



Final Report

Joint Fire Sciences Program, Project 0-56-4-1-08:

CROSS-TRAINING PROFESSIONALS ON REDUCING PROPERTY LOSS AT THE WILDLAND-URBAN INTERFACE

Project Host: San Diego Natural History Museum, San Diego, CA

Federal Fiscal Agent: USDI Fish and Wildlife Service-San Diego Wildlife Refuge
Complex

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REPORT:

I. Program Summary/Synopsis

Most wildfire education programs have relied primarily on homeowner information and education. This project focuses on the role of business professionals who are often hired to design, build, maintain or mitigate the home and surrounding landscape or who otherwise advise homeowners and affect their decisions. Such professionals include architects, builders, insurance agents, landscape architects and contractors, planners, media, real estate professionals and others.

The findings of this project were three-fold. First, by participating in this program, businesses and professionals gain a marketable service in the form of a greater understanding in wildfire mitigation as well as better business practices with respect to that mitigation. Second, by engaging this group the fire agencies gain a larger militia in the effort to reach homeowners and help protect homes and communities in wildfire prone areas. Third, as professionals are engaged, they add their own field expertise to the larger fire knowledge base.

The development of this project revealed that engaging professionals in the development of seminars or other programs such as this is just as valuable as engaging them in the educational seminars themselves. Education in this instance is not a one-way street with information flowing from the fire knowledge base to professionals, but instead a two way street with information flowing both ways to address complex wildfire issues.

a. Goals

The conceptual aim of this project is to educate and engage the business sector in the ongoing process of making homes and communities safer in the event of a wildfire. To achieve this aim, the project set out to develop and hold a series of seminars for business professionals to impart the fundamentals of mitigating for wildfire with minimal impact to the surrounding environment.



b. Roles and contributors

The collaboration that developed around this project is an important product of the program. The development of the program both required and provided the ideal conditions for stakeholders of every bias and background to come together and bring their respective specialized knowledge to the table. In that respect many individuals and organizations played several roles throughout the program. Below is a summary of the major players; it is by no means comprehensive of all the organizations and individuals who provided feedback, guidance or some other valuable assistance at some stage of the program. Appendix A lists all individuals and entities involved with developing the program.

i. Organizational Partners

The grant was provided by the Joint Fire Sciences Program and the U.S. Fish and Wildlife Service served as the cooperating management agency. The grant was awarded to the San Diego Natural History Museum, who served as the host for the program. Large portions of curriculum were prepared by RECON Environmental, the California Chaparral Institute, Rancho Santa Fe Fire Protection District, Kay Stewart Landscape Architect, and Hubbell and Hubbell Architecture. The California Department of Forestry (CAL-Fire) and the City of San Diego provided curriculum development guidance and instructors. The San Diego Chapter American Society of Landscape Architects (ASLA) and San Miguel Fire Protection District both co-hosted classes at their venues and assisted in marketing to their constituency. San Miguel Fire and the San Diego County Department of Planning and Land Use also provided instructors. Chubb Group of Insurance provided guidance and perspective from the insurance industry as well as partnered in bringing continuing education to insurance professionals.

ii. Staff

The program was primarily coordinated by a project manager with conceptual guidance provided by the principal investigator. In addition the vice president of public programs for the San Diego Natural History Museum provided onsite logistical support.

The staff consists of:

- Christopher Blaylock, Project Manager
- Anne Fege, Principal Investigator
- Jim Stone, Vice President of Public Programs, San Diego Natural History Museum

iii. Advisory committee



An advisory committee provided guidance throughout the development of the program; helped with curriculum development; and helped train and evaluate the instructors in the material to be presented.

Participants that served in an advisory role are listed in Appendix A.

iv. Instructors

Instructors consisted of local experts intimately familiar with the core subject areas presented in the curriculum. The instructors are listed in Appendix A.

II. Phases

While the primary aim of the project was to hold a series of fire education seminars, achieving this aim required several phases, each with its own product. The phases of the program were market research, curriculum development, marketing, seminar presentations, field demonstration sites and additional supporting events.

a. Market Research

As stated, most fire education programs to date have focused on homeowners. Professionals, to a larger extent have not been addressed in regard to this curriculum. Because this is a new focus for fire education and prevention activities, some background research was necessary to determine how best to address this audience. The first phase of the development of the workshops then is to conduct market research within the various targeted industries. The targeted industries are listed below.

