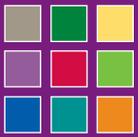
Sample Poster Design Contest

Sample Poster Design Contest

Contest Theme

Using knowledge gained during your tour of the Fire Safety Trailer, the contest is designed to provide an opportunity for middle and high school students to gain awareness of safety issues and convey their thoughts about the importance of taking preventative measures to stay safe to elementary students. Fire safety topics include, but are not limited to:

- Smoke alarms
- Calling 9-1-1
- Playing with matches or fire
- Kitchen safety
- How to treat a burn
- Fire escape planning
- Stop, Drop and Roll

Eligibility

The contest is open to sixth through twelfth grade. Only one entry per student will be allowed. Entries will be judged based on the safety message, creativity, originality, visual impact, and universal appeal.

Contest Rules

- All contest entries must:
  - adhere to the contest theme
  - be created by an individual student rather than a team of students
  - be a contestant's original, handmade creation
  - not be from other artists' published works
  - be on an 8 ½" x 11" piece of white paper (vertically or horizontally)
- Any media may be used to create a flat or two-dimensional effect including paint, crayon, colored pencil, charcoal, etc.
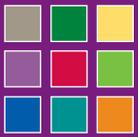
Microwave Safety Fact Sheet

Using Your
MICROWAVE
OVEN SAFELY

The microwave has become an everyday part of cooking meals in most households. Here are some tips that will help keep you and your family safe when using a microwave oven.

1 ALWAYS follow the manufacturer's instructions when installing a new microwave.

Plug microwave ovens directly into an outlet. Extension cords should NEVER be used because they can overload the cord and start a fire.

2 ALWAYS use oven mitts when taking food out of the microwave oven.

3 Ensure the microwave oven is installed at a SAFE HEIGHT, within easy reach of all users. The face of the person using the microwave oven should always be higher than the front of the microwave oven door. This is to prevent hot food or liquid from spilling onto a user's face or body from above and to prevent the microwave oven itself from falling onto a user.

4 Use EXTRA caution if your microwave is mounted above your stove.

5 NEVER use aluminum foil or metal objects in a microwave oven. They can cause a fire and damage the oven.

6 Heat food ONLY in containers or dishes that are safe for microwave use.

7 Open heated food containers slowly AWAY FROM THE FACE to avoid steam burns. Hot steam escaping from the container or food can cause burns.

8 Foods heat unevenly in microwave ovens. STIR and TEST before eating or serving to infants or children.

START   POPCORN   POTATO   PIZZA   SOUP   STOP RESET

Let's recap what we have covered in this toolkit.

- Step 1 covered assessing your community information and resources to focus your efforts.

- Next, in step 2, we discussed the importance of developing partnerships and strategies to utilize in your community.

- In step 3, you learned how to plan your program and put it in motion.

- Step 4 discussed marketing your program to help get the word out and communicate your message to the intended audience.

- In step 5, evaluation methods were covered to ensure your program is successful in obtaining funding and promoting your intended fire safety messages.

- Section 6 introduced the various avenues you can take to help secure funding for the program you developed in step 3.

- Finally, in the teaching strategies and materials section, step 7, you were presented with tips for presenting your program to various audiences and sample resources for use with your program.

> - **Understand the research supporting smoke alarm installation programs**
>
> - **Identify training needs for those conducting the program**
>
> - **Identify the steps involved in creating a program**

Now that you have the basics of program planning down and resources for use in your community, **this section will demonstrate how you might use this toolkit to develop a smoke alarm installation program.** We will begin with background information for use with your program and then walk you through a snapshot of the steps you read about in previous sections of the toolkit.

Background for Your Program

In 1998, the Centers for Disease Control and Prevention (CDC) started the **Smoke Alarm Installation and Fire Safety Education (SAIFE) Program**, which funded state health departments in their efforts to implement smoke alarm installation programs. In all, CDC funded 22 states with grants for lithium-powered smoke alarm installations for high-risk populations. (Lithium-powered batteries typically last as long as 8-10 years.) As part of the SAIFE

8

program funding, these health departments were directed to partner with others in the community (especially the fire service) to:

1. promote availability,

2. deliver installation and fire safety education, and

3. follow up with recipients after six months to see if the smoke alarms were working.

Since the program began, SAIFE has documented approximately 3,143 lives saved as a result of community smoke alarm installation efforts. More than 490,000 long-life (lithium battery) smoke alarms have been installed in more than 250,000 high-risk homes.

The concepts presented here are suggestions. There are many ways to effectively achieve an increase in homes with functioning smoke alarms. **The aim is to provide you with a sample installation program, offer suggestions, and share examples of approaches that can be reproduced if desired.**

Why Smoke Alarm Installation Programs are Needed

Smoke alarms save lives. But they cannot do this unless they are installed and working when fire strikes. Sadly, the majority of home-fire deaths in this country occur where there are no alarms or no **working** smoke alarms installed.

In high-risk communities and populations, there is a need to increase awareness about the use of home smoke alarms, how to install them, and how they can provide ongoing protection. Smoke alarm installation programs also provide hands-on opportunities to show members of the community how to prevent fires from happening in the first place.

A planned and effective community smoke alarm installation program can deliver both life saving devices and the knowledge of what to do when they sound.

8

The Statistics

According to the National Fire Protection Association (NFPA), fire departments responded to 386,000 home fires in 2011. These fires injured 14,360 civilians and killed 2,550 civilians and 12 firefighters. See **www.nfpa.org** for current statistics. At highest risk from fires at home are older adults and children age one to four. It's clear that high-risk groups will benefit from a local smoke alarm installation program. Reaching high-risk audiences should be a top priority of smoke alarm installation programs.

High Risk Groups:

People in the Southeast (USFA 2007)	Rural communities with populations under 2,500 (USFA 2007)
Males (USFA 2007)	The poorest Americans (Istre 2001)
Children 4 and under (USFA 2007)	Persons living in manufactured homes or substandard housing (Hall 2005)
Older adults ages 60 and older (USFA 2007)	
African-Americans (USFA 2007)	
American-Indians (USFA 2007)	

Source: **www.usfa.fema.gov/**

With limited resources, investing time and energy in areas of highest risk leads to the best results. Even though you are skilled at reaching out in your community in many ways, unless you are intentionally targeting those groups that are at highest fire risk, your messages and outreach may not be getting to them.

> **85% of all civilian fire deaths occurred in the home in 2010.**
>
> **—NFPA**

Smoke Alarm Technology

Overview

Fire safety experts recommend installing interconnected smoke alarms whenever possible. However, most smoke alarm installation programs are focused on providing single-station smoke alarms for practical reasons.

8

Types of Sensors

There are two types of detection sensors. The National Fire Protection Association (NFPA) defines each type as follows:

1. **Ionization** smoke detection is generally more sensitive to flaming fires. Ionization-type smoke alarms have a small amount of radioactive material between two electrically charged plates, which ionizes the air and causes current to flow between the plates. When smoke enters the chamber, it disrupts the flow of ions, thus reducing the flow of current and activating the alarm. Ionization smoke alarms are most common in homes and typically less expensive.

2. **Photoelectric** smoke detection is generally more sensitive to fires that begin with a long period of smoldering. Photoelectric-type alarms aim a light source into a sensing chamber at an angle away from the sensor. Smoke enters the chamber, reflecting light onto the light sensor and triggering the alarm.

Some manufacturers offer long-life smoke alarms, which are powered by lithium batteries. These batteries are designed to last 10 years, saving the resident from the need to replace the battery each year. Some models have a battery that is sealed into the smoke alarm and therefore non-removable. Just as with conventional smoke alarms, some brands of long-life smoke alarms are equipped with a "hush button" (to temporarily silence an unwanted alarm).

> **TIP:** Look for the Underwriters Laboratories (UL) or ETL Listed mark on household smoke alarm packaging. This mark indicates that a representative sample of that smoke alarm has been evaluated to ensure it meets nationally recognized safety requirements. **www.ul.com**

Requirements for household smoke alarm protection can be found in *NFPA 72, National Fire Alarm and Signaling Code*®. It is important to be aware that local codes may reference NFPA 72 in whole or in part, or may have different requirements.

Proper Placement

Install smoke alarms on every level of the home, including the basement if there is one. Unfinished attics do not need to have a smoke alarm; a heat detector can be used to provide early warning here as well as in attached garages. Smoke rises, so smoke alarms should be mounted high on walls or ceilings.

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- Ceiling-mounted alarms should be installed at least four inches away from the nearest wall.
- Wall-mounted alarms should be installed four to 12 inches away from the ceiling.

When installing smoke alarms, position them so that they protect every room where people sleep; typically in a hallway outside of bedrooms. Ideally, you will want to install them inside each bedroom as well.

