



# National Fire Academy

**F0634 – Youth Firesetting Program Manager  
Version: 2nd Edition, 2nd Printing, February 2025**

**ACE Credit: 1 semester hour, upper-division (Baccalaureate) Fire Management or  
Public Safety Administration.**

**IACET Continuing Education Units: 1.5**

**Length of Course: 2 Days (11 hr., 5 min. contact hours)**

**Prerequisite: Yes**

**Curriculum: Fire Prevention: Management**

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## Course Description (Catalog)

F0634 – “Youth Firesetting Program Manager.” This two-day F/N0634: “Youth Firesetting Program Manager” (YFPM) course provides students with knowledge, skills and abilities (KSAs) necessary to develop, implement and evaluate a youth firesetting prevention and intervention program. KSAs essential to meet the Youth Firesetting Intervention Professional Standard are part of the current National Fire Protection Association (NFPA) 1030, *Standard for Professional Qualifications for Fire Prevention Program Positions*, and are discussed and practiced throughout the course.

## Student Qualifications (Primary and Secondary Audience)

The target audience of the YFPM course consists of individuals with responsibilities related to program manager functions with a youth firesetting intervention program for their agency and/or their community. To encourage an integrated whole-community approach, mental and behavioral health professionals, social services staff, law enforcement, juvenile justice and probation

personnel, fire investigators, health care professionals, school representatives, and educators are included among the target audience.

### **Course Scope (Goal)**

The goal of this course is to provide students with the KSAs necessary to develop, implement and evaluate a youth firesetting prevention and intervention program.

### **Course Objectives (Course Learning Outcomes – TLOs)**

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

- Develop an aspired state vision for students' youth firesetting prevention and intervention programs as a program manager.
- Organize the key program components and administrative tools needed for a successful youth firesetting prevention and intervention program.
- Construct an action/evaluation plan for youth firesetting program development and/or enhancement.

### **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](#), or in the field in locations across the United States. This classroom course is designed for the national-level fire service officer from state and local fire service organizations. All course materials are designed for interactive classroom environments, in 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.

DAY 1	DAY 2
Introduction  Activity I.1: Student Introductions	Recap of Day 1  Unit 3: Program Development and Evaluation (cont'd)
<i>Break</i>	<i>Break</i>
Unit 1: Leadership  Activity 1.1: Explaining Your Youth Firesetting Prevention and Intervention Program's Existing State and Developing a Vision for the Future	Unit 3: Program Development and Evaluation (cont'd)
<i>Lunch Break</i>	<i>Lunch Break</i>
Unit 2: Program Components and Administrative Tools  Activity 2.1: Youth Firesetting Prevention and Intervention Task Force Composition — Building or Enhancing Your Team	Unit 3: Program Development and Evaluation (cont'd)  Activity 3.1: Developing a Draft Action/Evaluation Plan: Home Community Youth Firesetting Prevention and Intervention Program
<i>Break</i>	<i>Break</i>
Unit 2: Program Components and Administrative Tools (cont'd)  Activity 2.2: Evaluating and/or Proposing Youth Firesetting Prevention and Intervention Program Components and Administrative Tools	Unit 3: Program Development and Evaluation (cont'd)
<i>Break</i>	<i>Break</i>
Unit 2: Program Components and Administrative Tools (cont'd)  Unit 3: Program Development and Evaluation	Unit 3: Program Development and Evaluation (cont'd)  Activity 3.2: Persuasive Speech — Moving Your Vision Forward

Note: This schedule is subject to modification by the instructors and approved by the training specialist.

## **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/Assignments**

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

None.

## **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)**

Electronic Student Manual.

## **Supplemental Resources (Supplemental Course Textbook)**

None.

## **Grading Methodology (Evaluation Procedures)**

### **Course grade**

Instructors will provide timely feedback and support throughout the course. Graded assignments are evaluated on content (demonstration of both analysis and application of course material and critical thinking) and quality (grammar, syntax and structure). To help further clarify expectations, grading rubrics are located directly after the instructions for each graded assignment.

The student's final grade will be computed as follows:

<b>Assessments</b>	<b>Points toward course total of 260</b>
Pre-Course Assignment	60
Unit 3: Developing a Draft Action/Evaluation Plan: Home Community Youth Firesetting Prevention and Intervention Program	100
Unit 3: Persuasive Speech — Moving Your Vision Forward	100

The required performance to successfully complete the course is attained by completing the class with a letter grade of “C” or higher.

<b>Letter grade</b>	<b>Percentage range</b>
A	90-100
B	80-89
C	70-79
F	69 or lower

## **Course Outline**

### **Introduction**

#### **Objectives**

None.