Industries targeted:

- Architecture
- Land Use / Planning
- Building
- Community Planning
- Real Estate
- Media / Journalism
- Home appraisal
- Insurance brokerage
- Landscape design
- Insurance underwriting
- Landscape architecture
- Community/Property management

Research into these industries began with national professional organizations. Many professionals belong to such organizations. These organizations provide services that range from continuing education to advocacy and lobbying. They have a unique insight into larger industry issues and trends in education. By scoping these organizations we aimed to learn more about how to make the fire education workshops applicable and valuable to specific industry professionals.



Scoping was accomplished primarily through phone calls to the appropriate personnel within each organization. Calls aimed to gather information about three fundamental points:

1. How to best accommodate the learning style of professionals in this industry.
2. How to provide value to the professionals in order to motivate them to attend and utilize the concepts once taught.
3. How to address budget and time constraints to accommodate the greatest number of potential students.

In addition, a second market research phase focused on the local chapters of those organizations and/or organizations and companies unique to Southern California. Second phase outreach sought to address:

1. What product can be provided to address the informational needs of each industry regarding business practices as they relate to fire
2. The market forces behind changes in business practices as they relate to fire
3. The best channels of marketing workshops to local professional association members or business employees
4. How to partner or otherwise garner participation/involvement with local organizations and businesses.

Results of this market research are found in the Appendix B “Market Research Report: Wildfire Education for the Business Sector”

b. Curriculum development

i. Format and Process Overview

The curriculum was designed to combine the principles of wildfire mitigation while minimizing the impact to the natural environment. The underlying assumption is that with minimal impact to the native environment, the long term costs of wildfire mitigation are also reduced and the protection of all resources is minimized.

The class curriculum was broken up into four sections. The four sections were: industry issues; the fire environment; building materials and design; and site design, defensible/survivable space and fuel management. The “Fire environment” section was further subdivided into three sections: fire basics, local habitat overview, and local fire ecology.

It was decided that all sections would be presented to all professionals. This is in contrast to providing, for example, only the landscape section to landscape professionals. The



reasoning behind the comprehensive approach lies in the concepts of wildfire safety themselves.

Protecting property from wildfire requires a systems approach. That is, no one aspect of mitigation protects the structure entirely, but instead works within a larger system of mitigations and preparation to save the home. It is important then for landscapers not only to have a deeper understanding of how the work they do contributes to a fire-safe landscape, but that they also have an understanding of how that work fits into the larger system that includes structural design and fire physics. It is therefore useful for them to receive the “Building materials and design” section and others, in order to understand the larger system. It’s also likely that larger system information has not been presented to them in their traditional education, whereas they may already be familiar with fire-safe landscaping principles, for example.

By giving different industries the full curriculum we are facilitating better interaction and partnership between the industries. Landscapers can theoretically work better with building contractors or insurance professionals, for example, now that they all have a better understanding of the full scope of what is involved, not just the aspects that relate to their narrow scope of work.

ii. Development Schedule

The “Industry issues” section did not entail a written curriculum and was developed simply by identifying a panel of professionals representing the different industries. Representatives from the various target industries were asked to prepare a 3-5 minute presentation about the issues they face in the field with regard to wildfire. A conference call was held with all participants to provide an opportunity for practice and feedback.

The other three sections of the core curriculum all required a written outline, as well as the development of the PowerPoint presentation.

For the core curriculum, curriculum development meetings were held to identify the key messages of each section. In addition to local fire officials, professionals from applicable fields were invited to these meetings to provide their perspective and expertise.

Drafts of the written outlines and corresponding PowerPoint presentations were then distributed electronically for wider review.

Finally, two dry-run presentations were held with an open invitation to attend. This provided instructors with the opportunity to practice; the team with an opportunity to refine the curriculum; and local stakeholders with an opportunity to review the materials.



c. Marketing

Marketing of the program was accomplished through several approaches, including: utilizing local and national media, tapping into the communication channels of professional organizations, offering continuing education units and others.

i. Media

The SD Natural History Museum marketing department assisted with the media outreach portion of this program. Through periodic press releases followed up by telephone pitching, the Museum was able to secure media coverage in four publications. Two were written from the press release information. Two of the articles were compiled from interviews with the project manager and local professionals referred by the project manager.

Sources indicate that media exposure was an effective means of spreading the word and attracting participation in the seminars.

