National Emergency Training Center
16825 S. Seton Avenue
Emmitsburg, MD 21727-8998

FEMA

R0274

Dear National Fire Academy Student:

By now you should have received your acceptance email notification from the National Emergency Training Center (NETC) Admissions Office for this course. If you have not, you are not enrolled in this course.

The faculty and staff of the U.S. Fire Administration/National Fire Academy (USFA/NFA) are pleased that you have been accepted into the *Executive Analysis of Community Risk Reduction* (EACRR) course. This course is designed for the executive level administrators and officers, focusing on the skill and attributes of leadership at the executive level. This course will explore the role of the executive officer in leading and facilitating the community risk-reduction process.

For the purposes of this course, community risk reduction can be defined as those programs, initiatives, and services that prevent and/or mitigate the risk of or effects from fire, injuries, natural disasters, hazardous materials incidents, acts of terrorism, etc. Traditional fire prevention programs are part of community risk-reduction strategies. The course offers the opportunity to enhance both personal and organizational development and capacity in community risk reduction by incorporating a combination of theory, case study analysis, discussion and feedback.

As you are aware, there is **an intensive pre-course assignment that is 25 percent of your final grade.** This is required in order to properly prepare for the EACRR course. This assignment must be submitted the first day of class. Please follow the instructions for submitting the pre-course assignment checklist. Your assignment is extensive, but the information will be used throughout the EACRR experience.

End-of-class graduation ceremonies are an important part of the course, and you are expected to attend. Please do not make any travel arrangements to leave campus until after you and your classmates graduate.

The course materials for this course are now available in a Bring Your Own Device (BYOD) format which will function on any electronic device. If you own an electronic device (laptop computer, tablet, etc.) and are familiar with its document reader functions, we are asking you to download the Student Manual (SM) **before you travel to Emmitsburg** and bring the preloaded device with you. Please see the page following this letter for complete instructions on successfully downloading your course materials. Please note: If you plan to bring/use an iPad, you may experience issues saving/storing/printing course assignments since there is no USB/thumb drive capacity for these devices.

For your information, the NFA classroom environment is PC-based. Increasing numbers of students and instructors are bringing laptop computers or other electronic devices to campus. You alone are responsible for the security and maintenance of your equipment. The Academy cannot provide you with computer software, hardware, or technical support to include disks, printers, scanners, etc. Classrooms are outfitted with surge protectors at each table for your convenience. Thumb drives or external hard drives used to bring course materials to class cannot be connected to FEMA property without being scanned for viruses. Due to time limitations for scanning, these devices cannot be larger than 8 GB. Anything over this amount will not be scanned and cannot be used. A Student Computer Lab is located in Building D and is available for all students to use. It is open daily with technical support provided in the evenings. This lab uses Windows 7 and Office 2013 as the software standard.

Should you need additional information related to course content or requirements, please feel free to contact Ms. Mary Marchone, Fire Prevention Management Curriculum Training Specialist, at (301) 447-1476 or email at mary.marchone@fema.dhs.gov.

Sincerely,

Dr. Kirby Kiefer, Acting Superintendent
National Fire Academy
U.S. Fire Administration

Enclosures

National Fire Academy Bring Your Own Device (BYOD)
Course Materials/Download Instructions

The **first step** is to download ADOBE Reader to your device. This will enable you to read and manipulate the course materials. ADOBE Reader can be used to comment and highlight text in Portable Document Format (PDF) documents. It is an excellent tool for note-taking purposes.

For Laptops and Computers

ADOBE Reader can be downloaded from www.adobe.com/downloads/. It is a free download. Please note that depending on your settings, you may have to temporarily disable your antivirus software.

For Tablets and Other Similar Hand-Held Devices

ADOBE Reader can be downloaded onto devices such as iPads, android tablets, and other hand-held devices. ADOBE Reader for these types of devices can be found in the device's Application Store using the search function and typing in "ADOBE Reader." Follow the instructions given. **It is a free application.** Note: In order to have the editing capabilities/toolbar, the document needs to be "opened with ADOBE Reader." There should be a function on your device to do this.

After you have successfully downloaded the ADOBE Reader, please use the following Web link to download your R0274, *Executive Analysis of Community Risk Reduction* (EACRR) Student Manual (SM). (You may copy/paste this link into your Web browser.)

http://nfa.usfa.dhs.gov/ax/sm/sm_r0274.pdf

Note: Please make sure you download the ADOBE Reader first. To open the SM, you will need to open the ADOBE Reader and then open the SM through the ADOBE Reader in order for the note-taking tools to work properly.

If you need assistance, please contact nfaonlinetier2@fema.dhs.gov.

May 2016

R0274

“Executive Analysis of Community Risk Reduction”

Pre-Course Assignment Workbook

You should budget approximately two months of intermittent development time for completing this assignment. The assignment is worth 25 percent of your final grade.

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Introduction to "Executive Analysis of Community Risk Reduction"

Welcome to "Executive Analysis of Community Risk Reduction" (EACRR), the second course in the Executive Fire Officer Program (EFOP) series. The focus of this course is to enhance the skills needed by an Executive Fire Officer (EFO) to implement and lead community risk-reduction initiatives.

Fire department leaders are acutely aware of national standards pertaining to fire suppression, i.e., fire officer, firefighter operator, hazardous material technician, etc. The National Fire Protection Association (NFPA) promulgates and updates two standards that directly pertain to community risk reduction: NFPA 1035, *Standard on Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist and Youth Firesetter Program Manager Professional Qualifications* provides job performance requirements for delivery development and leadership of community risk-reduction initiatives. NFPA 1730, *Standard on Organization and Deployment of Fire Prevention Inspection and Code Enforcement, Plan Review, Investigation, and Public Education Operations to the Public* provides recommendations on how to staff, organize and deploy a community risk-reduction bureau.

Three other standards, NFPA 1201, *Standard for Providing Fire and Emergency Services to the Public*; 1500, *Standard on Fire Department Occupational Safety and Health Program*; and 1600, *Standard on Disaster/Emergency Management and Business Continuity Programs*, also contain components of community risk mitigation.

The goal of EACRR is to develop leaders in comprehensive multihazard community risk reduction. As an EFO candidate, you will apply a strategic process to address risk challenges present in your home community. While a primary focus should be placed on your **local** fire problem, it is prudent to consider two overall categories of challenges:

1. Man-made and naturally occurring risks that affect your community on a regular basis. Examples include fires, preventable injuries, and frequently occurring forms of severe weather.

2. Man-made or naturally occurring risks that may happen only once every 5, 10 or even 20 years **but** have the **potential** for a devastating outcome. To qualify for this category, the risk should have affected your community in the past or be a major emerging issue. Examples include major hazardous materials release, domestic terrorism, hurricane, earthquake, etc.

The process of addressing your local risk(s) begins with pre-course research, continues through guided practice while at the National Fire Academy (NFA), and culminates in actions implemented upon returning home. The ultimate goal is for you to implement a plan to reduce preventable occurrences and/or mitigate loss from risks that cannot be stopped.

In addition to empowering you with a proven risk-mitigation process to follow, this course is designed to develop the skills necessary to achieve the goals of the U.S. Fire Administration (USFA):

- Reduce risk at the local level through prevention and mitigation.
- Improve local planning and preparedness.

- Improve the fire and emergency services' capability for response to and recovery from all hazards.
- Improve the fire and emergency services' professional status.
- Lead the nation's fire and emergency services by establishing and sustaining USFA as a dynamic organization.

You may wonder, "Why is community risk reduction so important?" There are several components to the answer. Let's begin by looking briefly at the current fire problem in this country.

Each year in the U.S., approximately 3,200 people are killed by fire and as many as 22,000 people are injured from fire. For the young, old, disabled, impoverished and challenged populations, fire remains one of the leading causes of death. While these statistics are better than those of 20 years ago, they are still the highest among developed nations.

With advances in fire suppression equipment, wider adoption of fire codes, and more and more public education programs, the loss from fire should be steadily declining. Why is that reduction not happening? There are numerous reasons, but the most obvious is that the fire service has more work to do in the area of prevention.

