Be a Hero *Save a Hero*℠

Keys to Success

Community Risk Reduction Program

- Community Risk Reduction is directly linked to the prevention of firefighter line of duty deaths and injuries. We have had many examples of this throughout the history of the fire service. The Sofa Super Store fire in Charleston, SC immediately comes to mind.
- A Community Risk Reduction Program is also the key to the organizational survival of the fire service in this nation. In the current economic times with communities choosing to close a fire station rather than closing a library, fire departments must be value added departments adding to the quality of life of the communities they serve. Examples of these type programs do not only include fire prevention but also the prevention of senior falls, drownings, head injuries due to unhelmeted bicycle riders, etc. These programs must be based on the department's baseline data and apply directly to community or communities served.
- Fire departments today do not have the money, staffing or time to do these programs alone; they must identify and use stakeholders and partners. This will have a tremendous public relations benefit as well as efficiently accomplishing the goals of the various community risk reduction programs.
- In order for these programs to be successful all 5 Es must be used. These Es include:
  - **E**ducation
  - **E**ngineering
  - **E**nforcement
  - **E**conomic Incentives
  - **E**mergency Response
- Using one E will not lead to a successful program. All 5 Es must be used in every program in order for that program to be affective.
- An implementation plan must also be developed in order for a community risk reduction program to be affective. That plan consists of a community risk reduction vision, problem statement, goal, outcome objectives, impact objectives and formative objectives.
- Community risk reduction programs must also be evaluated based on the change of behavior that occurred as a result of the program as well the reduction of targeted objectives as compared to the baseline data of the department.

Definitions:

- **Stakeholder:** a party that can affect or be affected by the actions of the community risk reduction program as a whole.
- **Partner**: A person, business, or organization who takes part in an community risk reduction program with the department sharing in various elements of the program.

The 5 Es:

- **Education:**
  - Education influences behavior
    - Raises awareness
    - Increases knowledge
    - Changes attitudes
    - Encourages behavior change
    - Is measurable
- **Engineering:**
  - Measures involving changes in physical environment:
    - Design
    - Development
    - Manufacture of safety products
  - The result of advances in technology:
    - Fire sprinklers
    - Smoke alarms
    - Helmets
    - Airbags
- **Enforcement:**
  - Involves:
    - Passing, strengthening, and enforcing laws
    - Issuing and enforcing regulations
    - Developing voluntary standards and guidelines for devices and products
- **Economic Incentives:**
  - Measures to influence behavior:
    - Positive economic incentives rewarding people monetarily:
      - Examples:
        - Allowing a builder to build more homes in a development if the homes are sprinkled.
        - Removing tap fees for installing sprinklers.
        - Insurance reductions for sprinkled homes.
- **Emergency Response:**
  - Used by emergency responders
  - Used during risk assessment process:
    - Pre-planning
    - Accurate data gathering:
      - NFIRS
        - Complete cause and origin data.
        - Complete narratives
      - Stopping further damage and loss of life using safe and efficient training practices during and after an event.

IMPLEMENTATION/EVALUATION PLAN SAMPLE

Central City Fire and Life Safety Coalition Bike Safety Program

Vision: Cleveland Park will be one of the safest communities in the region for bicycle riders.

Problem Statement: The problem is the Central City Fire Department responds to a high rate of bicycle incidents compared to similar communities.

Goal: Cleveland Park children will be safe bike riders.

Outcome Objectives

As compared to baseline data, the following changes will have occurred:

By December 31, 20xx, there will be a 35-percent reduction in fatalities from bicycles to children 10 to 16 years in Cleveland Park. Evaluation methods: statistical proof and anecdotes.

By December 31, 20xx, there will be a 50-perdent reduction in injuries from bicycles to children 10 to 16 years in Cleveland Park.

By December 31, 20xx, there will be a 50-percent increase in the number of children 10 to 16 years who consider it acceptable to wear bicycle helmets in Cleveland Park.

Impact Objectives

As compared to baseline data, the following changes will have occurred:

By January 1, 20xx, the city council will have adopted a bike helmet law for children 18 years and younger. Evaluation method: passage of law. Interventions: education, engineering, and enforcement.

By June 20, 20xx, there will be a 50-percent increase in the number of children age 10 to 16 who knows rules of the road as they pertain to cycling. Evaluation methods: observational surveys, self-report surveys, and pretests and posttests.

January 20xx, there will be a 50-percent increase in the number of children aged 10 to 16 who wear bike helmets and wear them correctly. Evaluation methods: observational surveys, self-report surveys, and pretests and posttests. Interventions: education.

By September 30, 20xx, there will be a 50-percent increase in the number of children 10 to 16 who obey all traffic signs, signals, and other traffic control devices. Evaluation methods: observational surveys, self-report surveys, and pretests and posttests. Intervention: education.

By September 30, 20xx, there will be a 50-percent increase in the number of children aged 10 to 16 who wear bike helmets and wear them correctly. Evaluation methods: observational surveys, self-report surveys, and pretests and posttests. Interventions: education, engineering, and enforcement.

By December 31, 20xx, there will be a 60-percent increase in the number of bicycles outfitted with safety equipment require by law. Evaluation methods: observational surveys, self-report surveys, and pretests and posttests. Interventions: engineering and enforcement.

By December 31, 20xx, there will be a 50-percent increase in the number of parents/caregivers who can name three ways their children can be safe bike riders. Evaluation methods: pretests and posttests. Interventions: education.

