



National Fire Academy

R0200 – Leadership Strategies for Community Risk Reduction

Version: 4th Edition, 3rd Printing, August 2021

Quarter:

ACE Credit: In the upper division baccalaureate degree category, three semester hours in public administration, risk management, emergency management, or disaster mitigation and preparedness.

IACET Continuing Education Units: 4.1

Length of Course: 6 Days (41 hr., 25 min. contact hours, Sunday – Friday)

Prerequisite: Yes

Curriculum: Fire Prevention: Management

Training Specialist: Mike Weller

Instructor:

Instructor email/phone:

Classroom: J-

Meeting Time: 8 AM – 5 PM

Table of Contents

Course Description	Course Resources
Primary and Secondary Audience	Evaluation Procedures
Course Scope	Course Outline
Course Objectives	Policies
Course Delivery Method	Grading Rubrics

Course Description (Catalog)

R0200 – “Leadership Strategies for Community Risk Reduction.” This six-day course is designed for the student who has or will have responsibility to develop, implement, and lead community risk reduction and health programs to include human-caused, natural disasters, and health risks. The course empowers students with knowledge of how to prevent, reduce and mitigate community risk. It advocates the use of proven interventions, mechanisms to gather and analyze critical data, actions to target specific at-risk populations, evaluation, and how to build internal and external support to accomplish the changing mission of fire and emergency services. This course will benefit progressive fire and EMS departments who are initiating programs to reduce their community’s risks and mitigate their consequences.

There is a pre-course assignment to conduct a community risk assessment.

Student Qualifications (Primary and Secondary Audience)

The target audience for LSCRR is Company Officers (COs), Emergency Medical Services (EMS) providers, fire inspectors, fire marshals, fire chiefs, fire and EMS officers, fire and life safety educators, and other community or allied professionals in community risk reduction.

Course Scope (Goal)

The goals of the LSCRR course are to:

1. Develop leaders in comprehensive multihazard community risk reduction.
2. Focus on reducing risk in your community.
3. Create a strategic risk-reduction plan for your community.
4. Reduce civilian death, injury and property loss.
5. 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 champion 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 implementation/evaluation plan to address a specific risk in their local community.
- Apply a change management model to a new or existing community risk-reduction initiative.
- Develop strategies for building organizational and community equity for community risk reduction.
- 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 experience in the “Leadership Strategies for Community Risk Reduction” (LSCRR) 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 6-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.

DAY 1	DAY 2
Introduction	Unit 2: Assessment
<i>Break</i>	<i>Break</i>
Introduction (cont'd)	Unit 2: Assessment (cont'd)
<i>Break</i>	<i>Break</i>
Introduction (cont'd) Unit 1: Getting Ready for Community Risk Reduction	Unit 2: Assessment (cont'd) Activity 2.1: Analyzing a Dataset Activity 2.2: Local Community Risks
<i>Lunch Break</i>	<i>Lunch Break</i>
Unit 1: Getting Ready for Community Risk Reduction (cont'd)	Activity 2.2: Local Community Risks (cont'd)
<i>Break</i>	<i>Break</i>
Unit 1: Getting Ready for Community Risk Reduction (cont'd) Activity 1.1: Current Risk-Reduction Programs	Unit 2: Assessment (cont'd)
<i>Break</i>	<i>Break</i>
Unit 1: Getting Ready for Community Risk Reduction (cont'd) Activity 1.2: A Safer Community Begins With a Personal Vision Culminating Project Intro Activity 1.3: Evaluating Your Current and Future Authority and Political Factors	Unit 2: Assessment (cont'd) Activity 2.3: Identification of Leading Community Risk Issue and Developing a Problem Statement Activity 2.4: Developing Your Risk-Reduction Goal
Read Unit 2	Read Unit 3