The media articles are included in Appendix D

ii. Professional Organizations

Professional organizations and association provided a major outlet for distribution of seminar information. Most local organizations have a member email distribution list. Some have formal, regularly scheduled email blasts in which they could include wildfire seminar information free of charge. Other organizations charge to include advertisements to their distribution lists. Different organizations took different levels of interest in the program and promoted accordingly. Some simply included our email in their email blasts. Others, such as the local chapter American Society of Landscape Architects (ASLA) and California Association of Community Managers (CACM), were far more aggressive with their promotion. This level of promotion seemed to correlate to registration by respective industry professionals.

iii. CEUs

Continuing Education Units (CEUs) ostensibly provide an attractive motive for professionals to attend classes. By partnering with local organizations we were able to secure CEUs for:

- Certified arborists, through the Western Chapter International Society of Arboriculture
- Certified urban foresters, through the California Urban Forests Council
- Community managers, through the California Association of Community Managers
- Architects, through the American Institute of Architects (self-reporting)



- Planners, through the American Planning Association (self-reporting)

In addition, the Museum helped organize similar CEU wildfire courses for insurance and real estate professionals. The museum co-hosted an introductory wildfire course by Chubb Group of Insurance that offered CEUs through the California Department of Insurance. The project manager assisted in getting a separate wildfire curriculum approved through the California Department of Real Estate. That program will be produced by the FireSafe Council of San Diego County. CEU sign-in sheets can be found in Appendix H.

iv. Others

The Museum creates proprietary “e-blasts” that are mailed to its membership. Announcements regarding the wildfire seminars were included in the January, February and March 2007 e-blasts.

Email announcements were distributed to other organizations, in order to reach their respective members. These organizations included: local chambers of commerce, Sierra club, Lions Clubs, Rotary Clubs, California Native Plant Society and others. In addition, e-mail announcements were sent directly to approximately 500 real estate professionals.

Class registration fees played a role in marketing. Market research indicated that some industries were used to paying over \$100 for similar classes. However, other industries indicated that they were used to paying no registration fees or only nominal fees for similar offerings. Because of the cross-training nature of the program, a compromise had to be reached between these two extremes, erring on the side of those who were not used to paying registration fees, in order to assure participation across industries.

When the seminars were initially announced with \$100 tuition, some industry representatives indicated they would register multiple employees, if fees were lower, and some in the government and non-profit sector advised us that the fee was too high. A “scholarship” was originally envisioned, but that became awkward to administer. In order to promote the classes for this initial offering, the seminar fee was reduced to \$25, and no one commented further about the fee.

d. Classes

i. Format

The class room curriculum was broken up into four sections. The four sections were: industry issues; the fire environment; building materials and design; and site design, defensible/survivable space and fuel management. The “Fire environment” section was further subdivided into three sections: fire basics, local habitat overview, and local fire ecology.



A sample agenda, course outline and PowerPoint presentation printouts for each section are included in Appendix C.

The industry issues section was delivered in the form of an industry panel. Four to five representatives from different industries presented fundamental issues facing professionals at each class.

The core curriculum consisted of PowerPoint presentations with written outlines and slide printouts distributed to each participant for notes and following along.

ii. Dates

Classroom seminars were held on the following dates:

Friday, March 9, 2007; 7:30 a.m.–12:30 p.m.

-Held at the San Diego Natural History Museum, Balboa Park

Thursday, March 15, 2007; Noon–5 p.m.

-Held at the San Miguel Fire Protection District Station, Spring Valley

Friday, March 23, 2007; Noon–5 p.m.

-Held at the Casa del Prado, Balboa Park

Saturday, March 31, 2007; 8:30 a.m. – 1:30 p.m.

-Held at Rancho Santa Fe Fire Station #4, Rancho Santa Fe

iii. Co-hosts

The March 15 class was co-hosted by the San Miguel Fire Protection District. The site was chosen in order to provide a convenient location for east San Diego county professionals. It was expected that because east county has more wildland urban interface areas, this would be a salient class for east county professionals. In addition a Thursday time slot was chosen to provide an option for professionals who cannot attend Friday or Saturday offerings. This class had the lowest turn out. It is not clear whether this is due to the location or time slot.

The March 23 class was co-hosted by the San Diego chapter of the ASLA. Because of this partnership it was expected that this class demographic would be heavily slanted toward landscape professionals. In fact a diverse range of professions attended making this one of the more dynamic classes.