Make sure the alarm is away from the path of steam from bathrooms and cooking vapors from the kitchen. These can cause a nuisance alarm when the alarm goes off but there is not a fire. Ionization smoke alarms are more likely to cause nuisance alarms from cooking vapors. In small homes where it is difficult to place a smoke alarm an adequate distance from the kitchen, installing a photoelectric smoke alarm, or an alarm with a "hush button" feature may be a better option. If you use these alarms in your program, be sure to teach the occupants how to use the feature.
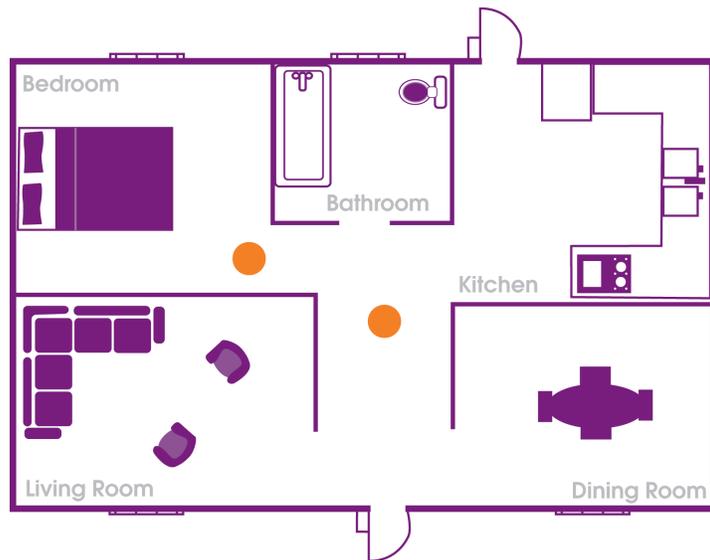
Don't install smoke alarms near windows, doors, or ducts. They will not work properly in these locations.

Maintenance

All smoke alarms, even long-life smoke alarms, should be tested monthly. Follow the manufacturer's testing guidelines or push the "test button" on the smoke alarm to adequately test the detection function. There is no need to test a smoke alarm with a candle or other flame. The Home Safety Council recommends using a safety step stool or ladder to reach high smoke alarms. An alternative to climbing is the gentle use of a broom handle to reach the test button.

Hard-wired smoke alarms have batteries installed for backup power in the event of a power outage. Nine-volt batteries should be replaced once a year

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with new batteries. If the battery signals low power (typically a chirping sound), replace it sooner.

	Smoke alarm good practice
	Smoke alarms should not be painted, ever. They should be cleaned occasionally by dusting or careful vacuuming with a brush attachment.
	Replacement
	Smoke alarms can be expected to last 10 years. They should be replaced with new units at the first sign of any malfunction, or after 10 years.

TIPS

Having both types of detection technology and interconnected alarms is ideal. But the most important thing to remember is that every home needs some type of working smoke alarms on each level.

Before installing a new 9-volt battery, apply a small piece of masking tape to it and write the date. Make sure the tape is affixed to the exposed side of the battery, so the replacement date can be determined at a glance.

When installing a new smoke alarm, use a marker pen to write the date on the inside cover. That way, you can check the date, and it will be seen each time the battery is replaced.

An important educational message to prevent people from disabling smoke alarms with no "hush button" is that they should respond to unwanted alarms by fanning smoke away from the smoke alarm.

8 Staff Training on Smoke Alarm Model and Program

Work with your team to determine what types of smoke alarms you will be installing as part of your program. Make sure everyone on the team understands the technology and the features. The following is a list of suggestions for your smoke alarm installation program training agenda to ensure the program runs smoothly:

- Designate one individual as the local coordinator within the community to ensure good communication about the project and requirements.

- Make time for some hands-on practice with the smoke alarms so every team member involved with installation knows how they are installed, how the "hush buttons" work (if any), how to answer questions from residents regarding the model, etc.

- Review the materials that will be used to educate residents to ensure all team members can deliver the messages effectively. Some topics you may want to incorporate into your educational materials include:

  - Test smoke alarms monthly.
  - Never remove batteries from alarms.
  - Disperse smoke away from the alarm to stop a nuisance alarm.
  - Use a hush button to stop a nuisance alarm.
  - Plan an escape route.

- Outline the procedure to be used for record keeping/form completion that will be used to track installation data.

- Provide support and follow-up to team members to encourage continued learning.

- Outline the entire program from start to finish (including evaluation components) so team members will be prepared and knowledgeable when residents ask more detailed questions about the program.

- Consider having program staff work in teams of two; one member inspects/installs the smoke alarms while the other member provides fire safety education to the resident.

- Plan with your team if and when you will conduct a broader home safety visit. Discuss common dangers and risks for certain populations (such as older adults and preschool children) and how you will respond if you discover something of concern.

Overview of Program Implementation

It is important to realize that program planning does not always proceed with these steps in sequence. In fact, it is typical for earlier steps to be revisited as you refine your thinking and as the planning process occurs. However, in order to illustrate the steps outlined in this toolkit, we have included a snapshot of the steps and sample activities you might complete within each step. Our intention is for you to get a realistic picture of how this might work with a smoke alarm installation program in your community.