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

DAY 3	DAY 4
Unit 3: Planning, Implementation and Results Activity 3.1: Analysis of an Incident	Midterm Exam
<i>Break</i>	<i>Break</i>
Unit 3: Planning, Implementation and Results (cont'd) Activity 3.2: Causal Chain Analysis	Unit 3: Planning, Implementation and Results (cont'd) Activity 3.7: Developing Process Evaluation Objectives Activity 3.8: Developing Impact Evaluation Objectives
<i>Break</i>	<i>Break</i>
Unit 3: Planning, Implementation and Results (cont'd) Activity 3.3: Applying the Haddon Matrix: Windows of Opportunity	Unit 3: Planning, Implementation and Results (cont'd) Activity 3.9: Quiz on Objectives Activity 3.10: Marketing Strategy for a Selected Risk-Reduction Program
<i>Lunch Break</i>	<i>Lunch Break</i>
Unit 3: Planning, Implementation and Results (cont'd) Activity 3.4: Selecting Risk-Reduction Strategies	Unit 3: Planning, Implementation and Results (cont'd)
<i>Break</i>	<i>Break</i>
Activity 3.4: Selecting Risk-Reduction Strategies (cont'd) Unit 3: Planning, Implementation and Results (cont'd) Activity 3.5: Developing Outcome Evaluation Objectives	Unit 3: Planning, Implementation and Results (cont'd) Activity 3.11: Writing an Implementation/Evaluation Plan Unit 3: Wrap-up
<i>Break</i>	<i>Break</i>
Activity 3.6: Developing Formative Evaluation Objectives Review for Midterm Exam	Unit 4: Leading Organizational and Community Change Work on Culminating Project
Begin work on Activity 3.11 Read Unit 4	Read Unit 5: Building Organizational and Community Equity Work on Culminating Project

DAY 5	DAY 6
Unit 4: Leading Organizational and Community Change (cont'd) Activity 4.1: Eight Stages of Successful Change	Final Exam
<i>Break</i>	<i>Break</i>
Activity 4.1: Eight Stages of Successful Change (cont'd) Unit 4: Leading Organizational and Community Change (cont'd) Activity 4.2: Bend, Oregon, Case Study	Unit 6: Culminating Project Activity 6.1: Culminating Project
<i>Break</i>	<i>Break</i>
Activity 4.3: Creating Cultural Change Within the Fire Service	Unit 6: Culminating Project (cont'd) Activity 6.1: Culminating Project (cont'd)
<i>Lunch Break</i>	<i>Lunch Break</i>
Activity 4.3: Creating Cultural Change Within the Fire Service (cont'd) Unit 4: Wrap-up	Unit 6: Culminating Project (cont'd) Activity 6.1: Culminating Project (cont'd)
<i>Break</i>	<i>Break</i>
Unit 5: Building Organizational and Community Equity Activity 5.1: Case Study — A Lesson in Change Leadership, Hagerstown, Maryland	Unit 6: Culminating Project (cont'd) Activity 6.1: Culminating Project (cont'd)
<i>Break</i>	<i>Break</i>
Activity 5.1: Case Study — A Lesson in Change Leadership, Hagerstown, Maryland (cont'd) Unit 5: Building Organizational and Community Equity (cont'd) Activity 5.2: Building Community Equity Work on Culminating Project	Unit 7: Course Recap Course Evaluations & Graduation
Finalize Culminating Project Study for Final Exam	

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.

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)

Student Manual.

Supplemental Resources (Supplemental Course Textbook)

None.

Grading Methodology (Evaluation Procedures)

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

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, 3, 4 and 5.

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 Wednesday to enable review and evaluation by the faculty to ascertain progress of students.

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

Assessment Tool 3: Course Final Exam

A comprehensive written final exam consisting of 25 questions will be administered to each student. This exam will be administered on Friday to enable review and evaluation by the faculty.

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

Assessment Tool 4: Individual Culminating Project

Each student shall present an eight- to 10-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 LSCRR 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	

Computing the student score: Calculate the total points for each student, and divide by 4. Using the chart below, calculate the letter grade to be awarded to the student. **To successfully complete the course, a minimum of 70 percent must be achieved.** (A letter grade of “C” is required.) Enter the student’s score in the Final Grade column on the Student Roster/Grade Sheet.