The March 31 class was co-hosted by the Ranch Santa Fe Fire Protection District and held in their facilities in Rancho Santa Fe. The apparent effect of this geographic location was to draw professionals from north San Diego County.



iv. Materials

Each participant received a written outline, printouts of the PowerPoints and a CD of all references and materials.

Reports, brochures, state codes, county and City of San Diego codes, contacts for smaller jurisdictions, sample fire management plans, and website links were provided on a CD to seminar participants. For example, copies of materials produced by the Center for Fire Research and Outreach at the University of California in Berkeley (2006) were included. Their web-based “Fire Information Engine Toolkit” has extensive information on mitigating home-related fire hazards based on observations of wildfire damage, data from fire tests, and input from firefighters. The “Homeowner’s Wildfire Mitigation Guide,” has descriptions and illustrations of problems and solutions for roofs and gutters, vents, siding, windows, garages, decks, fences, plants and trees. The CD also included copies of the fire performance tests of roofs, decks, walls, and windows that provide detail suitable for architects and construction professionals.

v. Feedback

Feedback forms were provided to each participant in order to gather information about the effectiveness of the training. Thirty-nine feedback forms were returned by participants. A blank feedback form as well as a compiled matrix of responses is included in Appendix E.

Feedback was also solicited from instructors and panel presenters. A sample feedback form for this group is included in Appendix E.

Based on feedback responses, professionals appear to have understood the fundamental points. Many professionals indicated a new understanding of the need to look at fire-wise building and landscape design within the context of the natural environment.

Professionals who are in a position to advise homeowners indicated they would use this information to better educate their clients. Design professionals indicated that they received ideas that would help them early in the planning process. Some design professionals indicated a desire for greater detail and potentially a more advanced course.

vi. Letter of Completion

Participants were awarded with a Letter of Completion indicating that they had attended a class at a specific date and location. The letter included a brief summary of the key principles covered in class. This letter is for reference only and will be used by professionals to apply for CEUs or other situations where they must demonstrate they participated in this class. A sample of this letter is included in Appendix C.



e. Field demonstration sites

The original proposal called for field trips to be included as part of the seminars. Trips would be made to sites modified to demonstrate the fire-safe concepts taught in class. However, market scoping revealed it would be unlikely that participants would have the time to travel to a field session *in addition to* a classroom session. The concept was therefore revised.

Revising the field demonstration aspect of the program offered the opportunity to improve that aspect. Professionals, along with agency personnel participated in the development of the curriculum, thus adding an important dynamic to the process. The revision of the field demonstration portion of the program would take a cue from this. Instead of having the professionals view the sites as part of the class, after the sites were planned and executed, professionals instead became a part of the planning process itself.

To carry out this process, the museum partnered with the Fire Safe Council of San Diego and the U.C. Cooperative Extension to develop two field demonstration sites. Professionals were invited to be a part of the planning of these sites, to lend their expertise and practice the concepts taught in class. This planning process also served to convene industry professionals with homeowners and regulatory personnel to determine the balance between fire safety, aesthetics and habitat protection/enhancement.

By approaching the field demonstrations in this way, the sites become not just static models, viewed once during a class. Instead they become an example of how professionals come together with agencies and homeowners to create a fire safe environment. These sites can serve as future examples of the process, not just the physical parameters of a fire safe landscape.

Work has begun in the planning process with professionals convening with homeowners and agency partners to develop plans, plant pallets and designs. On the ground work is expected to commence during the upcoming fall planting season. Planning documents and meeting sign-in sheets for each site are contained in Appendix I.

f. Additional events

Throughout the development of this program, many new, additional opportunities were identified to bring professionals together to focus on fire education. Therefore, in addition to the programmatic events and tasks contained in the original task agreement, several other events were held to support the program. Because these events were not a part of the original proposal, they were added as a Task 6 in the task agreement. These events sought to engage professionals further as well as establish new partnerships.