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Sample Program Planning Example—Mount Safety Fire Department

The Mount Safety Fire Department located in Sampletown, USA decided they wanted to conduct a fire safety education program in their community. The Fire Chief put together a team of firefighters to plan the program and gave them the Fire Safety Program Toolkit as guide. Here is a snapshot of each step the Mount Safety Fire Department took in order to get their program up and running.

Step 1: Assess Your Community

In order to develop a program for their community, the firefighters of Sampletown, USA needed to gather information about their community (size, location, demographics, data on recent fires, etc.).

- They used data sources on the Internet, local and national statistics, and the **Community Profile Worksheet** in order to collect their data.
- They also developed a short survey on fire prevention measures in the home, which they distributed to over 200 residents and collected during a town hall meeting.

After looking at the information they collected, they determined a need for a smoke alarm installation and education program since most residents reported they either didn't have smoke alarms or didn't check them.

They developed a problem statement for use in program development and for recruitment of key stakeholders and organizations willing to participate in development of the program.

Problem statement:

Roughly 70% of home fire deaths in the United States result from fires in homes with no smoke alarms or no working smoke alarms. In Sampletown, USA, over 80% of fire deaths were in homes with smoke alarms that were not functioning. Additionally, our needs assessment of the town found that a large percentage of our residents either do not have smoke alarms in their homes or they are not functioning. Mount Safety Fire Department proposes the development of a smoke alarm installation program in Sampletown to reduce deaths and injuries caused by residential fires. It is a proven fact that smoke alarms save lives.

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They made a list of potential partners/stakeholders for the program and determined what resources were available using the **Community Resource Information Questionnaire:**

Stakeholders: Fire Chief, firefighters, school leaders, elected officials, senior center director, Elks Lodge, county health department, local electricians

Resources: Small budget for supplies needed for installation; smoke alarms were donated by the local health department through safety grant funding; volunteers came from local Elks Lodge and other organizations

Step 2: Develop Partnerships

Moving on to Step 2, the Mount Safety Fire Department team used the list of potential partners to reach out to public health agencies, service/civic groups, literacy providers, and faith-based organizations willing to partner up or provide financial and/or resource support to the program.

They utilized the **Sample Meeting Planning Letter** and the **Invitation to Participate in a Partner Meeting** to formally recruit members and then adapted the **Meeting Agenda** and **Meeting Summary Sheet** to record their progress.

Step 3: Plan and Implement Your Program

During several planning meetings with coalition members and key stakeholders, the team formalized the main goals and objectives of the program they were developing in order to focus the development of program specifics and materials. The smoke alarm installation program's purpose was defined as:

Purpose: To reduce the percentage of fire-related deaths and injuries in Sampletown.

Goal: Increase the number of homes that have working smoke alarms.

Objective: Increase the number of homes with fully functional smoke alarms to 80%.

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Goal: Increase residents' knowledge of smoke alarm installation and maintenance and general fire prevention education.

Objective: Increase the number of residents who properly maintain their smoke alarms as evidenced by community survey.

The team then developed an **Action Plan, Implementation Plan,** and **Timeline** using the sample worksheets that outlined the steps needed to be taken in order to implement the program.

Step 4: Market Your Program

Once the program was developed and the action plan was in place, the team developed a marketing strategy with the materials they developed for use with their program. An overview of the smoke alarm installation program marketing plan developed by the planning coalition is listed below:

1. Local media blitz two weeks prior to program implementation to make residents aware of program. Local hospitals, schools, businesses and community groups were notified of the program. Marketing materials included a Sample Program Article written for the local newspaper, door hanger for homes missed, local news coverage and coordination with the local health department, schools, and senior centers for mass communication of the program.

2. One week prior to the program, volunteers went door to door in the local community to place door hangers on each residence informing about the smoke alarm installation program being offered free of charge in their community the following week. A door hanger sample can be found on page 8-15.

Step 5: Execute Your Program

The primary purpose for home visits in the Mount Safety Smoke Alarm Installation program was to ensure adequate smoke alarm protection—but firefighters involved with this program were trained to observe and make recommendations to residents on other safety hazards discovered in the home during their visit. They used resources found in the toolkit, the Home Safety Council's online MySafeHome.org website (**www.mysafehome.org**), and online safety guides.

For each home visit, the tools (some of which were donated by a local hardware store) needed included:

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Safety ladder or step stool	Educational materials
Toolbox with the basics (screwdrivers, tape, markers, ruler, etc.)	Flyer with contact information for the Mount Safety Fire Department
Smoke alarms and batteries	

1. The program used trained firefighters who went out to residential homes during a scheduled week and offered to check, replace, or install smoke alarms; provided training on how to maintain alarms; and provided fire prevention information for each residence.

