



**OFFICE OF THE STATE FIRE MARSHAL
STATEWIDE TRAINING AND EDUCATION ADVISORY COMMITTEE
DEPARTMENT OF FORESTRY AND FIRE PROTECTION**

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Date: June 16, 2014

Attachment 8

To: Ronny J. Coleman, Chairman
Statewide Training and Education Advisory Committee
c/o State Fire Training

From: Joe Bunn, Fire Service Training Specialist III, State Fire Training

Subject/Agenda Action Item: Community Risk Educator, Community Risk Specialist,
Community Risk Officer Standards and Curriculum

Recommended Actions: Information/Discussion

Background Information:

After analysis by State Fire Training (SFT), it was determined that the present curricula for Public Educator and Fire Prevention Officer did not meet the needs of the all-hazard approach to risk reduction. In 2009, under leadership from SFT, a Development Cadre of experienced fire prevention and public educators was gathered. They were tasked with developing an all-risk curriculum based on the NFPA Standard 1035, the Professional Qualifications for Fire and Life Safety Educator, Public Information Officer and Juvenile Fire Setter Intervention Specialist, 2005 Edition. After much discussion by the cadre members, it was determined the curriculum should take the U.S. Fire Administration and National Fire Academy approach to risk reduction and utilize 'Community Risk Officer' as the title of the Certification Training Standard (CTS) to be in alignment with such standards. The CTS was developed in the previous format in 2009, and the project was discontinued in that same year.

In 2013, SFT established priorities to update and develop new curricula. After the approval of SFT staff, Community Risk Officer curriculum development was set as a priority. A new cadre was formed to address the Community Risk Officer program, utilizing newly established guidelines from 2012 for curriculum development and the updated NFPA 1035, 2010 edition. The development of all materials were established and completed through the ongoing contract with Sacramento State University.

Again, a designated cadre of experienced public educators and fire prevention officers were selected. Several previous members were included from the 2009 cadre to add not only their expertise, but also historical perspective. The development and validation cadres included members from a wide range of organizations. Those members included:

Cadre Leadership

Joe Bunn**, Deputy Fire Chief (Retired), Mallory Leone**, Cadre Editor, Sacramento State

Development Cadre Members

Penni Overstreet-Murphy**, Fire Prevention Specialist, San Bernardino County Fire Department, Antoine McKnight**, Battalion Chief, Los Angeles Fire Department, Karen Guillemain-Kanawyer**, Fire Prevention Specialist II, Madera-Mariposa-Merced Unit, CAL FIRE, Brenda Emrick**, Community Education/Fire Administration, Costa Mesa Fire Department, Michelle Cummings, Public Education Technician, Sacramento Metropolitan Fire District

Validation Cadre Members

Pat Cary, Firefighter/Paramedic, Laguna Beach Fire Department, Melissa M. Kelley, Public Education and Training, Adam Beardsley, Deputy Fire Marshal, Heartland Fire and Rescue, Brian Springer, Fire Captain (Retired) and Fire Service Instructor for Mohave and Santa Ana Community Colleges

** Members who served in both development and validation

Development of the CTS and Course Plans (CP) was conducted over three separate multi-day meetings. Initially the development cadre thought that NFPA 1035 (2010) would create one CTS with multiple CPs. However, upon reviewing the content, it was discovered we had three distinct job titles within the standard that should be sectioned out accordingly. In addition, we determined that each job title (and corresponding levels of expertise) should be organized according to the level of experience required to obtain each certification. NFPA 1035 (2010) is divided into different levels for the three different job titles; they are Fire and Life Safety Educator I, II and III, Public Information Officer, and Juvenile Firesetter Intervention Specialist I and II. Each level has the subsections of Administration, Planning and Development, Education and Implementation, and Evaluation. The development cadre unanimously recommended separating the different levels of each job title into three separate CTSs to create three distinct levels of jobs certification: Community Risk Educator, Community Risk Specialist, and Community Risk Officer (in that order).

Utilizing this approach we established the following CTSs from the different levels as follows:

Community Risk Educator	Fire and Life Safety Educator I
Community Risk Specialist	Fire and Life Safety Educator II, Public Information Officer, Juvenile Firesetter Intervention Specialist I
Community Risk Officer	Fire and Life Safety Educator III and Juvenile Firesetter Intervention Specialist II

The development of the three CTSs incorporates a series of prerequisites prior to attending each course, as per SFT standards. By design, each course builds upon itself, as do the prerequisites, so it is clear which courses are needed prior to attending the next course. Upon completion of the CTSs, the development cadre created CPs for all three job certifications. It should be noted that after much discussion the prerequisites were established following the U.S. Fire Administration and the National Fire Academy, FEMA NIMS Course, NWCG, CAL OES, and SFT standards for the all-risk standard for community risk reduction. The following are those prerequisites for the newly established courses:

Community Risk Educator (Complete Community Risk Educator after prerequisites are verified)	<ul style="list-style-type: none"> • Fire Prevention I • Training Instructor IA • Introduction to the Command System I-100 • National Incident Management System (NIMS): An Introduction 700
Community Risk Specialist	<ul style="list-style-type: none"> • Complete Community Risk Educator Course • Training Instructor 1B • Introduction to Incident Information, NWCG S-203 • Public Information Officer Awareness, EMI Independent Study IS-289 • ICS for Single Resources and Initial Action Incidents I-200.B • Youth Firesetting Prevention and Intervention Level I NFA-F0633 or Youth Firesetting Prevention and Intervention NFA-R0629 • Introduction to Wildland Fire Behavior, S-190
Community Risk Officer	<ul style="list-style-type: none"> • Complete Community Risk Specialist Course • Youth Firesetting Prevention and Intervention Level II NFA-F0634 or Youth Firesetting Prevention and Intervention NFA-R0629 • PIO Awareness EMI G-289 State OES Delivery • JIS/JIC Planning EMI G-291 State OES Delivery • Intermediate Wildland Fire Behavior S-290 • Intermediate Incident Command System I-300

Once the Development Cadre finished their work, the Validation Cadre was formed to review and validate the content created for all three job certification levels. The Validation Cadre consisted of those members mentioned above and met for one multi-day meeting in April 2014. The Validation Cadre approved all content developed for the three new position certifications, with minor revisions and/or corrections in content. The group also revisited each course's time and prerequisite requirements. This approach was found to be consistent with the approach utilized during the initial curriculum development process.

Upon conclusion of the validation process, the Validation Cadre unanimously recommended submission of the new curriculum titled Community Risk Educator, Community Risk Specialist, and Community Risk Officer and their respective CTs and CPs to STEAC for review and consideration as three new levels of certification. The new certifications consist of three certifications detailed below:

Certification Title	Minimum Hours
Community Risk Educator	24 Hours
Community Risk Specialist	57 Hours
Community Risk Officer	46 Hours and 30 Minutes

In addition to the course work for all three new certifications, candidates will also have to pass a certification exam and complete Task Books and Task Book Applications covering the NFPA Job Performance Requirements (JPRs) for Community Risk Educator, Specialist, and Officer. The Task Books are currently under development.

Within the development and validation process, Cadre Members included several SFT Instructors as well as adjunct instructors from community colleges in different parts of the state. In analyzing the CPs for matters of curriculum implementation and processing, it was concluded that the given timeframes for each course are minimums and are not an impediment to implementation. Significant dialogue was centered on the depth of content in the NFPA standard 1035, which resulted in creating the three separate job certifications, prerequisite courses, and time requirements for full time and volunteers to have the appropriate experience to be successful.

In addition, existing SFT courses that are or will be in the Fire Service Training and Education Program (FSTEP) catalogue may provide additional development opportunities in the future. The implementation plans for these new certifications are pending development.

Community Risk Educator

Certification Training Standards Guide [Month Year]

Cover Photo



California Department of Forestry and Fire Protection
Office of the State Fire Marshal
State Fire Training

Community Risk Educator

Certification Training Standards Guide [Month Year]

This CTS guide utilizes NFPA 1035 Standard for Professional Qualifications for Fire and Life Safety Educator, Public Information Officer, and Juvenile Firesetter Intervention Specialist 2010 to provide the qualifications for State Fire Training's [Certification Title] certification.