Prevention has been recognized for many decades as a key to reducing the effect of fires. The 1947 President's Conference on Fire Prevention cited prevention as a viable and important strategy for reducing the impact of fire. Again, in 1966, fire service leaders recognized prevention as an important strategy for the fire service during the first Wingspread Conference. That belief in prevention has been reaffirmed at three subsequent Wingspread Conferences.

Perhaps the strongest endorsement of prevention programs came in the benchmark report "America Burning," published in 1973. The report stressed two important facts. First, there is not enough focus on prevention by the fire service. Second, prevention has the potential to make a tremendous impact on the fire problem when implemented in partnership with suppression.

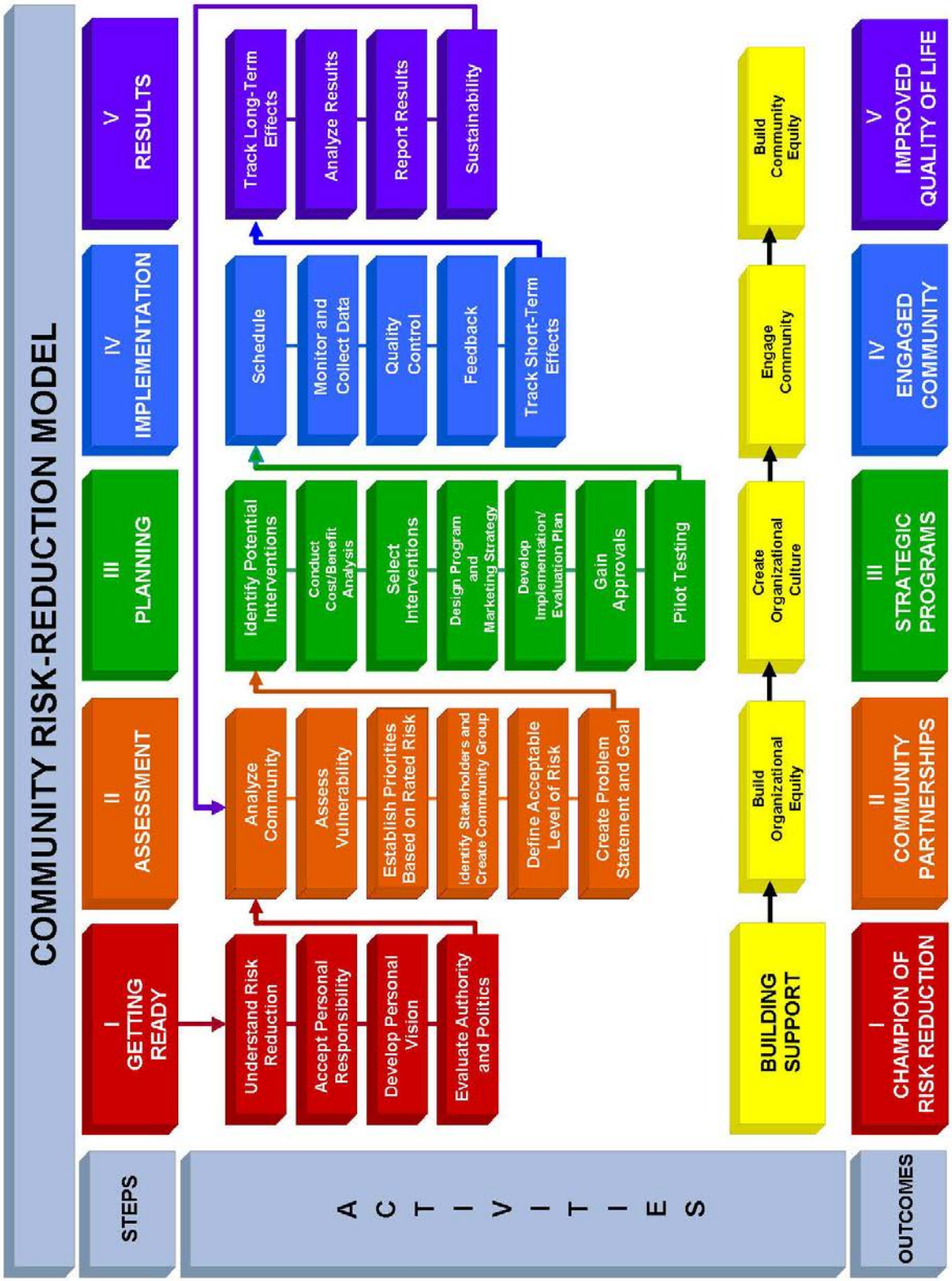
Prevention initiatives cannot take the form of a "canned" program, meant to be everything to everybody. Rather, each community must develop a specific plan to address the unique fire problems of that community through a combination of combined preventive interventions. This is what community risk reduction is all about — a community assessing its unique risks and then developing and implementing specific intervention strategies to address those risks.

To be effective at leading a risk-reduction process, an EFO must understand his or her community and organization. EACRR will help you develop that understanding and create a strategy to reduce risk effectively in your home community.

EACRR is intended to prepare the fire service executive for leading strategic risk-reduction initiatives in the 21st century. Executive traits must include the leader as a learner, one who can anticipate future trends. The effective EFO of tomorrow will be the person who knows himself or herself, as well as his or her organization, community and risks.

EACRR goes beyond simply teaching skills. The course provides insight into the steps necessary to carry out a successful community risk-reduction process. Further, it is designed to impart a set of specific key concepts and attitudes that are needed to lead the community risk-reduction process.

Examine and become familiar with the nationally recognized Community Risk-Reduction Model (located on the next page). The model outlines the process needed to build a successful community risk-reduction strategy. The EACRR course promotes use of this model. It will be used throughout the entire course.


COMMUNITY RISK-REDUCTION MODEL
STEPS
I GETTING READY
II ASSESSMENT
III PLANNING
IV IMPLEMENTATION
V RESULTS
Understand Risk Reduction
Accept Personal Responsibility
Develop Personal Vision
Evaluate Authority and Politics
Analyze Community
Assess Vulnerability
Establish Priorities Based on Rated Risk
Identify Stakeholders and Create Community Group
Define Acceptable Level of Risk
Create Problem Statement and Goal
Identify Potential Interventions
Conduct Cost/Benefit Analysis
Select Interventions
Design Program and Marketing Strategy
Develop Implementation/ Evaluation Plan
Gain Approvals
Pilot Testing
Schedule
Monitor and Collect Data
Quality Control
Feedback
Track Short-Term Effects
Track Long-Term Effects
Analyze Results
Report Results
Sustainability
A C T I V I T I E S
BUILDING SUPPORT
Build Organizational Equity
Create Organizational Culture
Engage Community
Build Community Equity
OUTCOMES
I CHAMPION OF RISK REDUCTION
II COMMUNITY PARTNERSHIPS
III STRATEGIC PROGRAMS
IV ENGAGED COMMUNITY
V IMPROVED QUALITY OF LIFE

PRE-COURSE ASSIGNMENT GUIDELINES

Each EFOP course requires completion of an Applied Research Project (ARP) related directly to the course just completed. Please note that research conducted during this EACRR pre-course assignment will be used during your in-class experience, (possibly) for the ARP, and ultimately in your home community.

It is highly recommended that you save all EACRR pre-course information as it will be pertinent to this class and other NFA courses you or your colleagues may attend.

Completion of the pre-course assignment is mandatory for acceptance into EACRR. It will also count as part of your NFA grade. Information from the assignment will be used to process in-class activities and ultimately to develop a draft plan for a risk-reduction initiative that can be used in the home community. You may find that your draft plan lends itself well to building a foundation for your ARP that applies to EACRR.

Some of the material you will read dates back several years (or even decades in the case of the original "America Burning"). It is important to process all of the readings carefully as they will provide a foundation and rationale for **why** this course was created.

The pre-course assignment for EACRR is an important part of class. It is comprehensive — and for good reason. Reducing and mitigating community risk is the fire service's ultimate responsibility. Accomplishing the task successfully demands a strong foundation of knowledge. This knowledge base will be developed through completion of the pre-course assignment and the EACRR experience.