2. A consent-for-participation form was used for all residents participating in the smoke alarm installation program.

3. For each residence participating, a data collection form was completed to collect program statistics and also follow-up information to be used for evaluation purposes.

4. Homes that were missed were documented and mailings were sent out one month post event to encourage re-scheduling of the smoke alarm installation program.

Step 6: Evaluate & Assess Your Program

The final step actually started at the beginning of program planning, because the Mount Safety Fire Department needed to have the **Presentation Feedback Form** and **Data Collection Forms** finished before the program was implemented. The team members wanted to determine the effectiveness of their program and use the feedback they collected to make improvements to future programs.

Back in Step 2, the team members determined their two main goals and objectives for the smoke alarm installation program and then used the evaluation techniques found in this toolkit to assess the program's success:

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Goal: To increase the number of residential homes that have working smoke alarms.

Objective: Increase the number of homes with fully functional smoke alarms to 80%.

Measurement: Data collection forms tabulated showed over 700 home visits were conducted and, during those, 572 smoke alarms were installed. Over 60% of homes did not have working smoke alarms and 30% did not have any smoke alarms.

Goal: To increase residents' knowledge of smoke alarm installation and maintenance and general fire prevention education.

Objective: Increase the number of residents who properly maintain their smoke alarms as evidenced by community survey.

Measurement: A telephone survey three months following the home visit determined that 96% of the smoke alarms were still installed.

In addition to the data collected on the data collection forms, the fire department also looked at the Sampletown fire statistics for the next 12 months and documented a 50% decrease in fire calls that resulted in injury or death. The number of lives potentially saved as a result of the smoke alarm installation program energized the program and generated new funding opportunities to continue the program for several more years.
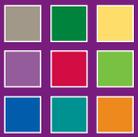
"A $5 purchase can save a life.[1]"

—Fire Chief

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1 "Neighborhood in need to get smoke detectors," The Bakersfield Californian, Nov. 30, 2011.

Resources

Print and Online Resources		
Page #	Name of Resource	Purpose of Resource / URL
8–15	Sample Door Hanger	Sample template that illustrates what could be included on a door hanger for a smoke alarm installation program.
8–17	Sample Consent Form	Sample consent form that could be used when implementing a smoke alarm installation program.
8–19	Sample Data Collection Form	Sample form that illustrates possible information you may want to collect to develop statistics for your program for later use in funding proposals.
Online	FEMA's Installation Inspection Protection Campaign Materials	Educational materials that can be printed and used with your smoke alarm installation program. www.usfa.fema.gov

8

Page intentionally left blank

Sample Door Hanger

Be Safe. Check your smoke alarms today. Don't get caught in a cloud of smoke…
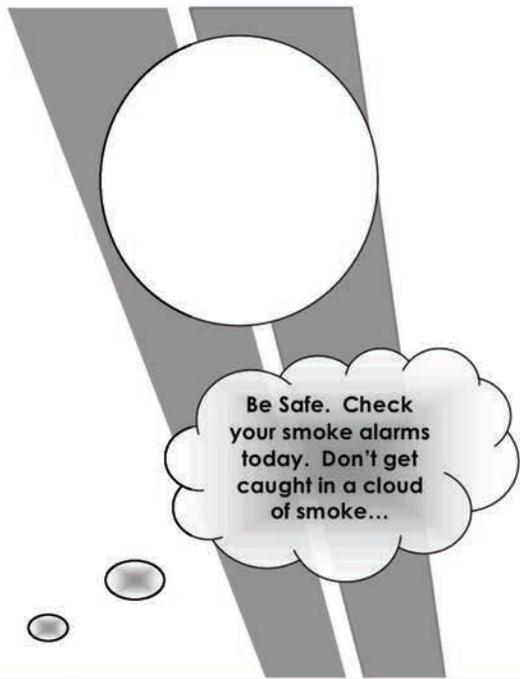
FREE SMOKE ALARM INSTALLATION

Mount Safety Fire Department

Saturday, Oct. 3rd – Saturday Oct. 9th
Every evening from 5-8 pm

The Mount Safety Fire Department will be in your area Oct. 3-9th every evening performing smoke alarm installations and checks free of charge for residents. If you are not home at the time of the check, the firefighter will leave contact information for you if you would like to reschedule the visit.