State Fire Training coordinated the development of this CTS guide. Before its publication, the Statewide Training and Education Advisory Committee (STEAC) and the State Board of Fire Services (SBFS) recommended this CTS guide for adoption by the Office of the State Fire Marshal (OSFM).



Published by State Fire Training
1131 S Street, Sacramento, CA 95811
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Cover photo courtesy of [name, organization]

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State Fire Training

Mission

To enable the California Fire Service to safely protect life and property through education, training, and certification.

The California Fire Services Training and Education System

The California Fire Service Training and Education System (CFSTES) was established to provide a single statewide focus for fire service training in California. CFSTES is a composite of all the elements that contribute to the development, delivery, and administration of training for the California fire service. The authority for the central coordination of this effort is vested in the Training Division of the California State Fire Marshal's Office with oversight provided by the State Board of Fire Services.

CFSTES facilitates, coordinates, and assists in the development and implementation of standards and certification for the California fire service. CFSTES:

1. Administers the California Fire Academy System
2. Provides accredited courses leading to certification and approved standardized training programs for local and regional delivery
3. Administers the national accreditation process in California
4. Publishes certification training standards, course plans, and a capstone task book for each certified level in the California fire service

CFSTES is a fire service system developed by the fire service, for the fire service. It is only as successful and effective as the people involved in it.

Acknowledgments

State Fire Training appreciates the hard work and accomplishments of those who built the solid foundation on which this program continues to grow.

State Fire Training gratefully acknowledges the following individuals and organizations for their diligent efforts and contributions that made the development and publication of this document possible.

CAL FIRE

Ken Pimlott
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Pat Cary

Firefighter/Paramedic, Laguna Beach Fire Department

Melissa M. Kelley

Public Education and Training

Adam Beardsley

Deputy Fire Marshal, Heartland Fire and Rescue

Brian Springer

Fire Captain (Retired) and Fire Service Instructor for Mohave and Santa Anna Community Colleges

** Members who served in both development and validation

Partners

State Fire Training also extends special acknowledgement and appreciation to the Conference and Training Services Unit with the College of Continuing Education at California State University, Sacramento, for its ongoing meeting logistics and curriculum development support, innovative ideas, and forward-thinking services. This collaboration is made possible through an interagency agreement between CAL FIRE and Sacramento State.

How to Read a CTS Guide

State Fire Training develops a Certification Training Standards (CTS) Guide for a variety of job functions in the fire service such as firefighter, driver/operator, fire instructor, and company officer. The CTS guide lists the requisite knowledge and skills and the job performance requirements a person is expected to complete in order to become certified in a specific function. CTS guides are appropriate for fire service personnel and individuals in related occupations pursuing State Fire Training certification.

Each CTS guide serves as a foundation for the certification programs recommended for adoption by the Office of the State Fire Marshal. Any certification program must be based on job-related knowledge and measurable performance standards. To master the knowledge and skills needed for specialized operations, individuals will require additional training to augment the performance standards included in the CTS guide.

Within the CTS guide, it is impossible to capture the different policies and procedures of each organization in the California fire service. Individuals aspiring to meet State Fire Training's certification training standards must do so in accordance with the codes, standards, regulations, policies, and standard operating procedures applicable within their own departments or jurisdictions.

Format

Each certification training standard included in the CTS guide includes the following:

Section Heading

The section heading describes a general category for a group of training standards. For example, the Fire Marshal CTS includes the following sections: Administration, Risk Management, Community Relations, Professional Development, Regulatory Programs, Fire and Life Safety, and Investigation. Each section contains one or more individual training standards.

Training Standard Title

The training standard title provides a general description of the performance requirement contained within the standard.

Authority

The CTS guide references each standard with one or more paragraphs of the corresponding National Fire Protection Association (NFPA) Professional Qualifications. This ensures that each fire service function within California's certification system meets or exceeds NFPA standards.

When California requirements exceed the NFPA standard, the CTS guide cites the Office of the State Fire Marshal as the authority and prints the corresponding information in *italics*.

Given

This section lists the objects, equipment, materials, or facilities an individual needs in order to acquire the requisite knowledge and skills or to accomplish the job performance requirement(s) within a training standard.

Requisite Knowledge and Skills

This section lists the knowledge and skills that an individual must acquire in order to accomplish the job performance requirement(s) within a training standard.

This section does not include NFPA requisite knowledge or skills that are too general to teach or that individuals should develop through life experiences. For example, a training standard would not list “communicate orally and in writing” or “ability to relate interpersonally” unless they specifically apply to a job performance requirement about acquiring communication skills or developing interpersonal relationships.

Job Performance Requirements

This section includes one or more written statements that describe a specific job-related task and define measurable or observable outcomes. After an individual completes all coursework and requisite requirements, the capstone task book process verifies completion of job performance requirements.

Content

In addition to the individual certification training standards, the CTS guide also includes State Fire Training Revisions and Errata pages.

State Fire Training Content

Located at the back of the CTS guide, this table documents any significant revisions made by State Fire Training to the NFPA standards in the development of this CTS guide. This table is used to justify content additions and advise the course plan development team.

Errata

Located at the back of the CTS guide, this page documents any changes made to the CTS guide outside of the five-year NFPA revision cycle.

Community Risk Educator

Section 1: Administration

1-1: Documenting and Recording Fire and Life Safety Educational Activities

Authority

NFPA 1035 Standard for Professional Qualifications for Fire and Life Safety Educator, Public Information Officer, and Juvenile Firesetter Intervention Specialist 2010

- Paragraph 5.2.1

Given

1. Specific forms or formats

Requisite Knowledge and Skills

1. *Describe* required forms or formats
2. *Identify* reporting procedures
3. *Identify* scheduled activities
4. Utilize forms *and* formats
5. Gather and assemble information

Job Performance Requirements

1. Document and record all fire and life safety educational activities by completing each component of the form or format with the correct information.

1-2: Completing Fire and Life Safety Activity Reports and Forms

Authority

NFPA 1035 Standard for Professional Qualifications for Fire and Life Safety Educator, Public Information Officer, and Juvenile Firesetter Intervention Specialist 2010

- Paragraph 5.2.2

Given

1. Specific forms or formats
2. Information on activities

Requisite Knowledge and Skills

1. *List* types of educational activities
2. *List* classifications for activities
3. *Identify* types of documentation methods and AHJ-preferred methods
4. *Explain* the purpose of the forms or formats
5. Maintain records
6. Compile information

Job Performance Requirements

1. Complete all components of the activity reports, including all forms and formats, with the correct information.

1-3: Scheduling and Completing Fire and Life Safety Activities

Authority

NFPA 1035 Standard for Professional Qualifications for Fire and Life Safety Educator, Public Information Officer, and Juvenile Firesetter Intervention Specialist 2010

- Paragraph 5.2.3

Given

1. A list of events
2. Activity requests
3. Pre-activity requirements
4. Time allotments

Requisite Knowledge and Skills

1. *Identify* scheduling limitations and program requests
2. Schedule time for pre-activity requirements
3. Schedule events without conflict

Job Performance Requirements

1. Schedule and complete all activities in a work schedule without conflict.

1-4: Identifying Fire and Life Safety Community Resources

Authority

NFPA 1035 Standard for Professional Qualifications for Fire and Life Safety Educator, Public Information Officer, and Juvenile Firesetter Intervention Specialist 2010

- Paragraph 5.2.4

Given

1. A current list of resources, organizations, and identified need(s)

Requisite Knowledge and Skills

1. *Identify* current community resources, services, and organizations
2. Convey information

Job Performance Requirements

1. Identify community resources, services, and organizations and refer the public to the applicable resource(s).

DRAFT

Section 2: Planning and Development

2-1: Identifying and Sharing Information with Fire and Life Safety Partners

Authority

NFPA 1035 Standard for Professional Qualifications for Fire and Life Safety Educator, Public Information Officer, and Juvenile Firesetter Intervention Specialist 2010

- Paragraph 5.3.1

Given

1. Current fire and life safety issues
2. Community resources, services, and organizations

Requisite Knowledge and Skills

1. *Identify* current community resources, services, and organizations
2. *Analyze* current fire and life safety issues
3. Identify organizations with common fire and life safety goals
4. Recognize opportunities for shared effort(s)

Job Performance Requirements

1. Identify partners and share information and resources to address current fire and life safety issues.

Section 3: Education and Implementation

3-1: Selecting Fire and Life Safety Instructional Materials

Authority

NFPA 1035 Standard for Professional Qualifications for Fire and Life Safety Educator, Public Information Officer, and Juvenile Firesetter Intervention Specialist 2010

- Paragraph 5.4.1

Given

1. A subject
2. Learning objectives
3. The intended audience
4. Related resources

Requisite Knowledge and Skills

1. *Describe* learning characteristics of varied audiences and instructional material content
2. Locate applicable instructional materials

Job Performance Requirements

1. Select instructional materials specific to the audience and activity objectives.

3-2: Practicing Safety During Fire and Life Safety Educational Activities

Authority

NFPA 1035 Standard for Professional Qualifications for Fire and Life Safety Educator, Public Information Officer, and Juvenile Firesetter Intervention Specialist 2010

- Paragraph 5.4.2

Given

1. A lesson plan
2. A list of equipment

Requisite Knowledge and Skills

1. *Identify* potential hazards
2. *Define* injury reduction strategies
3. Recognize and mitigate potential hazards

Job Performance Requirements

1. Practice safety during fire and life safety education activities/demonstrations without injury to the educator or participants.

DRAFT

3-3: Presenting Fire and Life Safety Lesson Plans

Authority

NFPA 1035 Standard for Professional Qualifications for Fire and Life Safety Educator, Public Information Officer, and Juvenile Firesetter Intervention Specialist 2010

- Paragraph 5.4.3

Given

1. A lesson plan with multiple presentation methods
2. Evaluation instruments
3. Time allotment
4. Settings
5. An identified audience

Requisite Knowledge and Skills

1. *Identify* lesson content
2. *Describe* learning objectives
3. *List* presentation methods
4. *Identify* specific audience needs
5. *Demonstrate* presentation skills and methods

Job Performance Requirements

1. Present and follow the lesson plan in order to meet objectives.

3-4: Notifying the Public of Fire and Life Safety Events

Authority

NFPA 1035 Standard for Professional Qualifications for Fire and Life Safety Educator, Public Information Officer, and Juvenile Firesetter Intervention Specialist 2010

- Paragraph 5.4.5

Given

1. A scheduled event

Requisite Knowledge and Skills

1. *Identify* publicity methods
2. *List* local media resources
3. *Review* policies regarding dissemination of information
4. *Utilize* information technology
5. Distribute information

Job Performance Requirements

1. Notify the public of the location, date, time, topic, and sponsoring agency of a scheduled event.

3-5: Disseminating Fire and Life Safety Educational Information

Authority

NFPA 1035 Standard for Professional Qualifications for Fire and Life Safety Educator, Public Information Officer, and Juvenile Firesetter Intervention Specialist 2010

- Paragraph 5.4.6

Given

1. Information and/or materials
2. A specified audience
3. A time frame

Requisite Knowledge and Skills

1. *Describe* legal requirements and policies for the distribution and posting of materials
2. *List* distribution methods
3. *Describe* venues for communicating with various audiences
4. *Utilize available* Information technology
5. *Determine* time requirements for processing information
6. Disseminate information

Job Performance Requirements

1. Disseminate educational information to the audience within a specified time.

Section 4: Evaluation

4-1: Administering Fire and Life Safety Evaluation Methods

Authority

NFPA 1035 Standard for Professional Qualifications for Fire and Life Safety Educator, Public Information Officer, and Juvenile Firesetter Intervention Specialist 2010

- Paragraph 5.5.1

Given

1. The appropriate evaluation instrument
2. Testing policies and procedures

Requisite Knowledge and Skills

1. *Identify* evaluation instruments
2. *Describe* learning objectives
3. *Review* testing policies and procedures
4. Apply testing policies and procedures

Job Performance Requirements

1. Administer an evaluation method to measure lesson outcomes.

4-2: Scoring Fire and Life Safety Evaluation

Authority

NFPA 1035 Standard for Professional Qualifications for Fire and Life Safety Educator, Public Information Officer, and Juvenile Firesetter Intervention Specialist 2010

- Paragraph 5.5.2

Given

1. Scoring procedures
2. Grading scale

Requisite Knowledge and Skills

1. *Describe* scoring techniques
2. *Identify* grading techniques
3. *Determine* grading scales
4. Report information

Job Performance Requirements

1. Score an evaluation instrument to determine lesson outcomes.

State Fire Training Content

Code Key

Blocks

- G = Given
- RKS = Requisite Knowledge and Skills
- JPR = Job Performance Requirements
- NCTS = New certification training standard

Sources

- [ACRONYM = Title]
- [ACRONYM = Title]
- [ACRONYM = Title]

Certification: [Certification Title]

CTS	Block	Addition	Justification	Source/Reference
[#-#]	[Code]	[Text]	[Text]	[Text]

Errata

[Month Year]

Certification:	[Certification Title]		
CTS:	[#-#]	Block:	[Given / RKS / JPR]
Change:	[Describe change]		
Task Book Impact:	[None] or [Describe change]		

Certification:			
CTS:		Block:	
Change:			
Task Book Impact:			

Certification:			
CTS:		Block:	
Change:			
Task Book Impact:			

DRAFT

[Month Year]

Certification:			
CTS:		Block:	
Change:			
Task Book Impact:			

Certification:			
CTS:		Block:	
Change:			
Task Book Impact:			



Community Risk Educator

Course Plan

Course Details

Certification:	Community Risk Educator
CTS Guide:	Community Risk Educator Certification Training Standards Guide
Description:	This course provides the skills and knowledge needed for the Community Risk Educator to perform his/her duties safely, effectively, and competently by coordinating and delivering existing educational programs and information.
Designed For:	Community Risk Educator Candidate
Prerequisites:	Three college-level units in Introduction to Fire Technology Training Instructor 1A Cognitive Lesson Delivery or equivalent Introduction to Incident Command System I-100 National Incident Management System (NIMS): An Introduction 700
Standard:	Complete all activities and formative tests. Complete all summative tests with a minimum score of 80%.
Hours:	Lecture: 18:00 Activities: 5:00 Testing: 1:00
Hours (Total):	24:00
Maximum Class Size:	30
Instructor Level:	Instructor Level I
Instructor/Student Ratio:	1:30
Restrictions:	None
SFT Designation:	CFSTES

Required Resources

Instructor Resources

To teach this course, instructors need:

- Fire and Life Safety Educator First Edition, Author: Marsha Giesler, Cengage Brain, ISBN:13-978-1-4283-0541-0

Or

- Fire and Life Safety Educator, Third Edition, IFSTA, Fire Protection Publications, ISBN: 978-087939396-0

Online Instructor Resources

The following instructor resources are available online at

<http://osfm.fire.ca.gov/training/instructorscorner.php>:

- Activity 4-3: Presenting Fire and Life Safety Lesson Plans

Student Resources

To participate in this course, students need:

- Fire and Life Safety Educator First Edition, Author: Marsha Giesler, Cengage Brain, ISBN:13-978-1-4283-0541-0

Or

- Fire and Life Safety Educator, Third Edition, IFSTA, Fire Protection Publications, ISBN: 978-087939396-0

Facilities, Equipment, and Personnel

The following facilities, equipment, or personnel are required to deliver this course:

- None

Unit 1: Introduction

Topic 1-1: Orientation and Administration

Terminal Learning Objective

At the end of this topic, a student will be able to identify facility and classroom requirements and identify course objectives, events, requirements, assignments, activities, resources, evaluation methods, and participation requirements in the course syllabus.

Enabling Learning Objectives

1. Identify facility requirements
 - Restroom locations
 - Food locations
 - Smoking locations
 - Emergency procedures
2. Identify classroom requirements
 - Start and end times
 - Breaks
 - Electronic device policies
 - Special needs and accommodations
 - Other requirements as applicable
3. Review course syllabus
 - Course objectives
 - Calendar of events
 - Course requirements
 - Student evaluation process
 - Assignments
 - Activities
 - Required student resources
 - Class participation requirements

Discussion Questions

1. What is a formative test? What is a summative test?

Activities

1. To be determined by the instructor.

Topic 1-2: Community Risk Educator Certification Process

Terminal Learning Objective

At the end of this topic, a student will be able to identify different levels in the Community Risk Officer Certification track, the courses and requirements for Community Risk Educator certification, and be able to describe the capstone task book and testing process.

Enabling Learning Objectives

1. Identify the different levels of certification in the Community Risk Officer certification track

Community Risk Educator

- Community Risk Educator
 - Community Risk Specialist
 - Community Risk Officer
2. Identify the courses required for Community Risk Educator
 - Community Risk Educator
 3. Identify any other requirements for Community Risk Educator
 - Six months of full-time experience or one year volunteer experience in fire and life safety education.
 4. Describe the capstone task book process
 - Complete all prerequisites and course work
 - Submit application and fees to request capstone task book
 - Complete all job performance requirements included in the task book
 - Must have identified evaluator verify individual task completion via signature
 - Must have Fire Chief or authorized representative verify task book completion via signature
 - Must be employed by a Fire Agency in the position prior to submitting completed task book to State Fire Training
 5. Describe the capstone testing process
 - Complete course work
 - Schedule online capstone test
 - Schedule skills evaluation test

Discussion Questions

1. How many levels are there in the Community Risk Officer Certification track? What are they?

Activities

1. To be determined by the instructor.

Unit 2: Administration

Topic 2-1: Documenting and Recording Fire and Life Safety Educational Activities

Terminal Learning Objective

At the end of this topic, a student, given specific forms and formats, will be able to document and record all fire and life safety educational activities by completing each component of the form or format with the correct information.

Enabling Learning Objectives

1. Describe required forms or formats
2. Identify reporting procedures
3. Identify scheduled activities
4. Utilize forms and formats
5. Gather and assemble information

Discussion Questions

1. What information is necessary to document fire and life safety educational activities?

Activities

1. Given a specific form and topical information, complete a community service request.

Instructor Notes

1. Provide sample forms for community service requests.
2. Students can also bring in sample forms from their agency.

CTS Guide Reference: CTS 1-1

Topic 2-2: Completing Fire and Life Safety Activity Reports and Forms

Terminal Learning Objective

At the end of this topic, a student, given specific forms or formats and information on activities, will be able to complete all components of the activity reports with the correct information.

Enabling Learning Objectives

1. List types of educational activities
2. List classifications for activities
3. Identify types of documentation methods and authority having jurisdiction-preferred methods
4. Explain the purpose of the forms or formats
5. Compile information
6. Maintain records

Discussion Questions

1. What are two examples of fire and life safety educational activities?

Activities

1. Listen to a fire and life safety activity request from a member of the public and fill out the appropriate form with the information given.

Instructor Notes

1. Provide an example recording or written message of a public request.

CTS Guide Reference: CTS 1-2

2-3: Scheduling and Completing Fire and Life Safety Activities

Terminal Learning Objective

At the end of this topic, a student, given a list of events, activity requests, pre-activity requirements, and time allotments, will be able to schedule and complete all activities in a work schedule without conflict.

Enabling Learning Objectives

1. Identify scheduling limitations and program requests
2. Schedule time for pre-activity requirements
3. Schedule events without conflict

Discussion Questions

1. What pre-activity tasks do you need to accomplish prior to an event?

Community Risk Educator

Activities

1. To be determined by the instructor.

Instructor Notes

1. Consider distributing samples of event calendars, activity requests, pre-activity requirements, and time allotments.

CTS Guide Reference: CTS 1-3

2-4: Identifying Fire and Life Safety Community Resources

Terminal Learning Objective

At the end of this topic, a student, given a current list of resources, organizations, and identified need(s), will be able to identify community resources, services, and organizations, and refer the public to the applicable resource(s).

Enabling Learning Objectives

1. Identify current community resources, services, and organizations
2. Convey information

Discussion Questions

1. How would you describe a community resource, service, or organization?
2. What common community resources, services, and organizations are available for citizens with community service inquiries?

Activities

1. To be determined by the instructor.

Instructor Notes

1. None

CTS Guide Reference: CTS 1-4

Unit 3: Planning and Development

Topic 3-1: Identifying and Sharing Information with Fire and Life Safety Partners

Terminal Learning Objective

At the end of this topic, a student, given current fire and life safety issues and community resources, services, and organizations, will be able to identify partners and share information and resources to address current fire and life safety issues.

Enabling Learning Objectives

1. Identify current community resources, services, and organizations
2. Analyze current fire and life safety issues
3. Identify organizations with common fire and life safety goals
4. Recognize opportunities for shared effort(s)

Discussion Questions

1. What is the benefit to the Community Risk Educator of finding an available resource to solve a citizen's inquiry, even if it is not a fire department problem?
2. What opportunities do the fire department and community resource organizations have to discuss common goals?

Activities

1. To be determined by the instructor.

Instructor Notes

1. Consider providing a list of fire and life safety “hot topics” and a contact list of fire service-related organizations.

CTS Guide Reference: CTS 2-1

Unit 4: Education and Implementation

Topic 4-1: Selecting Fire and Life Safety Instructional Materials

Terminal Learning Objective

At the end of this topic, a student, given a subject, learning objectives, the intended audience, and related resources, will be able to select instructional materials specific to the audience and activity objectives.

Enabling Learning Objectives

1. Describe learning characteristics of varied audiences and instructional material content
2. Locate applicable instructional materials

Discussion Questions

1. Why is it important to know target audience learning characteristics before selecting program material?
2. What repercussions could you foresee when using inappropriate instruction materials?
3. What are some considerations when selecting educational materials appropriate for the topic and target audience?

Activities

1. To be determined by the instructor.

Instructor Notes

1. Consider available resources for selecting instructional materials specific to the audience and activity objectives, such as puppets and characterization.
2. Refer to NFPA 1035 Annex A, Section 6.4.4 for differences in audience characteristics.

CTS Guide Reference: CTS 3-1

Topic 4-2: Practicing Safety During Fire and Life Safety Educational Activities

Terminal Learning Objective

At the end of this topic, a student, given a lesson plan and a list of equipment, will be able to practice safety during fire and life safety education activities/demonstrations without injury to the educator or participants.

Enabling Learning Objectives

1. Identify potential hazards
2. Define injury reduction strategies
 - Identify personal protective equipment
3. Recognize and mitigate potential hazards

Discussion Questions

1. What are some potential hazards of a live fire demonstration?
2. What activities are appropriate for different age levels?

Activities

1. To be determined by the instructor.

Instructor Notes

1. Refer to NFPA 1035 Annex A, Section 5.1 for injury reduction strategies.

CTS Guide Reference: CTS 3-2

Topic 4-3: Presenting Fire and Life Safety Lesson Plans

Terminal Learning Objective

At the end of this topic, a student, given a lesson plan with multiple presentation methods, evaluation instruments, time allotment, settings, and an identified audience, will be able to present and follow the lesson plan in order to meet objectives.

Enabling Learning Objectives

1. Identify lesson content
2. Describe learning objectives
3. List presentation methods
4. Identify specific audience needs
5. Demonstrate presentation skills and methods

Discussion Questions

1. How does verbiage change when talking to different age groups?
2. What is the purpose of a lesson plan?
3. What are common components of a lesson plan?

Activities

1. Activity 4-3: Presenting Fire and Life Safety Lesson Plans

Instructor Notes

1. Refer to NFPA 1035 Annex A, Section 5.4.3 for typical presentation methods.

CTS Guide Reference: CTS 3-3

Topic 4-4: Notifying the Public of Fire and Life Safety Events

Terminal Learning Objective

At the end of this topic, a student, given a scheduled event, will be able to notify the public of the location, date, time, topic, and sponsoring agency of a scheduled event.

Enabling Learning Objectives

1. Identify publicity methods
2. List local media resources
3. Review policies regarding dissemination of information
4. Utilize information technology
5. Distribute information

Discussion Questions

1. How many different mediums could you utilize to announce an event?

Activities

1. To be determined by the instructor.

Instructor Notes

1. None

CTS Guide Reference: CTS 3-4

Topic 4-5: Disseminating Fire and Life Safety Educational Information

Terminal Learning Objective

At the end of this topic, a student, given information and/or materials, a specified audience, and a time frame, will be able to disseminate educational information to the audience within a specified time.

Enabling Learning Objectives

1. Describe legal requirements and policies for the distribution and posting of materials
2. List distribution methods
3. Describe venues for communicating with various audiences
4. Utilize available Information technology
5. Determine time requirements for processing information
6. Disseminate information

Discussion Questions

1. What are the proper channels for disseminating educational information to a specified audience?

Activities

1. To be determined by the instructor.

Instructor Notes

1. Refer to NFPA 1035 Annex A, Section 6.4.4 for additional guidelines and explanations.

CTS Guide Reference: CTS 3-5

Unit 5: Evaluation

Topic 5-1: Administering Fire and Life Safety Evaluation Methods

Terminal Learning Objective

At the end of this topic, a student, given the appropriate evaluation instrument and testing policies and procedures administer an evaluation method to measure lesson outcomes.

Enabling Learning Objectives

1. Identify evaluation instruments
2. Describe learning objectives
3. Review testing policies and procedures
4. Apply testing policies and procedures

Discussion Questions

1. What is the purpose of the evaluation process?
2. What is the role of the Community Risk Educator in the evaluation process?

3. What is the proper procedure for administering an evaluation instrument for a fire and life safety education presentation?

Activities

1. To be determined by the instructor.

Instructor Notes

1. Consider sharing different examples of evaluation techniques with the students.

CTS Guide Reference: CTS 4-1

Topic 5-2: Scoring Fire and Life Safety Evaluation

Terminal Learning Objective

At the end of this topic, a student, given scoring procedures and a grading scale will be able to score an evaluation instrument to determine lesson outcomes.

Enabling Learning Objectives

1. Describe scoring techniques
2. Identify grading techniques
3. Determine grading scales
4. Report information

Discussion Questions

1. What is the proper procedure for scoring the results of an evaluation following a fire and life safety education presentation?

Activities

1. To be determined by the instructor.

Instructor Notes

1. None

CTS Guide Reference: CTS 4-2

Community Risk Educator

Time Table

The hours listed in the timetable are the minimum required to complete the lectures and activities included. These hours do not include any additional activities added by the instructor. Please keep in mind that this timetable is a guideline and does not allot any time for breaks or lunches. Please plan accordingly.

Segment	Lecture Time	Activity Time	Total Unit Time
Unit 1: Introduction			
Topic 1-1: Orientation and Administration			
Lecture	1:00		
Activity 1-1: To be determined by instructor		00:00	
Topic 1-2: Community Risk Educator Certification Process			
Lecture	1:00		
Activity 1-2: To be determined by instructor		00:00	
Unit 1 Totals	2:00	00:00	2:00
Unit 2: Administration			
Topic 2-1: Documenting and Recording Fire and Life Safety Educational Activities			
Lecture	1:00		
Activity 2-1: Recommended by SFT		0:30	
Topic 2-2: Completing Fire and Life Safety Activity Reports and Forms			
Lecture	1:00		
Activity 2-2: Recommended by SFT		0:30	
Topic 2-3: Scheduling and Completing Fire and Life Safety Activities			
Lecture	1:00		
Activity 2-3: To be determined by instructor		00:00	
Topic 2-4: Identifying Fire and Life Safety Community Resources			
Lecture	1:00		
Activity 2-4: To be determined by instructor		00:00	
Unit 2 Totals	4:00	1:00	5:00
Unit 3: Planning and Development			

Community Risk Educator

Segment	Lecture Time	Activity Time	Total Unit Time
Topic 3-1: Identifying and Sharing Information with Fire and Life Safety Partners			
Lecture	2:00		
Activity 3-1: To be determined by the instructor		00:00	
Unit 3 Totals	2:00	00:00	2:00
Unit 4: Education and Implementation			
Topic 4-1: Selecting Fire and Life Safety Instructional Materials			
Lecture	2:30		
Activity 4-1: To be determined by the instructor		00:00	
Topic 4-2: Practicing Safety During Fire and Life Safety Educational Activities			
Lecture	1:00		
Activity 4-1: To be determined by the instructor		00:00	
Topic 4-3: Presenting Fire and Life Safety Lesson Plans			
Lecture	2:00		
Activity 4-3: Mandatory		4:00	
Topic 4-4: Notifying the Public of Fire and Life Safety Events			
Lecture	1:00		
Activity 4-4: To be determined by instructor		00:00	
Topic 4-5: Disseminating Fire and Life Safety Educational Information			
Lecture	1:30		
Activity 4-5: To be determined by instructor		00:00	
Unit 4 Totals	8:00	4:00	12:00
Unit 5: Evaluation			
Topic 5-1: Administering Fire and Life Safety Evaluation Methods			
Lecture	1:00		
Activity 5-1: To be determined by instructor		00:00	

Community Risk Educator

Segment	Lecture Time	Activity Time	Total Unit Time
Topic 5-2: Scoring Fire and Life Safety Evaluation			
Lecture	1:00		
Activity 5-2: To be determined by instructor		00:00	
Unit 5 Totals	2:00	00:00	2:00
Lecture, Activity, and Unit Totals:	18:00	5:00	23:00

Course Totals

Total Lecture Time (LT)	18:00
Total Activity Time (AT)	5:00
Total Testing Time (TT)	1:00
Total Course Time	24:00

DRAFT

Community Risk Specialist

Certification Training Standards Guide [Month Year]

Cover Photo



California Department of Forestry and Fire Protection
Office of the State Fire Marshal
State Fire Training

Community Risk Specialist

Certification Training Standards Guide [Month Year]

This CTS guide utilizes NFPA 1035 Standard for Professional Qualifications for Fire and Life Safety Educator, Public Information Officer, and Juvenile Firesetter Intervention Specialist 2010 to provide the qualifications for State Fire Training's [Certification Title] certification.

State Fire Training coordinated the development of this CTS guide. Before its publication, the Statewide Training and Education Advisory Committee (STEAC) and the State Board of Fire Services (SBFS) recommended this CTS guide for adoption by the Office of the State Fire Marshal (OSFM).



Published by State Fire Training
1131 S Street, Sacramento, CA 95811
(916) 445-8200

Cover photo courtesy of [name, organization]

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State Fire Training

Mission

To enable the California Fire Service to safely protect life and property through education, training, and certification.

The California Fire Services Training and Education System

The California Fire Service Training and Education System (CFSTES) was established to provide a single statewide focus for fire service training in California. CFSTES is a composite of all the elements that contribute to the development, delivery, and administration of training for the California fire service. The authority for the central coordination of this effort is vested in the Training Division of the California State Fire Marshal's Office with oversight provided by the State Board of Fire Services.

CFSTES facilitates, coordinates, and assists in the development and implementation of standards and certification for the California fire service. CFSTES:

1. Administers the California Fire Academy System
2. Provides accredited courses leading to certification and approved standardized training programs for local and regional delivery
3. Administers the national accreditation process in California
4. Publishes certification training standards, course plans, and a capstone task book for each certified level in the California fire service

CFSTES is a fire service system developed by the fire service, for the fire service. It is only as successful and effective as the people involved in it.

Acknowledgments

State Fire Training appreciates the hard work and accomplishments of those who built the solid foundation on which this program continues to grow.

State Fire Training gratefully acknowledges the following individuals and organizations for their diligent efforts and contributions that made the development and publication of this document possible.

CAL FIRE

Ken Pimlott
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Deputy Fire Marshal, Heartland Fire and Rescue

Brian Springer

Fire Captain (Retired) and Fire Service Instructor for Mohave and Santa Anna Community Colleges

** Members who served in both development and validation

Partners

{State Fire Training also extends special acknowledgement and appreciation to the Conference and Training Services Unit with the College of Continuing Education at California State University, Sacramento, for its ongoing meeting logistics and curriculum development support, innovative ideas, and forward-thinking services. This collaboration is made possible through an interagency agreement between CAL FIRE and Sacramento State.}

{The development and publication of this CTS guide was funded by [source] from [organization]. State Fire Training is grateful to [organization] for its financial contribution toward the completion of this project.}

How to Read a CTS Guide

State Fire Training develops a Certification Training Standards (CTS) Guide for a variety of job functions in the fire service such as firefighter, driver/operator, fire instructor, and company officer. The CTS guide lists the requisite knowledge and skills and the job performance requirements a person is expected to complete in order to become certified in a specific function. CTS guides are appropriate for fire service personnel and individuals in related occupations pursuing State Fire Training certification.

Each CTS guide serves as a foundation for the certification programs recommended for adoption by the Office of the State Fire Marshal. Any certification program must be based on job-related knowledge and measurable performance standards. To master the knowledge and skills needed for specialized operations, individuals will require additional training to augment the performance standards included in the CTS guide.

Within the CTS guide, it is impossible to capture the different policies and procedures of each organization in the California fire service. Individuals aspiring to meet State Fire Training's certification training standards must do so in accordance with the codes, standards, regulations, policies, and standard operating procedures applicable within their own departments or jurisdictions.

Format

Each certification training standard included in the CTS guide includes the following:

Section Heading

The section heading describes a general category for a group of training standards. For example, the Fire Marshal CTS includes the following sections: Administration, Risk Management, Community Relations, Professional Development, Regulatory Programs, Fire and Life Safety, and Investigation. Each section contains one or more individual training standards.

Training Standard Title

The training standard title provides a general description of the performance requirement contained within the standard.

Authority

The CTS guide references each standard with one or more paragraphs of the corresponding National Fire Protection Association (NFPA) Professional Qualifications. This ensures that each fire service function within California's certification system meets or exceeds NFPA standards.

When California requirements exceed the NFPA standard, the CTS guide cites the Office of the State Fire Marshal as the authority and prints the corresponding information in *italics*.

Given

This section lists the objects, equipment, materials, or facilities an individual needs in order to acquire the requisite knowledge and skills or to accomplish the job performance requirement(s) within a training standard.

Requisite Knowledge and Skills

This section lists the knowledge and skills that an individual must acquire in order to accomplish the job performance requirement(s) within a training standard.

This section does not include NFPA requisite knowledge or skills that are too general to teach or that individuals should develop through life experiences. For example, a training standard would not list “communicate orally and in writing” or “ability to relate interpersonally” unless they specifically apply to a job performance requirement about acquiring communication skills or developing interpersonal relationships.

Job Performance Requirements

This section includes one or more written statements that describe a specific job-related task and define measurable or observable outcomes. After an individual completes all coursework and requisite requirements, the capstone task book process verifies completion of job performance requirements.

Content

In addition to the individual certification training standards, the CTS guide also includes State Fire Training Revisions and Errata pages.

State Fire Training Content

Located at the back of the CTS guide, this table documents any significant revisions made by State Fire Training to the NFPA standards in the development of this CTS guide. This table is used to justify content additions and advise the course plan development team.

Errata

Located at the back of the CTS guide, this page documents any changes made to the CTS guide outside of the five-year NFPA revision cycle.

Community Risk Specialist

Section 1: Administration

1-1: Preparing a Fire and Life Safety Budget Proposal

Authority

NFPA 1035 Standard for Professional Qualifications for Fire and Life Safety Educator, Public Information Officer, and Juvenile Firesetter Intervention Specialist 2010

- Paragraph 6.2.1

Given

1. Budgetary guidelines
2. Program needs
3. Delivery expense projections

Requisite Knowledge and Skills

1. *Explain* budgetary process
1. *Review* governmental accounting procedures
2. *Identify* federal, state/provincial, and tribal laws
3. *Describe* organizational bidding process
4. *Identify* organization purchase requests
5. Estimate project costs
6. Complete budget forms
7. Complete requisition/purchase orders
8. Collect, organize, and format budgetary information
9. Complete program budget proposal
10. Complete purchase requests

Job Performance Requirements

1. Prepare a written budget proposal for a specific program or activity, follow all guidelines, and identify all program needs.

1-2 Project Fire and Life Safety Program Budget Income/Expenditures

Authority

NFPA 1035 Standard for Professional Qualifications for Fire and Life Safety Educator, Public Information Officer, and Juvenile Firesetter Intervention Specialist 2010

- Paragraph 6.2.2

Given

1. Program needs
2. Past expenditures
3. Current materials
4. Personnel cost
5. Guidelines

Requisite Knowledge and Skills

1. *Identify* resource availability and cost
2. *Describe* budget preparation
3. *Identify* management *objectives*
4. Retrieve, *review*, and organize past budget information
5. Project income/expenditures
6. Prepare a budget

Job Performance Requirements

1. Project program budget income/expenditures and address all program needs within accepted guidelines.

1-3: Developing Fire and Life Safety Public Policy Recommendations

Authority

NFPA 1035 Standard for Professional Qualifications for Fire and Life Safety Educator, Public Information Officer, and Juvenile Firesetter Intervention Specialist 2010

- Paragraph 6.2.3

Given

1. A fire or injury issue
2. Policy development guidelines

Requisite Knowledge and Skills

1. *Describe* public policy process
2. *Analyze* local fire and injury issues
3. Format policy
4. Project possible outcome

Job Performance Requirements

1. Develop a public policy recommendation for management, provide justification for the policy, explain the issue, identify solutions, and state the impact or benefit from adopting the policy.

1-4: Evaluating Fire and Life Safety Subordinate Performance

Authority

1. [NFPA 1035 Standard for Professional Qualifications for Fire and Life Safety Educator, Public Information Officer, and Juvenile Firesetter Intervention Specialist 2010
 - Paragraph 6.2.4
2. Office of the State Fire Marshal

Given

1. Written performance criteria
2. Organizational policies on performance evaluations
3. Evaluation forms

Requisite Knowledge and Skills

1. *Review* federal, state/provincial, and tribal employment regulations
2. *Describe* personnel evaluation techniques
3. Complete specific evaluation forms
4. Document subordinate performance
5. *Review performance evaluation with the subordinate*

Job Performance Requirements

1. Evaluate subordinate performance objectively, provide feedback to the employee, and complete the evaluation according to organizational policy and procedures.

1-5: Assembling JFIS Intake Forms and Materials

Authority

NFPA 1035 Standard for Professional Qualifications for Fire and Life Safety Educator, Public Information Officer, and Juvenile Firesetter Intervention Specialist 2010

- Paragraph 9.2.1

Given

1. Approved forms *and materials*
2. Program policies and procedures

Requisite Knowledge and Skills

1. *Review* program policies and procedures
2. *Review* approved forms and materials
3. *Identify* regulations governing confidentiality
4. Organize materials

Job Performance Requirements

1. Assemble intake process forms and materials according to program policies and procedures.

1-6: Assembling JFIS Interview Tools and Materials

Authority

NFPA 1035 Standard for Professional Qualifications for Fire and Life Safety Educator, Public Information Officer, and Juvenile Firesetter Intervention Specialist 2010

- Paragraph 9.2.2

Given

1. Tools, *forms*, and materials as determined by program policies and procedures

Requisite Knowledge and Skills

1. *Review* program policies and procedures
2. *Review* approved forms and materials
3. Organize materials

Job Performance Requirements

1. Assemble interview tools and material resources to conduct an interview with a juvenile and his or her family.

DRAFT

1-7: Utilizing Personal Work Schedules to Conduct JFIS Interviews

Authority

NFPA 1035 Standard for Professional Qualifications for Fire and Life Safety Educator, Public Information Officer, and Juvenile Firesetter Intervention Specialist 2010

- Paragraph 9.2.3

Given

1. Contact names
2. Requested time

Requisite Knowledge and Skills

1. *Review* program policies and procedures
2. Manage time

Job Performance Requirements

1. Utilize your personal work schedule to conduct all interviews on time and in a location agreeable to all parties.

DRAFT

1-8: Reporting JFIS Case Information to a Supervisor

Authority

NFPA 1035 Standard for Professional Qualifications for Fire and Life Safety Educator, Public Information Officer, and Juvenile Firesetter Intervention Specialist 2010

- Paragraph 9.2.4

Given

1. A case file that includes approved forms, the intake/interview information, and selected intervention(s)

Requisite Knowledge and Skills

1. *Review* intake/interview process
2. *Review* program policies and procedures
3. *Prepare* program forms
4. *Describe* types of intervention
5. Identify, summarize, and communicate relevant case information

Job Performance Requirements

1. Report case information to a supervisor to ensure that the intervention process meets all required program policies and procedures.

1-9: Recording and Securing JFIS Data

Authority

NFPA 1035 Standard for Professional Qualifications for Fire and Life Safety Educator, Public Information Officer, and Juvenile Firesetter Intervention Specialist 2010

- Paragraph 9.2.5

Given

1. Case information
2. Approved forms and/or database
3. Program policies and procedures

Requisite Knowledge and Skills

1. *Review* program policies and procedures
2. *Review* approved forms
3. *Evaluate* required record-keeping systems
4. Gather and organize data

Job Performance Requirements

1. Record and secure data and complete statistical analysis.

Section 2: Planning and Development

2-1: Establishing Fire and Life Safety Education Priorities

Authority

NFPA 1035 Standard for Professional Qualifications for Fire and Life Safety Educator, Public Information Officer, and Juvenile Firesetter Intervention Specialist 2010

- Paragraph 6.3.1

Given

1. Relevant local loss and injury data

Requisite Knowledge and Skills

1. *Describe* community risk assessment process
2. *Analyze* content of reports and data
3. *Identify* prevention interventions
4. Collect, analyze, and interpret data
5. *Identify* and address priority risk issues

Job Performance Requirements

1. Establish fire and life safety education priorities within a program to include local fire and life safety education activities that address identified risk priorities.

2-2: Facilitating Fire and Life Safety Collaborative Partnerships

Authority

NFPA 1035 Standard for Professional Qualifications for Fire and Life Safety Educator, Public Information Officer, and Juvenile Firesetter Intervention Specialist 2010

- Paragraph 6.3.2

Given

1. Information about the organizations in the partnership
2. Goals of the partnership
3. Organizational guidelines

Requisite Knowledge and Skills

1. *Review* planning and political process
2. *Identify* group management and dynamics
3. *Review* meeting times and locations of existing coalitions
4. *Describe* group process
5. Identify resources
6. Communicate objectives
7. Negotiate *objectives*
8. Resolve conflict
9. Interact in a group
10. Recognize opportunity for shared effort
11. Facilitate small group process

Job Performance Requirements

1. Facilitate a fire and life safety collaborative partnership to achieve education objectives.

2-3: Preparing Fire and Life Safety Resource Requests to External Agencies

Authority

NFPA 1035 Standard for Professional Qualifications for Fire and Life Safety Educator, Public Information Officer, and Juvenile Firesetter Intervention Specialist 2010

- Paragraph 6.3.3

Given

1. Department *and external* agency policies on requesting resources
2. A description of the resources needed

Requisite Knowledge and Skills

1. *Identify* legal issues
2. *Review* department *and external* agency policies for requesting resources
3. *Demonstrate the ability to* write proposals

Job Performance Requirements

1. Prepare a request for resources from an external organization, identify needed resources, and conform to department *and external* agency policies and the requirements of the resource provider.

Section 3: Education and Implementation

3-1: Developing Fire and Life Safety Informational Material

Authority

NFPA 1035 Standard for Professional Qualifications for Fire and Life Safety Educator, Public Information Officer, and Juvenile Firesetter Intervention Specialist 2010

- Paragraph 6.4.1

Given

1. An identified fire or life safety objective
2. Characteristics of the target audience

Requisite Knowledge and Skills

1. *Identify* data resources
2. *Review* information systems, including format and materials
3. *Describe* the learning theory
4. *Identify* community risk and prevention interventions
5. Understand high-risk *populations and persons with disabilities and those with access and functional needs*
6. Assemble information in specific format
7. Generate written communications relevant to the needs of target populations
8. Locate resources to assist with specific challenges such as *populations and persons with disabilities and those with access and functional needs*

Job Performance Requirements

1. Develop informational material that is accurate, relevant to the objective, and specific to the characteristics and needs of the target audience.

3-2: Developing Fire and Life Safety Lesson Plans

Authority

NFPA 1035 Standard for Professional Qualifications for Fire and Life Safety Educator, Public Information Officer, and Juvenile Firesetter Intervention Specialist 2010

- Paragraph 6.4.2

Given

1. Learning objectives
2. Specified audience(s)

Requisite Knowledge and Skills

1. *Identify* lesson plan format
2. *Review* needs assessment
3. *Identify* instructional methods and techniques
4. Design lesson plan
5. Adapt lesson plan based on audience needs

Job Performance Requirements

1. Develop a lesson plan, meet objectives and address the needs of the target audience.

3-3: Developing Fire and Life Safety Educational Materials

Authority

NFPA 1035 Standard for Professional Qualifications for Fire and Life Safety Educator, Public Information Officer, and Juvenile Firesetter Intervention Specialist 2010

- Paragraph 6.4.3

Given

1. A lesson plan
2. Specified audience(s)

Requisite Knowledge and Skills

1. *Identify* types of educational materials
2. *Review* instructional development and graphics
3. Design educational material

Job Performance Requirements

1. Develop educational materials that support the lesson plan and are specific to the audience.

DRAFT

3-4: Designing Fire and Life Safety Education Program

Authority

NFPA 1035 Standard for Professional Qualifications for Fire and Life Safety Educator, Public Information Officer, and Juvenile Firesetter Intervention Specialist 2010

- Paragraph 6.4.4

Given

1. A comprehensive educational strategy
2. A target audience and its characteristics

Requisite Knowledge and Skills

1. *Review* needs assessment
2. *Identify* evaluation instruments
3. *Select* educational methodology
4. Compile, organize, and evaluate educational program elements

Job Performance Requirements

1. Design a fire and life safety education program to address the goals of a given strategy.

3-5: Revising Fire and Life Safety Educational Programs

Authority

NFPA 1035 Standard for Professional Qualifications for Fire and Life Safety Educator, Public Information Officer, and Juvenile Firesetter Intervention Specialist 2010

- Paragraph 6.4.5

Given

1. Results of an evaluation process
2. Program objectives

Requisite Knowledge and Skills

1. *Review* educational methodology
2. Write *or revise* specific objectives and lesson plans
3. Analyze data

Job Performance Requirements

1. Revise an educational program until objectives are achieved.

DRAFT

3-6: Reviewing JFIS Case Files

Authority

NFPA 1035 Standard for Professional Qualifications for Fire and Life Safety Educator, Public Information Officer, and Juvenile Firesetter Intervention Specialist 2010

- Paragraph 9.4.1

Given

1. Intake information

Requisite Knowledge and Skills

1. *Describe* program policies and procedures for the intake process
2. *Explain* necessary components of the intake process
3. Determine information needed to complete the juvenile and family interviews

Job Performance Requirements

1. Review a case file before speaking with the juvenile and his or her family so the JFIS is familiar with the circumstances of the firesetting incident(s).

DRAFT

3-7: Initiating JFIS Contact with Families

Authority

NFPA 1035 Standard for Professional Qualifications for Fire and Life Safety Educator, Public Information Officer, and Juvenile Firesetter Intervention Specialist 2010

- Paragraph 9.4.2

Given

1. The case file

Requisite Knowledge and Skills

1. Build rapport
2. *Describe* program policies and procedures
3. *Explain* scope of services
4. *Describe* community resources, services, and organizations
5. Manage time and communications

Job Performance Requirements

1. Initiate contact with the family, explain the program and its benefits, schedule a time, date, and place for the intake/interview, and advise the family of possible intervention options.

3-8: Conducting JFIS Intakes and Interviews

Authority

NFPA 1035 Standard for Professional Qualifications for Fire and Life Safety Educator, Public Information Officer, and Juvenile Firesetter Intervention Specialist 2010

- Paragraph 9.4.3

Given

1. Approved forms and guidelines

Requisite Knowledge and Skills

1. *Describe* federal, state/provincial, and tribal laws and legal consequences
2. *Describe* procedures pertaining to juveniles
3. *Identify* firesetting behavior
4. *Identify stages of* human development
5. *Describe* abuse or neglect
6. *Identify* profile of the firesetter and his or her family
7. Conduct an intake/interview and document findings
8. Use professional interview techniques
9. Manage time

Job Performance Requirements

1. Conduct and establish the purpose and limits of the intake/interview, establish rapport, gather relevant information, identify and intervene in any immediate life-threatening situations, report any suspected abuse or neglect, record and report observations, and summarize findings.

3-9: Determining JFIS Intervention Options

Authority

NFPA 1035 Standard for Professional Qualifications for Fire and Life Safety Educator, Public Information Officer, and Juvenile Firesetter Intervention Specialist 2010

- Paragraph 9.4.4

Given

1. The case file
2. Completed intake/interview forms
3. Knowledge of fire safety

Requisite Knowledge and Skills

1. *Describe* fire safety education
2. *Identify* juvenile firesetter characteristics and behaviors
3. *List* mental health options
4. *Explain* legal consequences
5. *Review* intake/interview forms
6. *Identify* current interagency network
7. *Review* referral process
8. Review program policies and procedures
9. Analyze information
10. Select educational materials and community resources, services, and organizations

Job Performance Requirements

1. Determine intervention(s) and referral options with regard to educational, mental health, and/or possible legal consequences, select specific educational material, explore mental health options, and explain legal consequences.

3-10: Implementing JFIS Interventions

Authority

NFPA 1035 Standard for Professional Qualifications for Fire and Life Safety Educator, Public Information Officer, and Juvenile Firesetter Intervention Specialist 2010

- Paragraph 9.4.5

Given

1. The case file
2. Educational materials
3. Referral resources

Requisite Knowledge and Skills

1. *Identify* educational resources, methodology, and techniques
2. *Explain* legal consequences
3. *Explain* fire science principles
4. *Identify* stages of human development
5. *Review* program policies and procedures
6. Initiate educational intervention(s) with identified learning objectives, presentation skills, and methods

Job Performance Requirements

1. Implement educational, mental health, and legal interventions that the firesetter and his or her family can complete.

3-11: Implementing JFIS Referral Processes

Authority

NFPA 1035 Standard for Professional Qualifications for Fire and Life Safety Educator, Public Information Officer, and Juvenile Firesetter Intervention Specialist 2010

- Paragraph 9.4.6

Given

1. Current interagency network list
2. Program policies and procedures

Requisite Knowledge and Skills

1. *Identify* current interagency network
2. *Review* referral process
3. Contact other agencies
4. Make referrals
5. Maintain confidentiality during the referral process

Job Performance Requirements

1. Implement the referral process and offer access to needed services to the juvenile firesetter and his or her family in a timely fashion.

Section 4: Evaluation

4-1: Developing Fire and Life Safety Evaluation Strategies

Authority

NFPA 1035 Standard for Professional Qualifications for Fire and Life Safety Educator, Public Information Officer, and Juvenile Firesetter Intervention Specialist 2010

- Paragraph 6.5.1

Given

1. Educational program goals and objectives
2. Evaluation instrument(s)

Requisite Knowledge and Skills

1. *Analyze* evaluation methods
2. Collect and analyze data
3. Implement evaluation strategy

Job Performance Requirements

1. Develop an evaluation strategy to measure program outcomes.

4-2: Designing Fire and Life Safety Evaluation Instruments

Authority

NFPA 1035 Standard for Professional Qualifications for Fire and Life Safety Educator, Public Information Officer, and Juvenile Firesetter Intervention Specialist 2010

- Paragraph 6.5.2

Given

1. Educational program goals and objectives
2. An evaluation strategy

Requisite Knowledge and Skills

1. *Review* testing methods
2. *Select tools to* measure program outcome
3. Validate testing instrument

Job Performance Requirements

1. Design an evaluation instrument to measure the program outcome.

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4-3: Implementing Fire and Life Safety Evaluation Strategies

Authority

NFPA 1035 Standard for Professional Qualifications for Fire and Life Safety Educator, Public Information Officer, and Juvenile Firesetter Intervention Specialist 2010

- Paragraph 6.5.3

Given

1. Educational program goals and objectives
2. Evaluation instrument(s)

Requisite Knowledge and Skills

1. *Identify* statistical analysis methods and resources
2. *Analyze evaluation techniques*
3. *Select* evaluation techniques
4. Implement evaluation methods

Job Performance Requirements

1. Implement an evaluation strategy to measure educational program outcomes.

4-4: Collecting and Recording JFIS Feedback

Authority

NFPA 1035 Standard for Professional Qualifications for Fire and Life Safety Educator, Public Information Officer, and Juvenile Firesetter Intervention Specialist 2010

- Paragraph 9.5.1

Given

1. Completed intervention(s)
2. Referrals
3. Approved forms and materials

Requisite Knowledge and Skills

1. *Review* program policies and procedures
2. *Review* approved forms and materials
3. *Recognize* regulations governing confidentiality
4. Compile and organize data
5. Manage time

Job Performance Requirements

1. Offer the juvenile firesetter and his or her family the opportunity to provide feedback at designated intervals and collect and record feedback.

4-5: Measuring and Documenting JFIS Intervention Results

Authority

NFPA 1035 Standard for Professional Qualifications for Fire and Life Safety Educator, Public Information Officer, and Juvenile Firesetter Intervention Specialist 2010

- Paragraph 9.5.2

Given

1. Completed feedback forms

Requisite Knowledge and Skills

1. *Review* program policies and procedures
2. *Recognize* regulations governing confidentiality
3. *Review* approved forms and materials
4. Compile, organize, and *analyze* data
5. Manage time

Job Performance Requirements

1. Measure changes in the juvenile firesetter and his or her family and document program results.

Section 5: Public Information Officer

5-1: Conducting Media Interviews and Preparing News/Press Releases

Authority

NFPA 1035 Standard for Professional Qualifications for Fire and Life Safety Educator, Public Information Officer, and Juvenile Firesetter Intervention Specialist 2010

- Paragraph 8.2.1, 8.2.4

Given

1. Incident information
2. PIO worksheets
3. Organizational policies
4. Incident or event information (8.2.4)

Requisite Knowledge and Skills

1. *Review* interview methodologies
2. Demonstrate interview skills
3. Collect information
4. Complete PIO worksheets
5. *Demonstrate the ability to provide media interviews*
6. *Review* news release format (8.2.4)
7. *List* media requirements (8.2.4)
8. Compose information in accordance with media requirements (8.2.4)

Job Performance Requirements

1. Conduct media interviews and disseminate all information compiled on worksheets accurately and in a timely manner to the media.
2. Prepare a news release that is pertinent, timely, concise, and accurate. (8.2.4)

5-2: Establishing Media Areas

Authority

NFPA 1035 Standard for Professional Qualifications for Fire and Life Safety Educator, Public Information Officer, and Juvenile Firesetter Intervention Specialist 2010

- