



FEMA



National Fire Academy

R0274 – Executive Analysis of Community Risk Reduction

Version: 4th Edition, 3rd Printing, October 2015

Quarter:

ACE Credit: In the upper division baccalaureate or graduate degree category, three semester hours in fire science, emergency management, homeland security, and public safety.

IACET Continuing Education Units: 5.8

Length of Course: 10 Days (58 contact hours, Monday – Friday)

Prerequisite: Yes

Curriculum: Fire Prevention: Management

Training Specialist: Mary Marchone

Instructor:

Instructor email/phone:

Classroom: J-

Meeting Time: 8 AM – 5 PM

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Course Description (Catalog)

R0274 – *Executive Analysis of Community Risk Reduction*. This 10-day course is the second course in the EFOP. The course is a mixture of philosophy and application — the value of the community risk reduction and the process of applying risk reduction to the community. It involves developing partnerships with the community to implement programs, initiatives and services that prevent and/or mitigate the risk of human-caused or natural disasters. Traditional fire prevention programs are addressed.

There is an extensive pre-course assignment in which students are required to research the history of fire prevention and its evolution into community risk reduction. Students build a demographic

and risk profile of their home community. They examine social, cultural, economic and environmental trends that impact community risk. The course examines the Executive Fire Officer (EFO) as a community risk-reduction leader, assesses community risk, develops a draft plan for a local risk-reduction initiative, applies change management models, and addresses organizational and community politics. The ultimate goal of the course is to develop fire service leaders who are committed in word and deed to comprehensive multihazard community risk reduction.

Student Qualifications (Primary and Secondary Audience)

The target audience for EACRR is the CEO or an officer who is preparing for that position. Students are required to complete the “Executive Development” (ED) course and complete their Applied Research Project (ARP) before attending EACRR.

Course Scope (Goal)

The goals of the EACRR course are to improve executives’ abilities to:

1. Develop leaders in comprehensive multihazard community risk reduction.
2. Create a strategic community risk-reduction plan in the community.
3. Focus on reducing risks in the local community.
4. Reduce line-of-duty deaths (LODDs) among firefighters.

Course Objectives (Course Learning Outcomes – TLOs)

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

- Summarize the role of the Executive Fire Officer (EFO) in supporting strategic community risk reduction.
- Given a community risk-reduction tool, develop a problem statement and risk-reduction goal for a specific local risk.
- Develop an action/evaluation plan to address a specific risk in their local community.
- Apply change management model to a new or existing community risk-reduction initiative.
- Develop and implement a strategy for changing local policy regarding a pertinent community risk-reduction issue.
- Present strategies for community risk reduction based on the assessed risk in their community and their intervention, implementation, evaluation plan, application of change, leadership strategies, and strategy for influencing local policy.
- Summarize their two-week experience in the “Executive Analysis of Community Risk Reduction” (EACRR) course.

Course Delivery Method

The National Fire Academy (NFA) offers specialized training courses and advanced management programs of national impact in an academic classroom environment [on campus at the National Emergency Training Center \(NETC\) in Emmitsburg, Maryland.](#) This classroom course is designed for the national level fire service officer from State and local fire service organizations. During this 10-day delivery, students will reside in dormitories provided on campus with classes conducted in classrooms designed for critical student/instructor interaction. All course materials are designed for interactive classroom environments, in either paper notebook or electronic formats.

Course Schedule

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

| | | WEEK 1 | | | | |
|----------------|--|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|--------------------------------------------|------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| | | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| AM | | Intro: Introduction Unit 1: Getting Ready for Strategic Community Risk Reduction | Unit 1: Getting Ready for Strategic Community Risk Reduction (cont'd) Unit 2: Assessment | Unit 2: Assessment (cont'd) | Unit 3: Planning, Implementation and Results | Midterm Exam Unit 3: Planning, Implementation and Results (cont'd) |
| PM | | Unit 1: Getting Ready for Strategic Community Risk Reduction (cont'd) | Unit 2: Assessment (cont'd) Review Culminating Project | Unit 2: Assessment (cont'd) | Unit 3: Planning, Implementation and Results (cont'd) Midterm Exam Review | Individual work on Applied Research Proposals and Culminating Project (weekend) |
| EVENING | | Read Unit 2 | Review Culminating Project | Read Unit 3 to analyze cost versus benefit | Read rest of Unit 3 | Complete weekend assignment Read Unit 4 |

SCHEDULE

WEEK 2

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|----------------|------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|---------------|
| AM | Unit 3: Planning, Implementation and Results (cont'd) Unit 4: Leading Organizational and Community Change | Unit 4: Leading Organizational and Community Change (cont'd) (Class photos 11:30 a.m.) Unit 5: Organizational and Community Politics | Unit 5: Organizational and Community Politics (cont'd) | Unit 6: Culminating Project | Graduation |
| PM | Unit 4: Leading Organizational and Community Change (cont'd) | Unit 5: Organizational and Community Politics (cont'd) Individual work on Culminating Project Final Exam Review | Unit 5: Organizational and Community Politics (cont'd) Final Exam Prepare for Culminating Project | Unit 6: Culminating Project (cont'd) Unit 7: Course Recap Graduation preparation Course evaluation | |
| EVENING | Read Unit 5 | Study for Final Exam Work on Culminating Project | Prepare for Culminating Project | | |

Course Resources (Instructional Materials)

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

Required Readings

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

“America Burning” found at <http://www.usfa.dhs.gov/downloads/pdf/publications/fa-264.pdf>.

“American Policing in 2022” found at <http://ric-zai-inc.com/ric.php?page=detail&id=COPS-P235>.

Both of these are part of the pre-course assignment.

Suggested Reading/Resources

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

None.

Required Resources (Course Textbook)

Student Manual.

Supplemental Resources (Supplemental Course Textbook)

None.

Grading Methodology (Evaluation Procedures)

The following four assessment items comprise the evaluation plan for EACRR:

Assessment Tool 1: Pre-Course Assignment

A comprehensive pre-course assignment is to be completed by each student before acceptance into class. Students will submit a checklist at least one week prior to class and bring the assignment with them on the first day of class for review.

Units of Course for Criterion Reference: Pre-Course Assignment Workbook; Units 1, 2 and 3.

Assessment Tool 2: Course Midterm Exam

A comprehensive written midterm exam consisting of questions requiring essay responses will be administered to each student. This exam will be administered on Friday of the first week to enable review and evaluation by the faculty to ascertain progress of students.

Units of Course for Criterion Reference: Units 1 and 2.

Assessment Tool 3: Course Final Exam

A comprehensive written final exam consisting of questions requiring essay responses will be administered to each student. This exam will be administered on Wednesday of the second week to enable review and evaluation by the faculty prior to the last day of class.

Units of Course for Criterion Reference: Units 3, 4 and 5.

Assessment Tool 4: Individual Culminating Project

Each student shall present a 12- to 15-minute presentation following a prescribed project presentation evaluation form.

Units of Course for Criterion Reference: Units 1, 2, 3, 4, 5 and 6.

Evaluation Plan Summary/Student Record Sheet

The evaluation plan summary for EACRR is as follows:

| Assessment Item | Total Points | Student Score |
|----------------------------------|---------------------|----------------------|
| Pre-Course Assignment | 100 | |
| Midterm Examination | 100 | |
| Final Examination | 100 | |
| Culminating Project Presentation | 100 | |
| Total | 400 | |

A minimum final grade of at least 80 percent is required to pass this course.

| Numerical Score | Letter Grade |
|-----------------|--------------|
| 100-90 | A |
| 89-80 | B |
| 79 or below | F |

Required Reading Assignments

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

Suggested Readings

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

Course Outline

Unit 1: Getting Ready for Strategic Community Risk Reduction (Day 1)

Objectives

Terminal Objective

The students will be able to:

- 1.1 Summarize the role of the Executive Fire Officer (EFO) in supporting strategic community risk reduction.

Enabling Objectives

The students will be able to:

- 1.1 Describe strategic community risk reduction.
- 1.2 Define community.
- 1.3 Explain the value of managing risk.

- 1.4 Analyze the responsibility of the EFO in community risk reduction.
- 1.5 Develop a personal vision of a safer community.
- 1.6 Evaluate the EFO's authority in supporting community risk reduction.

Unit 2: Assessment (Day 2)

Objectives

Terminal Objective

The students will be able to:

- 2.1 Given a community risk-reduction tool, develop a problem statement and risk-reduction goal for a specific local risk.