You will be collecting and analyzing a considerable amount of **local** jurisdictional and community data as part of the pre-course assignment. **It is permissible (and encouraged) to have colleagues or staff assist you with data collection and interpretation.**

You should budget approximately two months of intermittent development time for completing the pre-course assignment. The assignment is worth 25 percent of your final grade.

Each assignment contains background information on the topic, a brief rationale of why you are being asked to complete the work, and insight into how it will apply to the EACRR course. An estimate of the minimum amount of time you should budget to complete each assignment is found at the top of each new section.

While it is not possible for us to evaluate the accuracy of the local data that you collect, the instructors want to see that you have put forth a good faith effort in completing the assignments. We know many of you will have issues in acquiring some of the local problem-related data that is asked for in the assignment. This discovery is part of the EACRR learning process. Please do your best, and come to the NFA with evidence that you have completed each assignment with what information you had to work with.

Grades for the pre-course will be based on the following scale:

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

If you have any questions about the pre-course assignment, please contact Mary Marchone, Training Specialist for Community Risk Reduction, at 301-447-1476 or by email at mary.marchone@fema.dhs.gov.

ASSIGNMENT 1: EXAMINATION OF AMERICA'S CONTINUING FIRE PROBLEM

Estimated time for completion of this section: two hours.

Information from this section will be used in Units 1 and 3.

Part 1: Reading Assignment

The U.S. is the most prosperous developed country in the world. Yet, current fire experience data identify our national fire problem as one of the worst among developed countries.

One factor contributing to our stagnant fire loss rates is the fire service's failure to address risk reduction in a strategic manner. While many departments have excellent public education programs, a more strategic approach that includes combined prevention interventions is needed. EFOs possess the legitimate authority to lead this process.

To understand progress made and challenges yet to be conquered, please access the original "America Burning" report. Although the document is lengthy, please look over its content. Be sure to read the "What this Report is About" section in the introductory area, Page x. (www.usfa.dhs.gov/downloads/pdf/publications/fa-264.pdf).

As you look over the report, please reflect on the following two questions:

1. How well have we met the recommendations made as part of the "America Burning" report?

2. Has America as a country (and we as an industry) grown to accept that close to 3,200 people and over 100 firefighters will die in fire-related incidents each year?

You will be expected to be able to discuss these questions as part of the NFA experience.

Part 2: Website Review Assignment

Throughout history, many national plans for fire protection have had a great deal in common. President Truman's 1947 "Report on Fire Prevention," the landmark report "America Burning" (first completed in 1973), and subsequent national reports from Wingspread, Solutions 2000 and others, focused on a common theme of increasing efforts in fire prevention as a key component to solving the fire problem in the U.S.

It is unfortunate, but today, still, fire safety efforts continue to be underfunded and understaffed in almost all fire departments. The result is a continuing fire problem, loss of life and property damage that may not occur under a different approach of "prevention first."

With funding from the U.S. Department of Homeland Security Assistance to Fire Fighters Fire Prevention and Safety Grant program, the Institution of Fire Engineers U.S. Branch established a steering committee comprised of noted fire service and related agency leaders to guide a national

strategic planning process for fire loss prevention. The overall goal is to create a national plan that will coordinate activities and fire prevention efforts. The project is known as Vision 20/20 — National Strategies for Fire Loss Prevention.

Vision 20/20 involves a large number of participants representing all areas of fire prevention as well as other advocates and stakeholders. The project is committed to action; it focuses on several strategies that stakeholders are asked to support. It also concentrates on addressing gaps in fire prevention, developing tools and resources, and fostering an exchange of ideas.

Thanks to strong support, the Vision 20/20 project continues to thrive. In addition to fostering strategic approaches to prevention, national conferences featuring best practices in fire risk reduction have been held. Additionally, the project is constantly creating free resources to support prevention strategies at the local level.

Please visit www.strategicfire.org, and peruse the contents of the site. Be sure to explore the various reports pertinent to community risk reduction that may be of interest to you as an executive officer. The site is continually being updated, so information is current.

ASSIGNMENT 2: BACKGROUND INFORMATION — YOUR DEPARTMENT AND RISK REDUCTION

Estimated time needed for completion of this section: four hours.

Information from this section will be used in Units 1, 4 and 5.

The ability to lead a strategic risk-reduction process is a skill that must be possessed by an executive officer. EACRR will help the EFO build that skill set.

A successful risk-reduction process begins with a leader's vision. It advances through local data analysis and risk-reduction planning. It culminates in sustainable actions that are evaluated for success and modified according to need. Many of America's safest communities owe credit to EFO graduates who have helped design and implement a comprehensive risk-reduction strategy that focuses on **local** needs.

To build background information for several EACRR activities, please respond to the following directives:

1. Risk-reduction strategies are created most effectively when the entire organization understands the level of natural and man-made risk that faces the community. Line staff, midlevel management, executive officers, and administrative and political decision-makers need a fact-based rationale of **why** they should provide tangible support to reducing risk.

   In your opinion, how knowledgeable is your internal constituency about current and potential risk issues in the local community? **Please create speaking points so you are prepared to discuss each of the following groups during an NFA activity.**

   a. Line staff (rank and file members).
   b. Midlevel management (station-level and battalion officers).
   c. Executive officers (assistant and deputy chiefs).
   d. Chief of department.
   e. Administrative leadership (i.e., city administrator).
   f. Political leadership (i.e., council, commission, board of aldermen).

2. Attitudes and values drive behaviors. In your opinion, what are the attitudes and values of your internal constituency about supporting risk reduction? **Please create speaking points so you are prepared to discuss each of the following groups during an NFA activity.**

   a. Line staff (rank and file members).
   b. Midlevel management (station-level and battalion officers).
   c. Executive officers (assistant and deputy chiefs).
   d. Chief of department.
   e. Administrative leadership (i.e., city administrator).
   f. Political leadership (i.e., council, commission, board of aldermen).

3. How well has your organization institutionalized (fully supported) risk reduction as a core value? **Please help justify your answer by including the following information:**

   a. Does your organization's mission statement include prevention as a core objective? Please note the mission statement.

   b. What level of resources (attention, time, people and money) does your organization invest into risk reduction?

      - What percentage of the department's budget is spent on risk-reduction programs?

      - Who is responsible for managing the community risk-reduction efforts?

      - If you lost prevention-related positions over the past decade, how has it impacted your organization and what is your organization doing about it?

   c. How well does your organization support the mission of your city or community?

4. EFOs need baseline knowledge of risk-reduction initiatives currently in place within their home community. **Please come to the NFA prepared to discuss the school- and community-based risk-reduction programs that your organization is currently involved with.**

   You should be prepared to explain how the efforts are evaluated and what the evaluation has shown. This includes the ability to discuss (in measurable terms) the outreach, impact and outcome efforts that have been created by your organization's school and community-based programs.

   Note: Outreach measures the number of people being served by your initiatives. Impact indicates the changes in knowledge, behaviors and living environments that your initiatives have helped to facilitate. Outcome measures how your work has affected the occurrence of preventable risk in the community.

5. What are the current risk-reduction priorities of your department?

6. How do local decision-makers view your department?

7. What does the community at large think of your department?

8. How does your department engage decision-makers and the public so your department receives an adequate level of support?

9. What public and private partnerships does your organization have that are helping to support risk-reduction efforts?

ASSIGNMENT 3: BUILDING A DEMOGRAPHIC PROFILE OF YOUR COMMUNITY

Estimated time to budget for completion of this section: one hour.

Information from this section will be used in Units 1, 2 and 3.

Background Information

A logical first step in the risk-reduction assessment process is the ability to succinctly explain the demographics of your community as a whole. Think of this as being able to explain to a stranger in two minutes what your community looks like. **This assignment is not a major writing activity. Simply create notes (bullet points) so you can articulate the demographic characteristics of your community as a whole. Note:** The term "community" applies to the total area that your department protects. You should be able to accomplish this task whether you are representing a city, county, township or fire protection district.

Please build and be prepared to present a **brief** profile of your community that includes:

- Total population of the community.
- The geographical size of the community.
- Presence and distribution of races, cultures, age groups, etc.
- Economic drivers that support the community's tax base, such as key businesses, industries, etc.
- Social issues that challenge your community, such as educational levels, crime/violence, gangs, substance abuse, etc.
- The economic vitality of your community. Areas of prosperity versus pockets of poverty. Unemployment rate, etc.
- Presence and distribution of high-risk populations, such as young children under age 5, older adults age 65 and over, people with disabilities, people impacted by poverty, and those who speak no or limited English.

A good Web-based tool to help you build a brief but informative demographic profile can be found at www.usa.com. This site provides up-to-date demographic information from the U.S. Census Bureau. Data for the Decennial Census is collected by the Census Bureau every 10 years. Data from the Decennial Census is used to determine congressional districts. The Decennial Census seeks to determine the **number of people** who live in a community.

A second type of census, the American Community Survey (ACS), is an ongoing task of the Census Bureau. The ACS is mailed to over 3 million U.S. residents annually. The Census Bureau's goal is to survey each U.S. resident every seven years to create demographic profiles of local communities. ACS data is important to risk-reduction specialists because it provides information about **where and how** people live.

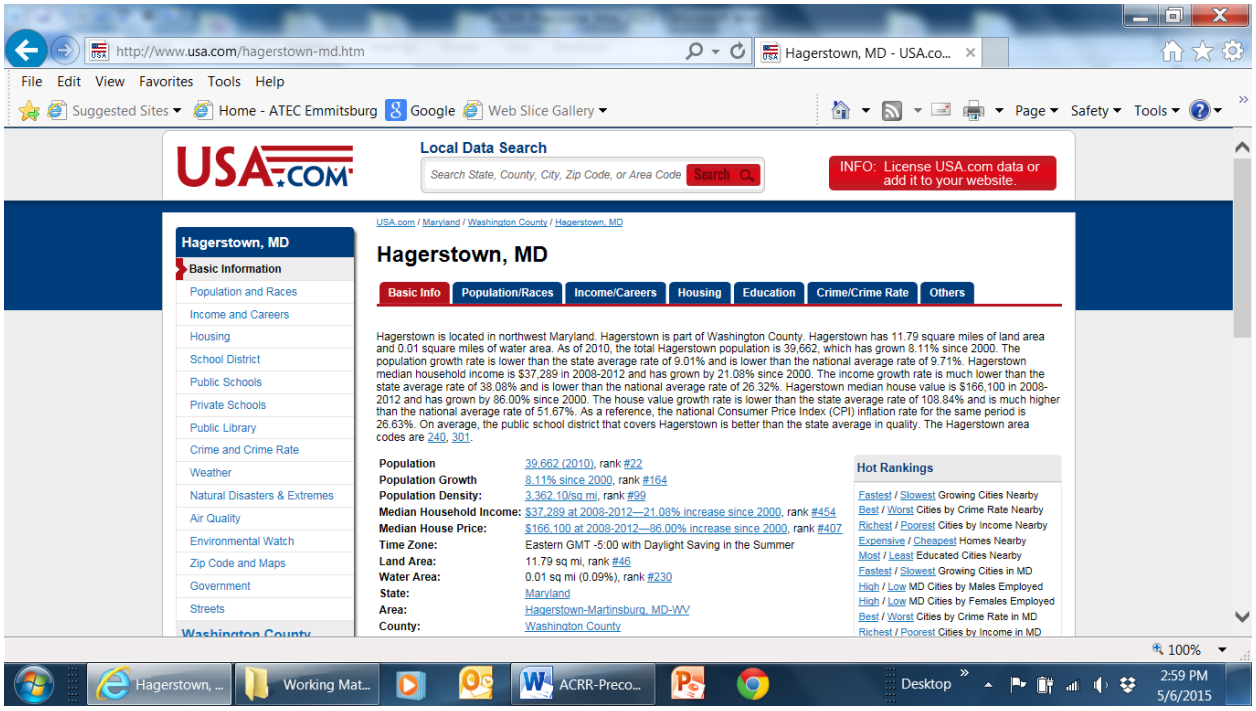
Data from the ACS is important for risk-reduction practitioners because it allows us to explore demographic data both communitywide and by census tracts. Census tracts are defined geographical areas within a city, town, county or village. Each tract carries a numerical identification. The number of census tracts that are in your community is based upon its size. You may be from a geographical area that has anywhere from a few to hundreds of census tracts.

Please use the www.usa.com tool to explore your community's current demographics.

Go to the site, search for your community, and click on the basic information tab. Next, explore what is available under the other categories such as population/races, income/careers, etc. An example screen shot featuring Hagerstown, Maryland, is displayed below.

Note: When initiating the search, please use your city or county's name followed by the **abbreviation for your state** (MD, PA, etc.).

If you are searching for demographic information for a township or fire protection district, you may need to explore a portion of a city/county or even parts of multiple areas. If this is the case, refer to the section of this assignment that provides instructions on how to explore by census tracts and census block groups.



ASSIGNMENT 4: BUILDING A RISK PROFILE OF YOUR COMMUNITY

Estimated time to budget for completion of this section: at least eight hours.

Information from this section will be used in Units 1, 2 and 3.

Building a community risk profile is another initial step in risk-reduction planning. Unfortunately, it is a step often overlooked or mishandled. While the EFO is not expected to be a social scientist or front-line practitioner, he or she needs an understanding of how to build a profile of his or her community's risks. This knowledge is essential to directing a comprehensive risk-reduction process.

Your department must have an accurate profile of the risk issues that are impacting the **community as a whole**. Again, the term "community" applies to the total area that your department protects.

Risk issues are generally explored in two categories:

1. Man-made incidents, such as fires, preventable injuries and intentional acts of violence.

2. Naturally occurring events, such as violent weather and its associated impacts.

Since you are attending an NFA course, obviously the academy wants you to have background information about the fire problems impacting your community. In addition, if your community provides Emergency Medical Services (EMS), you should also come with data so your fire problems can be compared with medical responses. The same holds true if your community is in an area that is impacted by severe weather and there is a history of major (or very frequent) events.

Building an accurate and objective risk profile of a community takes time and effort. Accurate means that you need good data; objective means you need enough of it. Before you begin searching for data, a logical first step is to find out if your department has ever completed a communitywide risk assessment.

Check with your organization's senior leadership and find out if your department has ever conducted a community risk assessment. If yes, you should find out what specific risk issues were identified and what your department is doing to address them. (That was asked of you during Part 2 of this assignment.)

Unfortunately, many fire departments have limited or no experience with community risk assessment. Whether your department has or has not done a risk assessment, the following section is critical since you will be prioritizing a risk, population(s) and service area to address as part of the EACRR course.

Part of the NFA learning experience is for you to discover the abilities, strengths and weaknesses of your data collection systems. Without good data, it can be very hard to objectively drill down to the nitty-gritty and prioritize risks that deserve attention. This is particularly true when an incident type is slowly rising over time.

Please do your best on this next action item since you may find that obtaining what is being asked of you may turn into a challenging process. You'll need to come to the NFA with an objective profile of **at least three and no more than five risk issues** that **could be considered** a potential priority to address. You will make a decision during class on what risk to focus on for your final course project.

To determine the risk issues that are worthy of priority consideration, you should explore the following:

- How often the incidents occur.
- Are the numbers of incidents rising, falling or remaining steady?
- Where the incidents are happening and who they are impacting.
- The cost of the incidents — in terms of loss of life, injuries and property damage.
- The overall impact on the quality of life of people and vitality of the community.
- The cost to your department for providing service caused by the incidents.

You are encouraged to explore risks that you (in your present position such as a chief, executive-level officer, battalion chief, Company Officer (CO), fire marshal, etc.) have responsibility for doing something about by getting involved at some level.

Gathering a broad spectrum of evidence on the risks you explore will make it easier to select a specific risk to focus on during the EACRR course. **Please note:** You do not have to (and should not) build this profile alone. Seek help from others within your department who have the data. Also, talk with those who respond to and/or investigate incidents to help you create this profile.