Numerical Score	Letter Grade
100-90	A
89-80	B
79-70	C
Less than 70	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

Introduction (Day 1)

Objectives

None.

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

Objectives

Terminal Objective

The students will be able to:

- 1.1 Summarize the role of the champion 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 their responsibility in community risk reduction.
- 1.5 Develop a personal vision of a safer community.
- 1.6 Evaluate their current and future 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 3)

Objectives

Terminal Objective

The students will be able to:

- 3.1 Develop an implementation/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 4)

Objectives

Terminal Objective

The students will be able to:

- 4.1 Apply a 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 Develop a strategy for leading change as part of a community risk-reduction initiative.

Unit 5: Building Organizational and Community Equity (Day 5)

Objectives

Terminal Objective

The students will be able to:

- 5.1 Develop strategies for building organizational and community equity for community risk reduction.

Enabling Objectives

The students will be able to:

- 5.1 Define organizational equity.
- 5.2 Define community equity.
- 5.3 Explain the benefits of building organizational and community equity.

Unit 6: Culminating Project (Day 6)

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.

Unit 7: Course Recap (Day 6)

Objectives

Terminal Objective

The students will be able to:

- 7.1 Summarize their experience in the “Leadership Strategies for Community Risk Reduction” (LSCRR) 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 their expectations from the first day to ensure that 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.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

LSCRR 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 him or her for review and critique on the first day of class.

Units of Course for Criterion Reference: Pre-Course Assignment Workbook; Units 1, 2, 3, 4 and 5.

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 (20 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)?

Scoring

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

PRE-COURSE ASSIGNMENT RUBRIC

Directions: For each of the five assessment areas in the left column, rate each on a scale from 5 to 20 points. Place an “X” through one of the 5-point value areas (Columns 3 to 6). Subtotal at the bottom. Transfer this score to the student’s grade sheet.

Part 1 — America Burning					
Assessment Area	Total Point Value	Poor (5)	Fair (10)	Good (15)	Excellent (20)
See Part 1 questions LSCRR Pre-course assignment workbook, p.11	20	Responses are incomplete, contain factual or grammatical errors.	Responses are complete but contain factual or grammatical errors.	Responses are complete, clear and free from error, but lack supporting evidence.	Responses are complete, clear, concise and well-supported with evidence.
Part 2 — Local Department Knowledge, Attitudes and Values					
Assessment Area	Total Point Value	Poor (5)	Fair (10)	Good (15)	Excellent (20)
See Part 2 questions LSCRR Pre-course assignment workbook, p.13-15	20	Responses are incomplete, contain factual or grammatical errors.	Responses are complete but contain factual or grammatical errors.	Responses are complete, clear and free from error, but lack supporting evidence.	Responses are complete, clear, concise and well-supported with evidence.
Part 3 — Define Your Community/Service Area and Its Associated Demographics					
Assessment Area	Total Point Value	Poor (5)	Fair (10)	Good (15)	Excellent (20)
See Part 3 questions LSCRR Pre-course assignment workbook, p.19	20	Responses are incomplete, contain factual or grammatical errors.	Responses are complete but contain factual or grammatical errors.	Responses are complete, clear and free from error, but lack supporting evidence.	Responses are complete, clear, concise and well-supported with evidence.
Part 4 — Analyze Problem-Related Data					
Assessment Area	Total Point Value	Poor (5)	Fair (10)	Good (15)	Excellent (20)
See Part 4 questions LSCRR Pre-course assignment workbook, p.24	20	Responses are incomplete, contain factual or grammatical errors.	Responses are complete but contain factual or grammatical errors.	Responses are complete, clear and free from error, but lack supporting evidence.	Responses are complete, clear, concise and well-supported with evidence.

Part 5 — Explore High-Risk Sections of the Service Area					
Assessment Area	Total Point Value	Poor (5)	Fair (10)	Good (15)	Excellent (20)
See Part 5 questions LSCRR Pre-course assignment workbook, p.26	20	Responses are incomplete, contain factual or grammatical errors.	Responses are complete but contain factual or grammatical errors.	Responses are complete, clear and free from error, but lack supporting evidence.	Responses are complete, clear, concise and well-supported with evidence.