Enabling Objectives

The students will be able to:

- 2.1 Describe the community risk assessment process.
- 2.2 Analyze local community risks.
- 2.3 Assess vulnerability to risks.
- 2.4 Summarize the importance of community involvement.
- 2.5 Analyze acceptable level of risk.
- 2.6 Establish risk-reduction priorities.

Unit 3: Planning, Implementation and Results (Day 4)

Objectives

Terminal Objective

The students will be able to:

- 3.1 Develop an action/evaluation plan to address a specific risk in their local community.

Enabling Objectives

The students will be able to:

- 3.1 Demonstrate how to apply a scientific approach to strategic community risk reduction.
- 3.2 Select integrated risk-reduction strategies.
- 3.3 Analyze cost/benefit of specific risk-reduction strategies.
- 3.4 Design a marketing strategy for a specific risk-reduction program.
- 3.5 Discuss the approval process for a risk-reduction program.
- 3.6 Discuss how to communicate the results of program evaluation to partners and stakeholders.

Unit 4: Leading Organizational and Community Change (Day 6)

Objectives

Terminal Objective

The students will be able to:

- 4.1 Apply change management model to a new or existing community risk-reduction initiative.

Enabling Objectives

The students will be able to:

- 4.1 Explain the leadership challenges associated with creating change in the organization and community.
- 4.2 Describe the elements of the eight stages of successful change processes.
- 4.3 Explain the common reasons why organizational change efforts fail.
- 4.4 Explain the role of leadership during an organizational or community change effort.
- 4.5 Develop a strategy for leading change as part of a community risk-reduction initiative.

Unit 5: Organizational and Community Politics (Day 7)

Objectives

Terminal Objective

The students will be able to:

- 5.1 Develop and implement a strategy for changing local policy regarding a pertinent community risk-reduction issue.

Enabling Objectives

The students will be able to:

- 5.1 Organize strategies for building organizational equity for community risk reduction.
- 5.2 Organize strategies for building community equity for community risk reduction.
- 5.3 Define politics.
- 5.4 Analyze organizational and community political dynamics.
- 5.5 Explain the role of ethics in politics.
- 5.6 Explain strategies for maintaining public trust and credibility.
- 5.7 Describe strategies for converting community equity into political action to support a community risk-reduction program.

Unit 6: Culminating Project (Day 9)

Objectives

Terminal Objective

The students will be able to:

- 6.1 Present strategies for community risk reduction based on the assessed risk in their community and their intervention, implementation, evaluation plan, application of change, leadership strategies, and strategy for influencing local policy.

Enabling Objectives

The students will be able to:

- 6.1 Summarize leadership potential and authority for community risk-reduction, and explain vision for a safer community.
- 6.2 Identify priority risk areas and justification for the risk selection.
- 6.3 Summarize implementation/evaluation plan.
- 6.4 Summarize marketing strategy, and identify community partners.
- 6.5 Describe cost/benefit and fiscal implications of the risk-reduction plan.
- 6.6 Summarize potential change issues.
- 6.7 Summarize a political action strategy.

Unit 7: Course Recap (Day 9)

Objectives

Terminal Objective

The students will be able to:

- 7.1 Summarize their two-week experience in the “Executive Analysis of Community Risk Reduction” (EACRR) course.

Enabling Objectives

The students will be able to:

- 7.1 Relate what they learned from the course to their own work environment.
- 7.2 Revisit student expectations from first day to ensure they were met.

Policies

Class Attendance and Cancellation Policy

Attendance

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

Student Substitutions

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

Cancellations or No-Shows

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

Course Failure

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

Student Code of Conduct Policy

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

Writing Expectations

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

Citation and Reference Style

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

Late Assignments

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

Netiquette

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

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

Disclaimer Statement

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

Grading

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

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

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

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

Academic Honesty

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

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

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

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

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

Grading Rubrics

GRADING RUBRIC: PRE-COURSE ASSIGNMENT

The course requires completion of a comprehensive pre-course assignment that requires each student to send a checklist in at least one week before class and bring the pre-course assignment with them for review and critique on the first day of class.

Units of Course for Criterion Reference: Pre-Course Assignment Workbook; Units 1, 2 and 3.

The instructor will enter the student's score in the overall evaluation plan or record.