A description of each additional event is below:



i. Steve Quarles: Building design and materials performance in wildfire conditions:

In June 2006, the Museum hosted a presentation by Steve Quarles of the Center for Fire Research and Outreach, University of California, Berkeley. Local professionals as well as government personnel were invited. In addition, the museum assembled a panel of local representatives from the City of San Diego Brush Management, Fire Safe Council of San Diego County, San Diego County Department of Planning, and Land Use and a local architect.

ii. Professional networking event

In November 2006, the Museum invited local professionals to attend a curator's tour of the Museum's *Earth, Wind and WILDFIRE* exhibit and network with other professionals. The event was attended by 26 professionals and provided many with an introduction of fire and the role of business professionals.

iii. FSC Real Estate course

The Museum assisted in getting a wildfire loss prevention curriculum approved for real estate CEUs through the California Department of Real Estate. The course is titled "Rural Home Fire Safety for Real Estate Professionals." The curriculum had already been developed with substantial general home safety information. This focus is different than the wildfire oriented material presented in the Museum's cross-training. Therefore it was decided that the courses would be kept separate as opposed to melded into one offering. Moving forward it is hoped that the FSC Rural Home Fire Safety for Real Estate Professionals course can be offered as part of a larger package option that also includes the cross-training seminar.

iv. CHUBB CEU course

The Museum hosted a separate wildfire CEU course for insurance professionals, created and presented by Museum partner, Chubb Group of Insurance. The course served as an introduction to fire concepts and provided insurance professionals with two CEUs from the California Department of Insurance. The course materials covered general wildfire concepts and did not have the local conditions and detail of the later cross-trainings. The class reached 22 insurance professionals and likely contributed to participation in the cross-training classes

v. National conferences and scientific manuscripts

Two national conferences were attended to represent the program in a national forum. Additionally a manuscript was written to be submitted to two scientific journals.



The project manager and principal investigator attended the 3rd International Fire Ecology and Management Congress conference in San Diego, CA in November 2006. The conference provided the opportunity to network with other stakeholders in regards to wildfire education for the business sector. A comprehensive presentation was given by the principal investigator regarding the myriad of activities and developmental framework that culminated in, among other things, this wildfire education for the business sector program.

At the end of March 2007, the principal investigator attended the 2nd Wildland Fire Behavior and Fuels Conference in Destin, Florida. The principal investigator presented the results of market research, curriculum development and initial class participation at the conference.

The principle investigator compiled a post-program manuscript summarizing the lessons learned throughout each phase of the program. The manuscript is available in Appendix F.

III. Future possibilities

Businesses and professionals gained greater understanding of fire-safe principles and codes, an understanding that will benefit their clientele of homeowners and communities. The fire knowledge base in Southern California has been enhanced by engaging professionals in wildfire education efforts. If these efforts continue, property protection will likely increase and, losses from the next fire could decrease. Many more professionals exist who would benefit from such training. Furthermore, constant turnover in local businesses, with new professionals coming to work from outside of southern California, means there is a constant need to educate professionals about local wildfire issues.

Upon completion of the grant, efforts have been made to continue offering the course to local businesses and agencies.

The course will be offered in partnership with the Museum and a private company, Business and Ecology Consulting, who is providing the course administration (as the Museum lacks funding for staff to arrange for marketing, instructors, course materials, and other logistics). The class is being marketed under the name, “Living with Wildfire: Reducing Property Risks, Habitat Losses, and Costs.”

That course was given to City of Chula Vista employees on Wednesday, August 29. The 25 participants were from four departments: Public Works, Planning and Building, General Services and Fire Prevention.

A grant has been submitted to State Farm Good Neighbor program to support at least three courses of “Living with Wildfire: Reducing Property Risks, Habitat Losses, and Costs.” It is expected that marketing would be contributed by the Fire Safe Council of



San Diego County, the local fire protection district, and other cooperators contacted in the community. The meeting room and refreshments will be contributed by the local Fire Safe Council, local fire protection district, and/or other local cooperators.

The course will be offered as an in-service to Master Gardeners by the San Diego County Cooperative Extension Farm and Home Advisor's Office, in October and November 2007. The presentations will be incorporated into five 2-hour courses on wildfire risk reduction and landscaping. The 4-hour course will also be offered on November 2, 2007 at Quail Botanical Gardens in Encinitas.

The Museum is currently considering offering the course on an “as needed” basis. As an additional product of this program, the Museum synched the class audio with the corresponding PowerPoint presentations. These audio synched presentations are posted on the museum website at <http://www.sdnhm.org/exhibits/fire/index.html> (copies are also on the included CD) and could be used for web-casts or for training new instructors.

Because further training would be valuable, additional possibilities for offering additional trainings were identified. These include:

The course could be bundled and hosted by new organizations. To facilitate cross training, it would be advisable for two or more professional organizations to co-host the program, marketing to their professional base. Examples would include a landscape professional organization such as ASLA and an architecture organization such as AIA or a real estate office and a nearby homeowner’s association. Through this model the important cross-training aspect of the program will not be lost.