Part 1: National Fire Incident Reporting System Data Assignment

Find out who is in charge of collecting and reporting your department's National Fire Incident Reporting System (NFIRS) data to your state coordinator. Meet with this person and ask him or her to build you an NFIRS incident response profile that identifies the following:

- The types and frequency of incidents your department responds to. Have your NFIRS officer run a series of Tally by Incident Type reports. If you are from a large department that responds to lots of incidents, run this report for **each** of five years so you can identify if the various types of incidents you respond to are rising, falling or remaining steady. If you are from a smaller department, you should explore up to 10 years of data. In either case, you need several years of data so a baseline is created. A copy of what this report should look like is attached as an appendix to this assignment.

Next, because NFIRS data only reflects the incidents handled by your department as a whole, it is important to seek information from your department's Records Management System (RMS) so you can drill down to what's happening in the station response areas. Most departments use a third party's RMS software like Firehouse, FIRE RMS (or others).

Part 2: Records Management System Data Assignment

Ask your data collection supervisor to provide data from your department's RMS (if you have one), and perform the following actions:

- Examine the types and frequency of incidents your department (as a whole) responds to. As with the NFIRS data, collect one-year summaries for a five- to 10-year period so you have a dataset to work with.

- Compare this set of data with NFIRS data to explore if any gaps or discrepancies in reporting are identified. If you discover any issues, be prepared to discuss your challenges when you come to the NFA.

- Next, use your RMS data and attempt to get specific on the types and causes of residential structure fires that your department (as a whole) responds to. Try to build a profile that will show the number of incidents, injuries, deaths and property loss per type of structure fire such as cooking, heating, smoking, arson, etc.

- If your department provides EMS, please generate a dataset that will allow you to explore the types and frequency of EMS calls your department (as a whole) responds to. As with fire data, try to get specific so you can track motor vehicle collisions, falls, cardiac-related incidents, overdose, poisoning, etc. Local hospital and state health department data can help build a profile of preventable injury events, such as falls, motor vehicle collisions, poisonings, assaults, etc.

  Caution: Try to avoid putting your data into huge categories like building fires, preventable injuries, weather-related, etc. **Attempt** to get specific, and identify the types of fire incidents: unattended cooking fires, portable heater fires, smoking-related, youth firesetting, arson, etc. Do the same for injuries: ground level falls, car crashes, pedestrians struck, overdose, poisoning, etc.

  This is where you may encounter frustration and discover weaknesses in how your department is reporting/tracking incidents. Consider this question for discussion at the NFA: How can you drill down and identify incidents — such as cooking, heating and smoking-related fires — if these causes are only tracked as building or structure fires? The same holds true for EMS incidents.

  Don't give up here; simply do your best with what you have to work with. What the NFA expects is that you come to class being able to show in good faith that you have worked to identify/justify several risk issues that deserve your attention.

Part 3: Naturally Occurring Incidents

While the majority of man-made risks are preventable, naturally occurring events are not. Examples include severe weather, earthquakes, extreme cold/heat and drought. Although a community may not be able to prevent such events, loss can be greatly mitigated through a combination of preplanning, resource allocation, and citizen preparedness.

While not preventable, most naturally occurring risks are predictable. Coastlines are more vulnerable to hurricanes. The South and Midwest regularly experience tornadoes. More snow falls in the northern portion of the country than in the South. Lightning-initiated wildland fires often occur in forests. Flash flooding can happen anywhere.

If naturally occurring risk issues are prevalent in your community, please create a profile of what happens, when, how frequently, where, who is impacted, and the overall costs associated with the risk(s) identified.

A good source for information on naturally occurring risks is the University of Colorado — Natural Hazards Center.

Look under the **Resources** tab to locate **Selected Web Resources** where you will be able to link to data on all-hazard issues.

Check it out ⇩

www.colorado.edu/hazards/

ASSIGNMENT 5: DRILLING DOWN TO THE SERVICE AREA/ NEIGHBORHOOD LEVEL

Estimated time to budget for completion of this section: at least four hours.

Information from this section will be used in Units 1, 2 and 3.

You were asked to complete Part 4 because you must have a handle on what's happening communitywide before you drill down to the specific service area(s)/neighborhood level.

The final step in this pre-course assignment is to select a geographical area that you believe is a high-risk environment in your community. This should be a specific response area(s)/ neighborhood(s) that creates a high service demand for your department. Use the RMS response data you gathered in Part 4, plus the two online tools that are recommended at the end of this assignment, to process this section.

Build a profile that describes the following:

- The name of this service area (e.g., the Spiketown neighborhood, Station 7 service area, Census tract No.).

- The demographics of the area that contribute to it being at risk. This includes identifying issues such as areas of poverty, an aging community infrastructure, an aging population, crime, unemployment, older buildings, housing density, population transience, percentage of homeowners versus renters, cultures, language barriers, etc.

- The man-made and/or naturally occurring events that are significantly impacting this area.

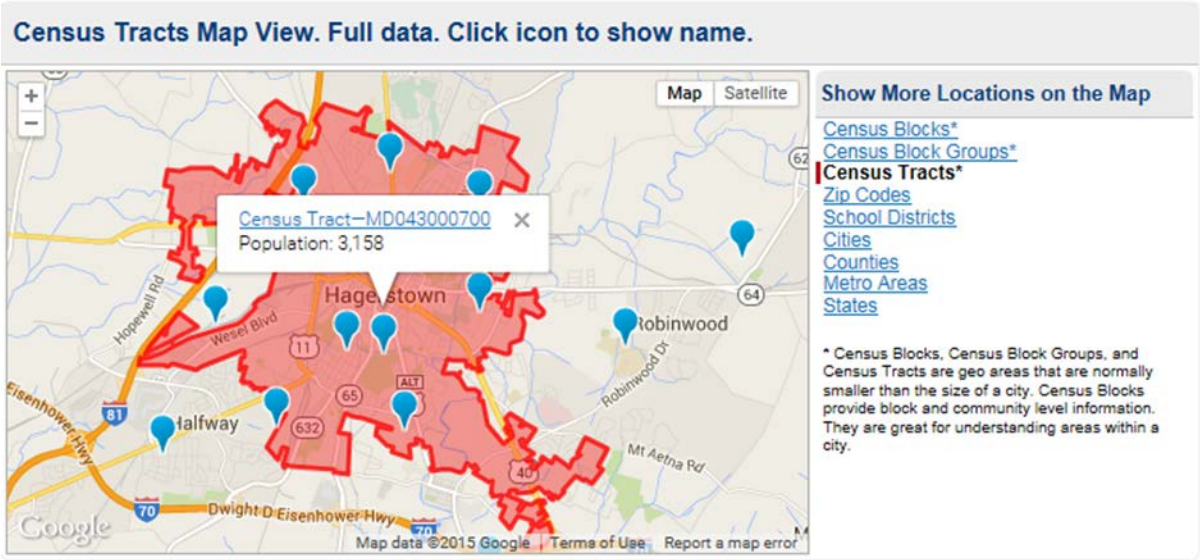
Once again, you are encouraged to explore risks that you (in your present position such as a chief, executive-level officer, battalion chief, CO, fire marshal, etc.) have responsibility for doing something about by getting involved at some level. You will work through a process to select a specific issue(s) as part of the EACRR course.

There are two excellent Web-based tools that can help you with Part 5 of this assignment. The first tool pertains to building a demographic profile of a select geographical area with your community. It is found on the www.usa.com site. This tool provides current data from the Census Bureau at the census tract, census block group, and individual census block level.

- Census tracts are geographical areas that generally have a population size between 1,200 and 8,000 people, with an optimum size of 4,000 people. In an urban city, tracts may be relatively small in geographic size; in suburban and more rural areas, they are usually larger.

- A census block group is a geographical unit that's between the size of a census tract and the census block. A block group is the smallest geographical unit for which the Census Bureau publishes sample data (i.e., data that is only collected from a fraction of all households). Typically, block groups have a population of 600 to 3,000 people.

- A census block is the smallest geographic unit used by the Census Bureau for tabulation of 100 percent data (data collected from all houses, rather than a sample of houses). In an urban city, census blocks are often as small as one or two city blocks; in suburban and more rural areas, they are usually larger.



Recall the example from Hagerstown, Maryland. What you see above is a screen shot displaying the bottom of the basic information page. We have clicked on the census tracts field shown on the right side of the screen. The example is displaying the number of census tracts in Hagerstown. The red-shaded area represents the corporate boundary of the city. Each blue balloon represents a census tract.

The only way to become proficient at using this tool is to practice with it. While it may appear a little intimidating as you begin practicing, this tool is very user-friendly.

Begin by searching for your city or county. (Remember to use the state abbreviation such as MD, PA, etc.) A map will be displayed showing the outline of your city or county. Go to the right side of the screen, locate the cities tab, and click on it. On the map, there should be a blue balloon identifying your city or county and the incorporated areas around it. There will also be a red dash beside the city or county category on the right side of the screen.

Next, locate the census tract feature, and click on it. You should see a display similar to what is displayed on the Hagerstown screen shot above. **Note:** If you are searching an urban city or large suburban county, do not panic when you see a huge amount of blue balloons. Hagerstown has a population of 39,000. The larger the city or county, the more census tracts there are. Simply drill down on the area you wish to explore by clicking on it or using the +/- zoom feature.

Find the census tract or tracts that represent your selected high-risk area. Click on the blue balloon for the census tract, and then click on the underlined link. You will notice that the census tract area is highlighted and that there is an option to click on the purple balloons for census block groups. **Don't click on the block groups yet.** Stop and explore the demographics of the census tract first. Clicking on the map will give you a larger view of the area, including street names.

Next, click on one of the purple block group balloons. The area will enlarge on the screen and then give you balloons for block groups. Use the same process as listed above to explore the block group you want to look at. **Caution: Don't click on the green balloons yet since they will take you to individual blocks.**

Once you have explored the block group, click on one of the green balloons, and start exploring at the individual block level.

The second tool to explore is offered by the American Red Cross (ARC). Did you know that the vast majority of ARC disaster services are to residential structure fires? The ARC has a campaign to reduce the occurrence of home fires and their associated impacts.

The ARC offers a risk mapping tool that combines the use of Geographic Information System (GIS) technology, NFIRS and Census Bureau data. Any community can now build a profile of local residential fire occurrences and compare the location of incidents with citizens' income levels to look for pockets of high-risk neighborhoods. Experimenting with this tool to explore what's happening in your community is highly recommended. Here's how to proceed:

- Go to https://www.homefirepreparedness.org/cms/node/104.
- Scroll down the screen, look on the right side, and locate the GIS Mapping Video Demo. Please watch the video before you start experimenting with the risk mapping tool.
- Next, locate the GIS Fire Mapping Tool, and begin exploring your community. Remember, like other data tools, it will take time and experience to fully appreciate the power and/or limitations of the tool.

ASSIGNMENT 6: LEADING ORGANIZATIONAL AND COMMUNITY CHANGE

Estimated time for completion of this section: two hours.

Information from this section will be used in Units 4 and 5.

Becoming a Proactive Champion of Risk Reduction

The role of the EFO is to lead and facilitate the community risk-reduction process. Some chief officers lose their ability to influence risk reduction when they become involved in the day-to-day mechanics of the process. The chief officer must be the vanguard of community change — the **strategic** heart and soul of the process.

There are five critical attitudes for successful risk reduction:

1. The EFO must have a positive vision for the community risk-reduction program. Personal, organizational and community change always begins with a vision of what the future can be. Great movements throughout history have begun with one person's vision. The vision is of a safer community where fire risks, and other hazards, have been addressed through a community risk-reduction process. This vision will be used as a target or benchmark when developing the risk-reduction plan.

2. The EFO must become a catalyst within the community to make the vision a reality.

3. The EFO must be committed personally to the philosophy of prevention (preparedness and mitigation). The mission of the fire service must be to prevent harm in the community. A safe and vital community will be created only if this commitment is expressed through action, not simply intellectual understanding.

4. The EFO must be an active member of his or her community. This includes participating in community organizations, being involved with community events, and meeting with community leaders to learn about pertinent issues facing the different groups and neighborhoods.

5. The EFO must be a champion of community risk reduction.

Part 1: Reading Assignment

Review "American Policing in 2022" at http://ric-zai-inc.com/Publications/cops-p235-pub.pdf.

Here is a look at what the policing field may look like in 2022, if, according to the authors, the profession is open to experimentation and innovation. This book is a compilation of essays by law enforcement leaders who share their visions of how policing will change in the near future. The book was published in 2012, and the essays are about recruitment, training, accountability,

technology, collaboration between labor and management, and how to serve both the internal and external customers to the benefit of all. Many of these essays have application for the fire service and how our industry may be impacted as well.

The essays clearly identify the benefits of police officers working with residents in a specific neighborhood or area. There are numerous corollaries between the dynamics of community policing and firefighters performing risk reduction at the neighborhood level, especially the relationship between the firefighter and the target audience.

Part 2: Writing Assignment

Select three essays. In no more than three paragraphs, summarize the essays, and address how the topic could impact the fire service.

Congratulations, you have completed the EACRR pre-course work.

The time and attention you have given to this process will provide context and meaning to the course you are about to take. Keep in mind that you will access this information not only for the class but also for your ARP.

Please attach this checklist to your pre-course assignment and hand in the first day of class.

Pre-Course Assignment Checklist

Name	
Title	
Agency	
Address	
City/State/ZIP	
Phone	
Email	

Anticipated EACRR Class Start Date:

Pre-Course Assignments	Date Completed
Assignment 1: Examination of America's Continuing Fire Problem	
Assignment 2: Background Information — Your Department and Risk Reduction	
Assignment 3: Building a Demographic Profile of Your Community	
Assignment 4: Building a Risk Profile of Your Community	
Assignment 5: Drilling Down to the Service Area/Neighborhood Level	
Assignment 6: Leading Organizational and Community Change	

APPENDIX

Tally

Created by: Marion Long (US)

Report Parameters:

Report Period: From 01/01/2014 to 12/31/2014

Selected Coded Field: Basic: Incident Type

State: OK *Version:* All *Status:* All *Released:* All

Report Filters:

NOTE: Report Filter Groups are applied to the report SQL as "AND" conditions (i.e. Group 1 AND Group2 and Group 3 etc...)