Process Objectives

Starting January 1, 20xx, the project coordinator will monitor changes in the prevalence, incidence, and severity of child bicycle injuries by collecting and analyzing data from city emergency medical services run report data, the county's medical examiner's logs on fatalities, trauma registry data on children treated in three hospital emergency rooms and local clinics, police reports, and city traffic engineering department reports. Evaluation methods: injury/loss statistics and anecdotes.

By January 1, 20xx, the coalition will have drafted legislation requiring children 18 and under to wear bike helmets when cycling. Evaluation method: drafting of legislation. Interventions: enforcement.

By April 1, 20xx, the project coordinator will have distributed three news releases and three articles to local media to raise awareness about bike safety. Evaluation method: counting number of outlets using news releases and articles and estimating percent of public receiving new releases and articles. Intervention: education.

By June 20xx, the coalition will have distributed 300 helmets to children in the district who participate in the free or reduced lunch program. Evaluation method: counting the number of helmets distributed. Intervention: education, engineering, economic incentive.

By October 20xx, the project coordinator will have received permission from school board to expand program to the three additional schools in Cleveland Park. Evaluation method: letter of agreement and adoption of curriculum. Intervention: education.

By November 20xx, the project coordinator will have trained teachers in the three additional schools to use the curriculum consisting of classroom instruction, skill training in traffic, correct fit of helmets, and reinforcement by parents/caregivers. Evaluation methods: skill testing, counting, and questionnaires. Intervention: education.

By December 31, 20xx, the station commander at the Cleveland Park station, with the assistance of the coalition, will have conducted three bike rodeos and offered bike helmets to those qualifying. Evaluation methods: estimating number of people in attendance, number of helmets given away, and the number of children going through bike rodeo course. Intervention: education, engineering, economic incentive.

By December 20xx, each member of the coalition will have made a presentation to a community group about the bike safety program. Evaluation methods: counting. Intervention: education.

Formative Objectives

By March 1, 20xx, the fire and life safety coalition will have conducted a community risk assessment of central city.

By April 1, 20xx, the fire and life safety coalition will select the risk issue and target population to address in the community.

By May 31, 20xx, the fire and life safety coalition will identify core stakeholders in the Cleveland Park district to join the bike safety program.

By July 1, 20xx, the fire and life safety coalition will develop goals, interventions, and objectives for the bike safety project.

By September 1, 20xx, the fire and life safety coalition will begin a fundraising campaign to raise $5,000 to purchase helmets for children and props for bicycle rodeos.

By October 1, 20xx, the project coordinator will have received commitment from local merchants to offer discounts on bicycle helmets and display posters.

By January 1, 20xx, the project coordinator, with help of the coalition, will have developed/adapted a bicycle safety curriculum for use in the schools in the Cleveland Park district.

By March 1, 20xx, the fire and life safety coalition will have received approval for the board of education to use the bicycle safety curriculum in schools in the Cleveland Park district.

By April 1, 20xx, the project coordinator will have trained all firefighters at the Cleveland Park station on bike safety, how to conduct a bike rodeo, and how to fit helmets.

By April 1, 20xx, the fire and life safety coalition will have identified one school to pilot the bike safety program.

By October 31, 20xx the project coordinator will have trained teachers in the pilot school to use the curriculum consisting of classroom instruction, skill training in traffic, correct fit of helmets, and reinforcement by parents/caregivers. Evaluation methods: skill testing, counting, and questionnaires.

By January 31, 20xx, teachers in the pilot program will have taught lesson on bike safety and conducted pilot testing of students.

By March 31, 20xx, project coordinator with the assistance of coalition, will review materials and make changes based on teachers' recommendations.

ASSESSING COMMUNITY RISK & PROBLEM STATEMENT

Identify Target Risk and Population

This is the time when you want to pinpoint as precisely as possible what efforts will be addressed to whom and where. During this phase, fire officials and other local decision makers have the ability to direct their effort toward the populations and problems they feel will provide the highest return on their investment.

Problems are identified in specific terms. This phase will allow you to indentify the problem and bring it down to a manageable size. It allows for the design of a prevention program tailored to the needs and preferences of that group. It maximizes the use of resources by targeting our efforts where they will have the greatest impact. This information is critical in developing a problem statement and in identifying target audiences, the initial steps in effective community risk-reduction program planning.

Problem Statement

A problem statement is an effective tool used by the problem solving individual or team as this statement gives a very concise and clear description of the key areas of the problem that are to be solved.

The main purpose for which the problem statement is used for is that it maintains the focus of the problem solving individual or team. A good problem statement when used and described will always take into **account** the specific requirements and the focus on the major issue instead of a number of issues and being vague, which will in turn create confusion.

The problem statement provides three benefits:

- creates a sense of ownership for the team
- focuses the team on an accepted problem
- describes the symptoms in measurable terms

The problem statement is clear, concise and well-written. It is usually no more then one or two sentences.

Please use the following five guidelines in creating a problem statement:

- The problem statement should not address more than one problem.
- The problem statement should not assign a cause.
- The problem statement should not assign blame.
- The problem statement should not offer a solution.

WEB SITES

U.S. Fire Administration Publication Center
(Free Prevention Materials)
http://apps.usfa.fema.gov/publications/

Community Risk Reduction References
http://etudesproject.org/nonfpdata/cog/FS484/sitemap.htm

Eastleigh Fire Station U.K. Community Risk Reduction Plan 2010-2011
http://www.hantsfire.gov.uk/eastleighstationplan.pdf

National Interagency Fire Center
Prevention and Education Materials
http://www.nifc.gov/prevEdu/prevEdu_main.html