For questions about the program, please contact Chief Smith at 555-1234.
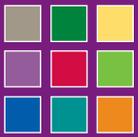
Sample Consent Form

Sample Consent Form

Mount Safety Fire Department
3250 Jonestown Road
Sampletown, USA 37207
(555) 123-4456 office
(555) 123-4476 fax

Consent for Participation in the Mount Safety Smoke Alarm Installation Program

Name: _____ Date: _____

Address: _____

City: _____ State: _____ Zip: _____

I, _____, consent to participate in the Mount Safety Fire Department Smoke Alarm Installation program which includes the following:

- ❑ A Mount Safety Fire Department representative will enter my home and inspect my existing smoke alarm.
- ❑ A Mount Safety Fire Department representative will install new batteries and/or smoke alarms when necessary.
- ❑ A Mount Safety Fire Department representative will instruct me on proper monthly testing and maintenance of my smoke alarms.
- ❑ A Mount Safety Fire Department representative will provide fire prevention education information to me.
- ❑ A Mount Safety Fire Department representative will contact me by phone three months after the initial visit to follow-up on the smoke alarm installation and answer any questions.

By signing below, I acknowledge that my participation in this program is voluntary and I will not hold the participating agencies and individuals liable in the event the smoke alarm(s) or battery(ies) malfunctions. I also acknowledge that my smoke alarms need to be tested monthly and maintained in order for the smoke alarms to be effective.

Participant Signature: _____ Date: _____

Witness Signature: _____ Date: _____
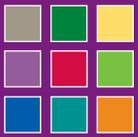
Sample Data Collection Form

Sample Data Collection Form

Mount Safety Fire Department
3250 Jonestown Road
Sampletown, USA 37207
(555) 123-4456 office
(555) 123-4476 fax

Inspector 1: _____
Inspector 2: _____
Reason for no inspection:
❑ Not Home   ❑ Refusal   ❑ Vacant House   ❑ Other

Smoke Alarm Installation Program Inspection/Installation Form

Residence Information	
Name: _____	Date: _____
Address: _____	Phone: _____
City: _____State: _____ Zip: _____	Type of Residence: ❑ Rental ❑ Owned ❑ Unknown

Smoke Alarm Inspection						
Alarm Location:						
Living Room	❑ Yes ❑ No	❑ No battery	❑ Dead battery	❑ Damaged	❑ Other	❑ Yes ❑ No
Hallway	❑ Yes ❑ No	❑ No battery	❑ Dead battery	❑ Damaged	❑ Other	❑ Yes ❑ No
Bedroom 1	❑ Yes ❑ No	❑ No battery	❑ Dead battery	❑ Damaged	❑ Other	❑ Yes ❑ No
Bedroom 2	❑ Yes ❑ No	❑ No battery	❑ Dead battery	❑ Damaged	❑ Other	❑ Yes ❑ No
	❑ Yes ❑ No	❑ No battery	❑ Dead battery	❑ Damaged	❑ Other	❑ Yes ❑ No
	❑ Yes ❑ No	❑ No battery	❑ Dead battery	❑ Damaged	❑ Other	❑ Yes ❑ No
	❑ Yes ❑ No	❑ No battery	❑ Dead battery	❑ Damaged	❑ Other	❑ Yes ❑ No
	❑ Yes ❑ No	❑ No battery	❑ Dead battery	❑ Damaged	❑ Other	❑ Yes ❑ No
Total working smoke alarms: [ ]		Total non-working smoke alarms: [ ]			Total new alarms installed: [ ]	

Verbal Fire Safety Questions	
How many residents in each age group live here?	Birth – 12 [ ] 13-17 [ ] 18-64 [ ] 65 or older [ ]
Do you have a plan to escape in case of a house fire?	❑ Yes ❑ No If Yes, when did you last practice it? _____
How many people are disabled living in your home?_____	
Does anyone in your home smoke?	❑ Yes ❑ No If Yes, do they smoke in bed? ❑ Yes ❑ No
Do you have a working phone in your home?	❑ Yes ❑ No
Is there a fire extinguisher in your home?	❑ Yes ❑ No

Inspector Visit Checklist
❑ Inspector Visit Checklist
❑ Tested existing smoke alarms
❑ Replaced non-functional smoke alarms or batteries if needed
❑ Provided instruction on monthly testing and maintenance of smoke alarms
❑ Demonstrated how to test smoke alarms
❑ Provided educational information on the prevention of fire and home safety

Additional Notes:

_____

_____

Signature Inspector 1: _____ Date: _____

Signature Inspector 2: _____ Date: _____

This section provides you with **additional resources and links to help you develop your program plan and materials**. We have organized the resources in alphabetical order with icons to help you choose the ones that may be useful to you as you develop your own program. The following legend describes the icons that appear in the resources table in the next several pages.

Legend

Icon	Description
	Tools & Templates
	Presentations
	Lesson Plans & Curricula
	Video/Audio
	Statistics
K	Materials for Kids
T	Materials for Teens
AD	Materials for Adults
OD	Materials for Older Adults
SP	Materials for Special Populations
FREE	FREE
$	For Purchase

9

Resource and Website

BIC Corporation's Play Safe Be Safe

www.playsafebesafe.com

Fire education program aimed at kids ages three to five

Various resources for staying safe from unintentional injuries in the home relating fire, falls, fireworks, etc.