Part 6 and Part 7: Pass/Fail:

- Student completed Part 6/Student did not complete Part 6.
- Student completed Part 7/Student did not complete Part 7.

STUDENT PRE-COURSE SCORING SUMMARY

Name of student: _____

Score: _____

Assignment #	Point Value	Points Awarded
1	20	
2	20	
3	20	
4	20	
5	20	
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 student'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 (20 points).
2. Identified and described the priority risk areas for the community and justified the selection of the particular risk issue and was clear about what is being asked for (20 points).
3. Summarized the implementation/evaluation plan for addressing the selected risk-reduction issue (20 points).
4. Summarized a marketing strategy and identified community partners (20 points).
5. Identified and addressed potential change issues that may arise as a result of the community risk-reduction plan. Summarized key points of plan, recapped what is being asked for and stayed within allotted time (20 points).

Scoring

The instructor shall critique the Culminating Project using the above schedule. Total the number of points for the five 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 five assessment areas in the left column, rate each on a scale from 5 to 20 points. Place an “X” through one of the five point value areas (Columns 3 to 6). Subtotal at the bottom. Transfer this score to the student’s Individual Culminating Scoring Summary sheet.

Assessment Area	Total Point Value	Poor (5 points)	Fair (10 points)	Good (15 points)	Excellent (20 points)
Explained his or her leadership potential and authority for the community risk-reduction issue and vision for a safer community.	20	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. Included problem statement and goal. Clearly stated what is being asked.	20	Insufficiently identified and described the priority risk areas for the community and justified the selection of the particular risk issue. No problem statement and goal. Not clear about what is being asked.	Partially identified and described the priority risk areas for the community and justified the selection of the particular risk issue. Weak problem statement and goal. Not clear about what is being asked.	Satisfactorily identified and described the priority risk areas for the community and justified the selection of the particular risk issue. Good problem statement and goal. Clearly stated what is being asked.	Thoroughly identified and described the priority risk areas for the community and justified the selection of the particular risk. Strong problem statement and goal. Clearly stated what is being asked.
Summarized the intervention strategy using the five E’s for the selected risk-reduction issue.	20	Insufficiently summarized the intervention strategy using the five E’s for the selected risk-reduction issue.	Partially summarized the intervention strategy using the five E’s for the selected risk-reduction issue.	Satisfactorily summarized the intervention strategy using the five E’s for the selected risk-reduction issue.	Thoroughly summarized the intervention strategy using the five E’s for the selected risk-reduction issue.
Summarized internal and external marketing strategies and identified community partners.	20	Insufficiently summarized internal and external marketing strategies and identified community partners.	Partially summarized internal and external marketing strategies and identified community partners.	Satisfactorily summarized internal and external marketing strategies and identified community partners.	Thoroughly summarized internal and external marketing strategies and identified community partners.
Identified and addressed potential change issues that may arise as a result of the community risk-reduction plan. Summarized key points of the plan, recapped what is being asked and stayed within allotted time. Summary submitted.	20	Insufficiently identified and addressed potential change issues that may arise as a result of the community risk-reduction plan. Poor summary. Over allotted time.	Partially identified and addressed potential change issues that may arise as a result of the community risk-reduction plan. Fair summary. Over allotted time.	Satisfactorily identified and addressed potential change issues that may arise as a result of the community risk-reduction plan. Good summary. Stayed within allotted time.	Thoroughly identified and addressed potential change issues that may arise as a result of the community risk-reduction plan. Excellent summary. Stayed within allotted time.
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 safer community.	20	
2. Identified and described the priority risk areas for the community and justified the selection of the particular risk issue. Included problem statement and goal.	20	
3. Summarized the intervention strategy using the five E's for the selected risk-reduction issue.	20	
4. Summarized internal and external marketing strategies and identified community partners.	20	
5. Identified and addressed potential change issues that may arise as a result of the community risk-reduction plan. Summarized key points of the plan and stayed within allotted time.	20	
Total	100	