Report FDIDs:* 47010, 47011, 16009, 16005, 16006, 16007, 16008, 47001, 47002, 47004, 47003, 47006, 47005, 47008, 47007, 47009, 16002, 16001, 16004, 16003, 63001, 63002, 63003, 63009, 29002, 29001, 63005, 63006, 29003, 63007, 63008, 63014, 63012, 63013, 63011, 52004, 52003, 52002, 52001, 52008, 52007, 52006, 52005, 20003, 70008, 20002, 70007, 20005, 70006, 20004, 70005, 70004, 70003, 20001, 70002, 70001, 74011, 74010, 20006, 36002, 36001, 36009, 36007, 36008, 36005, 36006, 36003, 36004, 41005, 28002, 41006, 28003, 41007, 28004, 41008, 28005, 41009, 28001, 41001, 41002, 41003, 41004, 28007, 28006, 28008, 41018, 41019, 41016, 41017, 41010, 70009, 41011, 41014, 41015, 41013, 70012, 74009, 74007, 74006, 74005, 74004, 74003, 74002, 74001, 70010, 55021, 55020, 59009, 59008, 59005, 59004, 59007, 59006, 43014, 59001, 59002, 04010, 43010, 43011, 43012, 43013, 55022, 32012, 55023, 55024, 32010, 32011, 55026, 59019, 59018, 59016, 59015, 43005, 43006, 43003, 59012, 43004, 43001, 43002, 43009, 43007, 43008, 36014, 55009, 55004, 55005, 55006, 55007, 36012, 55001, 36013, 55002, 36010, 55003, 36011, 55010, 04009, 04007, 04005, 04003, 04002, 04001, 55018, 55015, 55016, 55013, 55011, 55012, 39001, 39003, 39002, 01010, 39005, 01011, 39004, 39006, 39007, 39008, 39009, 39011, 39010, 01009, 01004, 01003, 01002, 01001, 01008, 01007, 01006, 01005, 32004, 32003, 32006, 32005, 32002, 32001, 32008, 32007, 32009, 48019, 48016, 48015, 48018, 48017, 68021, 68020, 08021, 08020, 67003, 48011, 08022, 48012, 67001, 48013, 67002, 48014, 67007, 67008, 67005, 67006, 48010, 08019, 68017, 68018, 68019, 68013, 68014, 68015, 68016, 68010, 68012, 68011, 08010, 08014, 08013, 08012, 08011, 08018, 48020, 08017, 08016, 08015, 08008, 08009, 68004, 68005, 68002, 25014, 68003, 68008, 68009, 68006, 68007, 31011, 31010, 68001, 25013, 25010, 08005, 08004, 08007, 08006, 08001, 08003, 08002, 48007, 48006, 48005, 48004, 48009, 48008, 25003, 25004, 25005, 25006, 25007, 25008, 25009, 31001, 31002, 31003, 31004, 25002, 31005, 25001, 31006, 31007, 31008, 31009, 48002, 48003, 48001, 56009, 56006, 56005, 56008, 56007, 56001, 56004, 56003, 65001, 65002, 65005, 65006, 65003, 65007, 05001, 05002, 05003, 05004, 05006, 05005, 05007, 51002, 51003, 51001, 37004, 57032, 51006, 37005, 57031, 51007, 37006, 57034, 51004, 37007, 57033, 51005, 57030, 51008, 51009, 57039, 37001, 57035, 57036, 37003, 57037, 37002, 57038, 51010, 51011, 51012, 51013, 51014, 57023, 51015, 57022, 51016, 57021, 51017, 57020, 51018, 57028, 57029, 57026, 57027, 57024, 57025, 14004, 14003, 35010, 14006, 35011, 14005, 14009, 14001, 14002, 18005, 18006, 35001, 18003, 18004, 18001, 18002, 35009, 35008, 35007, 35006, 71001, 35005, 35004, 18008, 35003, 18007, 35002, 71006, 71007, 71008, 71002, 71003, 71004, 16023, 16021, 16022, 57010, 57011, 16020, 57012, 77002, 77003,

*Data from deactivated fire depts within the list was not included in the report.

Tally

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Report Period: From 01/01/2014 to 12/31/2014

CODE	Description	FREQ	FREQ %	EXPs	CIV DTHS	CIV DTHS %	CIV INJS	CIV INJS %	FF DTHS	FF DTHS %	FF INJS	FF INJS %	PROP LOSS	PROP LOSS %	CONT LOSS	CONT LOSS %	TOTAL LOSS	TOT LOSS %
100	Fire, other	735	0.26 %	5	1	0.75 %	2	0.40 %	0	0.00 %	0	0.00 %	1,371,174	1.22 %	536,326	1.19 %	1,907,500	1.21 %
111	Building fires	3,186	1.12 %	44	24	17.91 %	55	11.00 %	0	0.00 %	54	42.52 %	77,084,419	68.45 %	35,948,142	79.77 %	113,032,561	71.69 %
112	Fires in structures other than in a building	270	0.10 %	0	1	0.75 %	0	0.00 %	0	0.00 %	1	0.79 %	4,395,563	3.90 %	1,303,951	2.89 %	5,699,514	3.61 %
113	Cooking fire, confined to container	639	0.23 %	1	0	0.00 %	5	1.00 %	0	0.00 %	0	0.00 %	207,386	0.18 %	179,771	0.40 %	387,157	0.25 %
114	Chimney or flue fire, confined to chimney or flue	142	0.05 %	0	0	0.00 %	0	0.00 %	0	0.00 %	0	0.00 %	95,415	0.08 %	14,414	0.03 %	109,829	0.07 %
115	Incinerator overload or malfunction, fire confined	11	0.00 %	0	0	0.00 %	0	0.00 %	0	0.00 %	0	0.00 %	15,142	0.01 %	11,600	0.03 %	26,742	0.02 %
116	Fuel burner/boiler malfunction, fire confined	19	0.01 %	0	0	0.00 %	0	0.00 %	0	0.00 %	0	0.00 %	9,802	0.01 %	6,801	0.02 %	16,603	0.01 %
117	Commercial Compactor fire, confined to rubbish	10	0.00 %	0	0	0.00 %	0	0.00 %	0	0.00 %	0	0.00 %	6,000	0.01 %	1,000	0.00 %	7,000	0.00 %
118	Trash or rubbish fire, contained	565	0.20 %	1	0	0.00 %	2	0.40 %	0	0.00 %	0	0.00 %	20,503	0.02 %	2,966	0.01 %	23,469	0.01 %
120	Fire in mobile prop. used as a fixed struc., other	16	0.01 %	0	0	0.00 %	1	0.20 %	0	0.00 %	0	0.00 %	149,900	0.13 %	108,250	0.24 %	258,150	0.16 %
121	Fire in mobile home used as fixed residence	140	0.05 %	0	2	1.49 %	2	0.40 %	0	0.00 %	1	0.79 %	1,009,830	0.90 %	505,650	1.12 %	1,515,480	0.96 %

Tally

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CODE	Description	FREQ	FREQ %	EXPs	CIV DTHS	CIV DTHS %	CIV INJS	CIV INJS %	FF DTHS	FF DTHS %	FF INJS	FF INJS %	PROP LOSS	PROP LOSS %	CONT LOSS	CONT LOSS %	TOTAL LOSS	TOT LOSS %
122	Fire in motor home, camper, recreational vehicle	49	0.02 %	1	1	0.75 %	0	0.00 %	0	0.00 %	0	0.00 %	447,451	0.40 %	74,700	0.17 %	522,151	0.33 %
123	Fire in portable building, fixed location	34	0.01 %	2	0	0.00 %	0	0.00 %	0	0.00 %	0	0.00 %	150,500	0.13 %	83,150	0.18 %	233,650	0.15 %
130	Mobile property (vehicle) fire, other	347	0.12 %	5	0	0.00 %	0	0.00 %	0	0.00 %	0	0.00 %	2,143,438	1.90 %	226,637	0.50 %	2,370,075	1.50 %
131	Passenger vehicle fire	1,508	0.53 %	19	8	5.97 %	4	0.80 %	0	0.00 %	0	0.00 %	5,738,385	5.10 %	559,927	1.24 %	6,298,312	3.99 %
132	Road freight or transport vehicle fire	194	0.07 %	1	2	1.49 %	1	0.20 %	0	0.00 %	0	0.00 %	2,338,981	2.08 %	451,803	1.00 %	2,790,784	1.77 %
133	Rail vehicle fire	14	0.00 %	0	0	0.00 %	0	0.00 %	0	0.00 %	0	0.00 %	229,021	0.20 %	10,020	0.02 %	239,041	0.15 %
134	Water vehicle fire	13	0.00 %	0	0	0.00 %	0	0.00 %	0	0.00 %	0	0.00 %	28,300	0.03 %	1,700	0.00 %	30,000	0.02 %
135	Aircraft fire	2	0.00 %	0	0	0.00 %	2	0.40 %	0	0.00 %	0	0.00 %	50,000	0.04 %	0	0.00 %	50,000	0.03 %
136	Self-propelled motor home or recreational vehicle	6	0.00 %	0	0	0.00 %	0	0.00 %	0	0.00 %	0	0.00 %	2,800	0.00 %	1,000	0.00 %	3,800	0.00 %
137	Camper or recreational vehicle (RV) fire	37	0.01 %	1	0	0.00 %	0	0.00 %	0	0.00 %	0	0.00 %	195,000	0.17 %	90,375	0.20 %	285,375	0.18 %
138	Off-road vehicle or heavy equipment fire	110	0.04 %	0	0	0.00 %	0	0.00 %	0	0.00 %	0	0.00 %	995,101	0.88 %	396,655	0.88 %	1,391,756	0.88 %