- **Fire Safe Seniors Tool Kit**—CDC and the U.S. Fire Administration (USFA) created the Fire Safe Seniors Program for teaching the high-risk group of older adults how to plan and implement fire prevention activities.
  www.usfa.fema.gov/outreach/older_adults.html

Center for Healthy Aging

www.ncoa.org/improve-health/center-for-healthy-aging

Resources for providing healthy aging programs and development of evidence based programs

Disability.gov

www.disability.gov/

Information on supports for teaching children and adults with disabilities including instructional strategies, professional development opportunities, parent collaboration techniques, available student supports and accommodations

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	Tools & Templates		Statistics	OD	Materials for Older Adults
	Presentations	K	Materials for Kids	SP	Materials for Special Populations
	Lesson Plans & Curricula	T	Materials for Teens	FREE	FREE
	Video/Audio	AD	Materials for Adults	$	For Purchase

Resource and Website

Everyone Goes Home®—Firefighter Life Safety Initiatives

www.everyonegoeshome.com

Source for firefighter life safety training tools

Fire Is

www.ufanyc.org

An educational DVD designed to teach parents and children the truth about fires. Has five 20 minute teaching modules entitled: Fire Is Black, Fire is Hot, Fire is Fast, Fire is Smoke & Gas and Fire is Emergency.

Fire Safety for Texans

www.tdi.state.tx.us/fire/fmcurric.html#curric

A series of fire and burn prevention curriculum guides (K-12) developed by the State Fire Marshal´s Office (SFMO).

Texas Department of Insurance
P.O. Box 149104, Austin, TX 78714-9104
Fire Prevention & Outreach: 512-305-7900

	Tools & Templates		Statistics	OD	Materials for Older Adults
	Presentations	K	Materials for Kids	SP	Materials for Special Populations
	Lesson Plans & Curricula	T	Materials for Teens	FREE	FREE
	Video/Audio	AD	Materials for Adults	$	For Purchase

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Resource and Website

Fire Safety for Young Children

www.osu.edu

This curriculum equips the early childhood educator, the parent, the firefighter, and the classroom with methods and materials to foster the development of fire safety knowledge and skills in young children.

Oklahoma State University
Fire Protection Publications
Stillwater, OK 74078
405-744-5000

Fire Safety Resource Center

www.scholastic.com/firesafety/

Lessons, printables and activities for grades PreK–5. Resources for both teachers and students are available.

Guide to Teaching Fire Safety to Students with Disabilities

www.mingerfoundation.org

This guide is designed to help the fire safety educator who is experienced in teaching fire safety but may need some guidance when working with an audience of students with disabilities.

International Association of Fire Chiefs

www.iafc.org

Information and leadership for fire safety personnel

Tools & Templates		Statistics		Materials for Older Adults	
Presentations		Materials for Kids		Materials for Special Populations	
Lesson Plans & Curricula		Materials for Teens		FREE	
Video/Audio		Materials for Adults		For Purchase	

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Resource and Website

Keys to Safety Campaign

www.proliteracy.org/keystosafety/

Promotes fire prevention and safety education through local organizations that serve adults with limited literacy or English language skills; encourages these organizations to work together with their local fire departments and fire safety educators

Liberty Mutual's Be Fire Smart

www.befiresmart.com

Interactive approach to fire safety for families, teachers and educators

Masters of Disaster

www.redcross.org/disaster/masters/

Curriculum is centered on a series of ready-to-go lesson plans that help organizations educate youth about important disaster safety and preparedness information.

National Center for Education Statistics

nces.ed.gov/nceskids/createagraph

Provides an online tool for creating graphs that can be used in reports, presentations and grant proposals.

	Tools & Templates		Statistics	OD	Materials for Older Adults
	Presentations	K	Materials for Kids	SP	Materials for Special Populations
	Lesson Plans & Curricula	T	Materials for Teens	FREE	FREE
	Video/Audio	AD	Materials for Adults	$	For Purchase

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Resource and Website

National Fallen Firefighters Foundation

www.firehero.org

A national program developed to prevent line-of-duty deaths and injuries

National Fire Protection Association (NFPA)

www.nfpa.org

Information for fire safety prevention through research, training and education

Raven Island

www.raven-island.com

Raven Island is a virtual world for teens and pre-teens set in a typical rural Alaskan village. There are interactive games that teach how to stay safe from fire.

Seeds Educational Services, Inc.

www.seedseducation.org

Seeds has created a fire safety curriculum designed to meet the learning needs of those with developmental disabilities.