### **Unit 1: Leadership**

#### **Objectives**

#### **Terminal Objective**

The students will be able to:

- 1.1 Develop an aspired state vision for students’ youth firesetting prevention and intervention programs as a program manager.

#### **Enabling Objectives**

The students will be able to:

- 1.1 Articulate the responsibilities of the youth firesetting prevention and intervention program manager, according to National Fire Protection Association (NFPA) 1030, *Standard for Professional Qualifications for Fire Prevention Program Positions*.
- 1.2 Articulate the necessary leadership skills for a youth firesetting prevention and intervention program manager.
- 1.3 Demonstrate what youth firesetting prevention and intervention program proficiency looks like.

## **Unit 2: Program Components and Administrative Tools**

### **Objectives**

#### **Terminal Objective**

The students will be able to:

- 2.1 Organize the key program components and administrative tools needed for a successful youth firesetting prevention and intervention program.

#### **Enabling Objectives**

The students will be able to:

- 2.1 Articulate how to develop a youth firesetting prevention and intervention task force.
- 2.2 Articulate how to cultivate long-term working relationships with youth firesetting prevention and intervention task force members in the community.
- 2.3 Evaluate existing and missing resources needed to develop a successful youth firesetting prevention and intervention program.

## **Unit 3: Program Development and Evaluation**

### **Objectives**

#### **Terminal Objective**

The students will be able to:

- 3.1 Construct an action/evaluation plan for youth firesetting program development and/or enhancement.

#### **Enabling Objectives**

The students will be able to:

- 3.1 Evaluate their youth firesetting prevention and intervention program using formative stage evaluation.
- 3.2 Justify the advancement of a youth firesetting prevention and intervention program through a persuasive speech.

## **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.

#### **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 (e.g., if stipends were granted for this course offering).

#### **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 "Publication Manual of the American Psychological Association, 7th 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 this citation style.

## **Late Assignments**

All assignments must be turned in by the established deadline. Late submissions could result in a 10% decrease in grade.

## **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 NFA 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.

<https://www.usfa.fema.gov/nfa/admissions/attendance-failure.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 one to 10 years.
- 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

### PRE-COURSE ASSIGNMENT — SCORING RUBRIC

**Directions:** Your pre-course assignment will be graded based on this rubric, which you may use as a guide when planning and completing that work.

<b>Criteria</b>	<b>Requirements met</b>	<b>Requirements not met</b>	<b>Notes</b>
<b>Complete IFSTA self-study course.</b>	(30 pts.) Course was completed and certificate provided to instructor.	(0 pts.) Course was not completed.	
<b>Respond to directives and add to your pre-course portfolio.</b>	(30 pts.) Written responses completed and saved in portfolio.	(0 pts.) Written responses not completed.	
<b>Total Score:</b>			

**ACTIVITY 3.1**

**DEVELOPING A DRAFT ACTION/EVALUATION PLAN: HOME COMMUNITY YOUTH FIRESETTING PREVENTION AND INTERVENTION PROGRAM — SCORING RUBRIC**

**Directions:** Your assignment will be graded based on this rubric, which you may use as a guide when planning and completing that work. Check it prior to submitting to your instructor.

<b>Criteria</b>	<b>Excellent</b>	<b>Good</b>	<b>Needs improvement</b>	<b>Notes</b>
<b>Summary of existing state of youth firesetting prevention and intervention program.</b>	(10 pts.) Author clearly and thoroughly explained the condition of their youth firesetting prevention and intervention program (one to two paragraphs).	(8 pts.) Author provided a summary of their youth firesetting prevention and intervention program's existing state, but it lacked detail.	(6 pts.) Author did not provide a sufficient summary of their youth firesetting prevention and intervention program's existing state.	
<b>Development of an aspired state vision of youth firesetting prevention and intervention program.</b>	(10 pts.) Author clearly and thoroughly described the aspired state vision of their youth firesetting prevention and intervention program.	(8 pts.) Author described the aspired state vision of their youth firesetting prevention and intervention program, but it lacked detail.	(6 pts.) Author did not provide a sufficient description of an aspired state vision for their youth firesetting prevention and intervention program.	
<b>Identification of organization's resources as they pertain to wisdom, wealth and work (three W's).</b>	(10 pts.) Author identified and made strong connections between their organization's resources and the three W's.	(8 pts.) Author identified and made some connections between their organization's resources and the three W's.	(6 pts.) Author did not sufficiently identify nor make connections between their organization's resources and the three W's.	
<b>Identification of primary stakeholders, rationale for selection and contribution of the three W's.</b>	(15 pts.) Author identified primary stakeholders and offered strong rationale for their selection as well as their contribution of the three W's.	(10 pts.) Author identified primary stakeholders and offered some rationale for their selection and their contribution of the three W's.	(6 pts.) Author did not sufficiently identify primary stakeholders nor offer rationale for their selection and their contribution of the three W's.	

<p><b>Identification of secondary stakeholders, rationale for selection and contribution of the three W's.</b></p>	<p>(10 pts.) Author identified secondary stakeholders and offered strong rationale for their selection as well as their contribution of the three W's.</p>	<p>(8 pts.) Author identified secondary stakeholders and offered some rationale for their selection and their contribution of the three W's.</p>	<p>(6 pts.) Author did not sufficiently identify secondary stakeholders nor offer rationale for their selection and their contribution of the three W's.</p>	
<p><b>Identification of local resources and recommendations for mitigating any identified lack of resources.</b></p>	<p>(10 pts.) Author identified local resources and provided strong, logical recommendations to mitigate a lack of identified resources.</p>	<p>(8 pts.) Author identified local resources and provided some, mostly logical, recommendations to mitigate a lack of identified resources.</p>	<p>(6 pts.) Author did not sufficiently identify local resources or provide recommendations to mitigate a lack of identified resources.</p>	
<p><b>Description of existing or aspired state of youth firesetting prevention and intervention program components and administrative tools.</b></p>	<p>(10 pts.) Author provided a thorough, detailed description of existing or aspired state of youth firesetting prevention and intervention program components and administrative tools.</p>	<p>(8 pts.) Author provided a somewhat detailed description of existing or aspired state of youth firesetting prevention and intervention program components and administrative tools.</p>	<p>(6 pts.) Author did not sufficiently provide a detailed description of existing or aspired state of youth firesetting prevention and intervention program components and administrative tools.</p>	
<p><b>Identification of at least 15 action items as part of planning process, which include responsible party and time frame.</b></p>	<p>(15 pts.) Author clearly identified 15 action items as part of planning process, including responsible party and time frame.</p>	<p>(10 pts.) Author identified fewer than 15 action items as part of planning process, including responsible party and time frame.</p>	<p>(6 pts.) Author did not sufficiently identify action items as part of planning process, nor responsible party and time frame.</p>	
<p><b>Identification of methods for tracking action item progress.</b></p>	<p>(10 pts.) Author clearly identified methods for tracking action item progress.</p>	<p>(8 pts.) Author satisfactorily identified methods for tracking action item progress.</p>	<p>(6 pts.) Author did not sufficiently provide methods for tracking action item progress.</p>	
<p><b>Total Score:</b></p>				

## ACTIVITY 3.2

### PERSUASIVE SPEECH — MOVING YOUR VISION FORWARD — SCORING RUBRIC

**Directions:** Your assignment will be graded based on this rubric. You may use this rubric as a guide when completing your work. Check it again before presenting.

Criteria	Excellent	Good	Needs improvement	Notes
<b>Summary of existing state of youth firesetting prevention and intervention program.</b>	(20 pts.) Presenter clearly and concisely explained the condition of their youth firesetting prevention and intervention program.	(15 pts.) Presenter provided a summary of their youth firesetting prevention and intervention program's existing state, which either lacked detail or was too lengthy.	(10 pts.) Presenter did not provide a sufficient summary of their youth firesetting prevention and intervention program's existing state.	
<b>Summary of an aspired state vision of youth firesetting prevention and intervention program.</b>	(20 pts.) Presenter clearly and concisely described the aspired state vision of their youth firesetting prevention and intervention program.	(15 pts.) Presenter described the aspired state vision of their youth firesetting prevention and intervention program, which either lacked detail or was too lengthy.	(10 pts.) Presenter did not provide a sufficient description of an aspired state vision for their youth firesetting prevention and intervention program.	
<b>Explanation of the importance of moving from the current state to the aspired state.</b>	(20 pts.) Presenter made a convincing argument justifying needed changes or improvements.	(15 pts.) Presenter made a reasonable argument justifying needed changes or improvements but left out key points.	(10 pts.) Presenter did not sufficiently justify needed changes or improvements.	
<b>Summary of the action plan for getting started.</b>	(20 pts.) Presenter clearly and concisely summarized their action plan for getting started.	(15 pts.) Presenter provided a summary of their action plan, which either lacked detail or was too lengthy.	(10 pts.) Presenter did not sufficiently summarize their action plan for getting started.	
<b>A conclusion that includes a request for the decision-maker.</b>	(20 pts.) Presenter included a clear and concise request for the decision-maker.	(15 pts.) Presenter included a request for the decision-maker, which either lacked clarity or was too lengthy.	(10 pts.) Presenter did not include a distinct request for the decision-maker.	
<b>Total Score:</b>				