Tally

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CODE	Description	FREQ	FREQ %	EXPs	CIV DTHS	CIV DTHS %	CIV INJS	CIV INJS %	FF DTHS	FF DTHS %	FF INJS	FF INJS %	PROP LOSS	PROP LOSS %	CONT LOSS	CONT LOSS %	TOTAL LOSS	TOT LOSS %
140	Natural vegetation fire, other	650	0.23 %	2	0	0.00 %	0	0.00 %	0	0.00 %	0	0.00 %	41,225	0.04 %	6,239	0.01 %	47,464	0.03 %
141	Forest, woods or wildland fire	300	0.11 %	1	0	0.00 %	0	0.00 %	0	0.00 %	0	0.00 %	169,697	0.15 %	56,705	0.13 %	226,402	0.14 %
142	Brush, or brush and grass mixture fire	2,183	0.77 %	1	0	0.00 %	0	0.00 %	0	0.00 %	8	6.30 %	591,919	0.53 %	278,939	0.62 %	870,858	0.55 %
143	Grass fire	5,824	2.05 %	22	0	0.00 %	98	19.60 %	0	0.00 %	7	5.51 %	1,191,288	1.06 %	189,714	0.42 %	1,381,002	0.88 %
150	Outside rubbish fire, other	703	0.25 %	0	0	0.00 %	0	0.00 %	0	0.00 %	0	0.00 %	48,334	0.04 %	7,364	0.02 %	55,698	0.04 %
151	Outside rubbish, trash or waste fire	993	0.35 %	1	0	0.00 %	0	0.00 %	0	0.00 %	1	0.79 %	116,458	0.10 %	106,289	0.24 %	222,747	0.14 %
152	Garbage dump or sanitary landfill fire	40	0.01 %	0	0	0.00 %	0	0.00 %	0	0.00 %	0	0.00 %	0	0.00 %	0	0.00 %	0	0.00 %
153	Construction or demolition landfill fire	20	0.01 %	0	0	0.00 %	0	0.00 %	0	0.00 %	0	0.00 %	1	0.00 %	1	0.00 %	2	0.00 %
154	Dumpster or other outside trash receptacle fire	561	0.20 %	0	0	0.00 %	0	0.00 %	0	0.00 %	3	2.36 %	38,677	0.03 %	2,972	0.01 %	41,649	0.03 %
155	Outside stationary compactor/compacted trash fire	12	0.00 %	0	0	0.00 %	0	0.00 %	0	0.00 %	0	0.00 %	201,505	0.18 %	1	0.00 %	201,506	0.13 %
160	Special outside fire, other	276	0.10 %	4	0	0.00 %	0	0.00 %	0	0.00 %	2	1.57 %	261,440	0.23 %	283,000	0.63 %	544,440	0.35 %

Tally

Selected Coded Field: Basic: Incident Type

Report Period: From 01/01/2014 to 12/31/2014

CODE	Description	FREQ	FREQ %	EXPs	CIV DTHS	CIV DTHS %	CIV INJS	CIV INJS %	FF DTHS	FF DTHS %	FF INJS	FF INJS %	PROP LOSS	PROP LOSS %	CONT LOSS	CONT LOSS %	TOTAL LOSS	TOT LOSS %
161	Outside storage fire	80	0.03 %	0	0	0.00 %	1	0.20 %	0	0.00 %	0	0.00 %	296,050	0.26 %	530,601	1.18 %	826,651	0.52 %
162	Outside equipment fire	139	0.05 %	0	0	0.00 %	0	0.00 %	0	0.00 %	0	0.00 %	444,610	0.39 %	112,066	0.25 %	556,676	0.35 %
163	Outside gas or vapor combustion explosion	30	0.01 %	0	0	0.00 %	1	0.20 %	0	0.00 %	0	0.00 %	998,001	0.89 %	15,001	0.03 %	1,013,002	0.64 %
164	Outside mailbox fire	4	0.00 %	0	0	0.00 %	0	0.00 %	0	0.00 %	0	0.00 %	4,310	0.00 %	110	0.00 %	4,420	0.00 %
170	Cultivated vegetation, crop fire, other	63	0.02 %	0	0	0.00 %	0	0.00 %	0	0.00 %	1	0.79 %	42,250	0.04 %	17,550	0.04 %	59,800	0.04 %
171	Cultivated grain or crop fire	45	0.02 %	0	0	0.00 %	0	0.00 %	0	0.00 %	0	0.00 %	65,040	0.06 %	32,480	0.07 %	97,520	0.06 %
172	Cultivated orchard or vineyard fire	1	0.00 %	0	0	0.00 %	0	0.00 %	0	0.00 %	0	0.00 %	0	0.00 %	0	0.00 %	0	0.00 %
173	Cultivated trees or nursery stock fire	12	0.00 %	0	0	0.00 %	0	0.00 %	0	0.00 %	0	0.00 %	10	0.00 %	0	0.00 %	10	0.00 %
200	Overpressure rupture, explosion, overheat other	37	0.01 %	0	0	0.00 %	0	0.00 %	0	0.00 %	0	0.00 %	22,000	0.02 %	0	0.00 %	22,000	0.01 %
210	Overpressure rupture from steam, other	8	0.00 %	0	0	0.00 %	0	0.00 %	0	0.00 %	0	0.00 %	0	0.00 %	0	0.00 %	0	0.00 %
211	Overpressure rupture of steam pipe or pipeline	4	0.00 %	0	0	0.00 %	0	0.00 %	0	0.00 %	0	0.00 %	0	0.00 %	0	0.00 %	0	0.00 %

Tally

Selected Coded Field: Basic: Incident Type

Report Period: From 01/01/2014 to 12/31/2014

CODE	Description	FREQ	FREQ %	EXPs	CIV DTHS	CIV DTHS %	CIV INJS	CIV INJS %	FF DTHS	FF DTHS %	FF INJS	FF INJS %	PROP LOSS	PROP LOSS %	CONT LOSS	CONT LOSS %	TOTAL LOSS	TOT LOSS %
220	Overpressure rupture from air or gas, other	34	0.01 %	0	0	0.00 %	0	0.00 %	0	0.00 %	0	0.00 %	15,000	0.01 %	1,000	0.00 %	16,000	0.01 %
221	Overpressure rupture of air or gas pipe/pipeline	44	0.02 %	0	0	0.00 %	0	0.00 %	0	0.00 %	0	0.00 %	0	0.00 %	0	0.00 %	0	0.00 %
223	Air or gas rupture of pressure or process vessel	13	0.00 %	0	0	0.00 %	0	0.00 %	0	0.00 %	0	0.00 %	1,200	0.00 %	6,200	0.01 %	7,400	0.00 %
231	Chemical reaction rupture of process vessel	3	0.00 %	0	0	0.00 %	0	0.00 %	0	0.00 %	0	0.00 %	0	0.00 %	0	0.00 %	0	0.00 %
240	Explosion (no fire), other	19	0.01 %	0	0	0.00 %	0	0.00 %	0	0.00 %	0	0.00 %	100	0.00 %	0	0.00 %	100	0.00 %
242	Blasting agent explosion (no fire)	1	0.00 %	0	0	0.00 %	0	0.00 %	0	0.00 %	0	0.00 %	0	0.00 %	0	0.00 %	0	0.00 %
243	Fireworks explosion (no fire)	7	0.00 %	0	0	0.00 %	0	0.00 %	0	0.00 %	0	0.00 %	0	0.00 %	0	0.00 %	0	0.00 %
244	Dust explosion (no fire)	1	0.00 %	0	0	0.00 %	0	0.00 %	0	0.00 %	0	0.00 %	0	0.00 %	0	0.00 %	0	0.00 %
251	Excessive heat, scorch burns with no ignition	249	0.09 %	0	0	0.00 %	0	0.00 %	0	0.00 %	1	0.79 %	5,200	0.00 %	2,000	0.00 %	7,200	0.00 %
300	Rescue, emergency medical call (EMS) call, other	9,889	3.48 %	0	5	3.73 %	6	1.20 %	0	0.00 %	3	2.36 %	29,001	0.03 %	0	0.00 %	29,001	0.02 %
311	Medical assist, assist EMS crew	52,612	18.54 %	0	17	12.69 %	48	9.60 %	0	0.00 %	2	1.57 %	227,212	0.20 %	13,216	0.03 %	240,428	0.15 %