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	Tools & Templates		Statistics	OD	Materials for Older Adults
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	Lesson Plans & Curricula	T	Materials for Teens	FREE	FREE
	Video/Audio	AD	Materials for Adults	$	For Purchase

Resource and Website

Sesame Street

www.sesamestreet.org

Fire safety education video clips in their video library for use with young children including messages such as "Get Out, Stay Out", "What to do in an Emergency" and "Kids Talk about Firefighters."

[Video/Audio] [K] [FREE]

Spray It Forward

www.edventure.org/fire-life-safety.aspx

Provides age appropriate curriculum for use at schools, festivals, church and scouting activities

[Presentations] [Lesson Plans] [K] [T] [$]

Teacher Vision

www.teachervision.fen.com

Fire safety and prevention teacher resources, including printables, activities, and lessons to teach your students about fire safety and prevention

[K] [T] [FREE] [$]

	Tools & Templates		Statistics	OD	Materials for Older Adults
	Presentations	K	Materials for Kids	SP	Materials for Special Populations
	Lesson Plans & Curricula	T	Materials for Teens	FREE	FREE
	Video/Audio	AD	Materials for Adults	$	For Purchase

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Resource and Website

U.S. Fire Administration (USFA)

www.usfa.fema.gov

Resources available for fire safety, prevention, preparedness, and response; rural fire prevention outreach; train the trainer; and media communication

- **Fire Prevention Photo Gallery and Video**
  High resolution fire safety prevention images and broadcast quality video footage
- **Learning Resource Center**
  An all-hazards information portal for the fire and emergency management communities from the National Emergency Training Center's library
- **Rural and Volunteer Fire Department Resources**

K T AD OD SP FREE $

University of Kansas' Community Tool Box

ctb.ku.edu

Free resources for building healthy communities. More than 7,000 pages of practical guidance in creating change and improvement.

FREE

Virginia Department of Fire Programs (VDFP) Kids Initiative

www.vafire.com/fire_safety_education/activities_for_kids.html

VDFP Kids Initiative focuses on three broad fire safety themes: installing and testing smoke alarms; planning and practicing escape routes; and hunting for home hazards

FREE

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	Tools & Templates		Statistics	OD	Materials for Older Adults
	Presentations	K	Materials for Kids	SP	Materials for Special Populations
	Lesson Plans & Curricula	T	Materials for Teens	FREE	FREE
	Video/Audio	AD	Materials for Adults	$	For Purchase

Resource and Website

Vision 20/20

www.strategicfire.org

The Vision 20/20 project includes a steering committee comprised key fire prevention advocates and stakeholders, as well as related agency leaders, to guide a national strategic planning process to develop a national plan that will coordinate activities and fire prevention efforts.

- **A Guide to Fire Prevention Advocacy**
  The Institution of Fire Engineers US Branch Vision 20/20 developed this guidance to help fire departments advocate for increased fire prevention investment.

- **Integrated Risk Management (IRM) A Fire Service Context**
  A model that helps to prioritize risk in order to determine a course of action within a fire service setting. This is a tool that can be used to help organize your planning process while developing your fire safety education program.

[Tools & Templates] [FREE]

....

YouTube.com

www.YouTube.com

Search YouTube for fire safety education for numerous free videos.

[Video/Audio] [K] [T] [AD] [OD] [SP] [FREE]

....

	Tools & Templates		Statistics	OD	Materials for Older Adults
	Presentations	K	Materials for Kids	SP	Materials for Special Populations
	Lesson Plans & Curricula	T	Materials for Teens	FREE	FREE
	Video/Audio	AD	Materials for Adults	$	For Purchase

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While there is no "one-size-fits-all" fire safety education program, this toolkit offers a comprehensive framework and specific guidance for people who are developing community fire prevention programs. The step-by-step instructions, samples, templates, and resources aim to provide you with the basic resources you need to get started. Use the toolkit to help strengthen your existing programs and rally support for developing new fire safety education programs in your community.

It is important to be proactive in your approach to fire prevention. Monitor community fire statistics on a regular basis. Watch for trends and patterns that can help you identify risk areas early and help you to get a preventive program in place before they develop into problems.

Remember to think ahead and make plans to sustain your program after your initial funding is exhausted. This will ensure that your life-saving messages will continue to be delivered to the community you serve well into the future.

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Helping People Live to their Fullest Potential

Centers for Disease Control and Prevention
National Center for Injury Prevention and Control (NCIPC)
4770 Buford Hwy, NE, MS F-62
Atlanta, GA 30341-3717
Phone: 800-CDC-INFO (800-232-4636)
E-mail: cdcinfo@cdc.gov
www.cdc.gov/injury/

U.S. Fire Administration
16825 South Seton Avenue
Emmitsburg, MD 21727
www.usfa.fema.gov