It would be possible to package the program and take it to similar geographic areas, such as San Bernardino. However, it would be advisable for the hosts to arrange a short review process involving local regulators and professionals.

A full marketing proposal for further offerings was developed and is included in Appendix G.



Deliverables Crosswalk

Proposed	Delivered	Status
TASK 1. Adapt training materials for workshops and train instructors		
a. Select existing training materials	See list in Appendix C	Done
b. Conduct curriculum building sessions for each proposed module	Sign-in sheets in Appendix A	Done
c. Build the curriculum	Curriculum available in Appendix C	Done
d. Invite local professionals, in addition to fire officials, to curriculum building session	Sign-in sheets in Appendix A	Done
e. Hold two (2) dry-run instructor training/curriculum review sessions	Sign-in sheets in Appendix A	Done
f. Work with professional associations to provide Continuing Education Units (CEU)	Sign-in sheets in Appendix H	Done
TASK 2. Plan, market and organize workshops		
a. Conduct marketing survey and write market research report	Market Report available in Appendix B	Done
b. Organize and involve an advisory group to help build and review curriculum and provide pool of instructors	Appendix A	Done
c. Identify local instructors, either professionals or fire officials who are knowledgeable about the subject areas	Appendix A	Done
d. Select training sites that provide geographic distribution and time distribution in order to attract the widest possible audience	See sections D-ii and D-iii for specifics	Done
e. Develop and implement communication and marketing plan for workshops and field days; Target local and national publications to generate media buzz leading up to seminars	See section c-i and Appendix D	Done
f. Develop informational/marketing webpage	Available online - http://www.sdnhm.org/education/wildfire	Done
g. Develop online registration system	Available online - http://www.sdnhm.org/education/wildfire	Done
h. Invite professionals and community leaders to attend one half-day workshop	See section c.	Done
i. Engage the insurance industry by partnering with a local insurance provider	Chubb Group of Insurance-Partner served in an advisory role. Worked with partner to host/offer California Department of Insurance approved CEU course for insurance professionals	Done
j. Assist local Fire-Safe Council of San Diego with fire education course approval and help organize CEU course for real-estate professionals	First class to be held May 20, 2007	Done
k. Invite media coverage of workshops.	See Appendix D	Done



Deliverables Crosswalk (Cont)		
TASK 3. Conduct four half-day workshops		
a. Produce training materials from curriculum sessions	See Appendix C	Done
b. Organize 'Industry Panel' of 4-5 professionals from different industries to present and lead discussion about wildfire issues professionals face in the field	See Appendix C, class agenda, for list of panel presentations	Done
c. Provide training in each subject area, with local instructors	See Appendix C	Done
d. Complete half-day training for professionals - Four proprietary cross-trainings of 20-40 professionals each – plus insurance and real estate CEU courses	See Dates	Done
Task 4. Sponsor field days		
a. Partner with local fire education organizations to organize two field demonstration sites	Fire Safe Council of San Diego County and U.C. Cooperative Extension	Done
b. Involve local professionals in preplanning and on site instruction	Ongoing meetings	Done
TASK 5. Evaluate and report on workshop effectiveness.		
a. Conduct on-going evaluation process through professional and fire agency scoping during program development and between workshops in order to refine program	See Appendix E	Done
b. Apply evaluation results to subsequent workshops to improve quality of teaching materials and methods for participating audiences	See Appendix E	Done
c. The National Environmental Policy Act (NEPA) requirements do not apply	N/A	N/A
d. Adapt and publish curriculum for cross training workshops, and post on selected web pages for use by other southern California professionals	To be posted on www.sdnhm.org	Included on CD
e. Write and submit articles to research and applied management publications	Manuscript and abstracts in Appendix F	Done
TASK 6. Provide further offerings for professional education		
a. Host and market Chubb Insurance CEU course	Attended by 22 insurance professionals - See Appendix A for sign in sheets	Done
b. Assist with Fire Safe Council CEU course approval through Department of Real Estate	See Appendix H	Done
c. Develop and host networking meeting for professional organizations and industry leaders	See Appendix A	Done
d. Host and market Steve Quarles seminar on Building Materials and Design	See Appendix A	Done
e. Provide venues for professionals to add their expertise to agency knowledge and standards.	See Appendix A	Done