Grading Schedule

Grades for this assessment item shall be based on the following scale:

1. Did the student complete Assignment 1: Examination of America's Continuing Fire Problem (10 points)?
2. Did the student complete Assignment 2: Background Information — Your Department and Risk Reduction (20 points)?
3. Did the student complete Assignment 3: Building a Demographic Profile of Your Community (20 points)?
4. Did the student complete Assignment 4: Building a Risk Profile of Your Community (20 points)?
5. Did the student complete Assignment 5: Drilling Down to the Service Area/Neighborhood Level (20 points)?
6. Did the student complete Assignment 6: Leading Organizational and Community Change (10 points)?

Scoring

The instructor shall critique the pre-course assignment using the above schedule and the rubric on the following page. Total the number of points for the four rating elements. Enter the student's score in the overall evaluation plan or record.

STUDENT PRE-COURSE SCORING SUMMARY

Name of student: _____

Score: _____

| Assignment # | Point Value | Points Awarded |
|---------------------|--------------------|-----------------------|
| 1 | 10 | |
| 2 | 20 | |
| 3 | 20 | |
| 4 | 20 | |
| 5 | 20 | |
| 6 | 10 | |
| Total | 100 | |

ACTIVITY 6.1: CULMINATING PROJECT ASSESSMENT TOOL

Each student shall present a culminating project that integrates the elements of the activities from the course into a comprehensive risk-reduction plan for the EFO's home community.

Units of Course for Criterion Reference: Units 1, 2, 3, 4 and 5.

Grading Schedule

Grades for this assessment item shall be based on the following scale:

1. Explained his or her leadership potential and authority for the community risk-reduction issue and vision for a safer community. (10 points)
2. Identified and described the priority risk areas for the community and justified the selection of the particular risk issue. (10 points)
3. Summarized the implementation/evaluation plan for addressing the selected risk-reduction issue. (10 points)
4. Summarized a marketing strategy and identified community partners. (10 points)
5. Explained the cost/benefit of the plan and any fiscal implications. (10 points)
6. Identified and addressed potential change issues that may arise as a result of the community risk-reduction plan. (10 points)
7. Identified an achievable and ethical political action strategy for creating positive influence for the community risk-reduction plan. (10 points)
8. The EFO delivered the presentation in a professional manner appropriate for the intended audience. (10 points)
9. Responded to questions by students and instructors in a succinct and concise manner. (10 points)
10. Summary summarized key points of the presentation in a logical and informative manner and format. (10 points)

Scoring

The instructor shall critique the Culminating Project using the above schedule. Total the number of points for all 10 rating elements. Enter the student's score in the overall evaluation plan or record.

ACTIVITY 6.1

Rubric for Assessment Tool — Culminating Project

Directions: For each of the 10 assessment areas in the left column, rate each on a scale from 4 to 10 points. Place an “X” through one of the five point value areas (Columns 3 to 6). Subtotal at the bottom, and then place the total number of points in the box at the lower left of the table. Transfer this score to the student’s summary course evaluation record.

| Assessment Area | Total Point Value | Poor (4 points) | Fair (6 points) | Good (8 points) | Excellent (10 points) |
|----------------------------------------------------------------------------------------------------------------------------------|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| Explained his or her leadership potential and authority for the community risk-reduction issue and vision for a safer community. | 10 | Insufficiently explained leadership potential and authority for the community risk-reduction issue and vision for a safer community. | Partially explained leadership potential and authority for the community risk-reduction issue and vision for a safer community. | Satisfactorily explained leadership potential and authority for the community risk-reduction issue and vision for a safer community. | Thoroughly explained leadership potential and authority for the community risk-reduction issue and vision for a safer community. |
| Identified and described the priority risk areas for the community and justified the selection of the particular risk issue. | 10 | Insufficiently identified and described the priority risk areas for the community and justified the selection of the particular risk issue. | Partially identified and described the priority risk areas for the community and justified the selection of the particular risk issue. | Satisfactorily identified and described the priority risk areas for the community and justified the selection of the particular risk issue. | Thoroughly identified and described the priority risk areas for the community and justified the selection of the particular risk. |
| Summarized the implementation/ evaluation plan for addressing the selected risk-reduction issue. | 10 | Insufficiently summarized the implementation/ evaluation plan for addressing the selected risk-reduction issue. | Partially summarized the implementation/evaluation plan for addressing the selected risk-reduction issue. | Satisfactorily summarized the implementation/ evaluation plan for addressing the selected risk-reduction issue. | Thoroughly summarized the implementation/ evaluation plan for addressing the selected risk-reduction issue. |
| Summarized a marketing strategy and identified community partners. | 10 | Insufficiently summarized a marketing strategy and identified community partners. | Partially summarized a marketing strategy and identified community partners. | Satisfactorily summarized a marketing strategy and identified community partners. | Thoroughly summarized a marketing strategy and identified community partners. |
| Explained the cost/benefit of the plan and any fiscal implications. | 10 | Insufficiently explained the cost/benefit and any fiscal implications. | Partially explained the cost/benefit and any fiscal implications. | Satisfactorily explained the cost/benefit and any fiscal implications. | Thoroughly explained the cost/benefit and any fiscal implications. |

| Assessment Area | Total Point Value | Poor (4 points) | Fair (6 points) | Good (8 points) | Excellent (10 points) |
|---------------------------------------------------------------------------------------------------------------------------------------|--------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| Identified and addressed potential change issues that may arise as a result of the community risk-reduction plan. | 10 | Insufficiently identified and addressed potential change issues that may arise as a result of the community risk-reduction plan. | Partially identified and addressed potential change issues that may arise as a result of the community risk-reduction plan. | Satisfactorily identified and addressed potential change issues that may arise as a result of the community risk-reduction plan. | Thoroughly identified and addressed potential change issues that may arise as a result of the community risk-reduction plan. |
| Identified an achievable and ethical political action strategy for creating positive influence for the community risk-reduction plan. | 10 | Insufficiently identified an achievable and ethical political action strategy for creating positive influence for the community risk-reduction plan. | Partially identified an achievable and ethical political action strategy for creating positive influence for the community risk-reduction plan. | Satisfactorily identified an achievable and ethical political action strategy for creating positive influence for the community risk-reduction plan. | Thoroughly identified an achievable and ethical political action strategy for creating positive influence for the community risk-reduction plan. |
| The EFO delivered the presentation in a professional manner appropriate for the intended audience. | 10 | Insufficiently delivered the presentation in a professional manner appropriate for the intended audience. | Partially delivered the presentation in a professional manner appropriate for the intended audience. | Satisfactorily delivered the presentation in a professional manner appropriate for the intended audience. | Thoroughly delivered the presentation in a professional manner appropriate for the intended audience. |
| Responded to questions by students and instructors in a succinct and concise manner. | 10 | Insufficiently responded to questions by students and instructors in a succinct and concise manner. | Partially responded to questions by students and instructors in a succinct and concise manner. | Satisfactorily responded to questions by students and instructors in a succinct and concise manner. | Thoroughly responded to questions by students and instructors in a succinct and concise manner. |
| Summary summarized key points of the presentation in a logical and informative manner and format. | 10 | Insufficiently summarized key points of the presentation in a logical and informative manner and format. | Partially summarized key points of the presentation in a logical and informative manner and format. | Satisfactorily summarized key points of the presentation in a logical and informative manner and format. | Thoroughly summarized key points of the presentation in a logical and informative manner and format. |
| Total Points | 100 | | | | |

INDIVIDUAL CULMINATING SCORING SUMMARY

Name of student: _____

Score: _____

| Project Assignment # | Point Value | Points Awarded |
|------------------------------------------------------------------------------------------------------------------------------------------|-------------|----------------|
| 1. Explained his or her leadership potential and authority for the community risk-reduction issue and vision for a safety community. | 10 | |
| 2. Identified and described the priority risk areas for the community and justified the selection of the particular risk issue. | 10 | |
| 3. Summarized the implementation/ evaluation plan for addressing the selected risk-reduction issue. | 10 | |
| 4. Summarized a marketing strategy and identified community partners. | 10 | |
| 5. Explained the cost/benefit of the plan and any fiscal implications. | 10 | |
| 6. Identified and addressed potential change issues that may arise as a result of the community risk-reduction plan. | 10 | |
| 7. Identified an achievable and ethical political action strategy for creating positive influence for the community risk-reduction plan. | 10 | |
| 8. The EFO delivered the presentation in a professional manner appropriate for the intended audience. | 10 | |
| 9. Responded to questions by students and instructors in a succinct and concise manner. | 10 | |
| 10. Summary summarized key points of the presentation in a logical and informative manner and format. | 10 | |
| Total | 100 | |

Instructor Biography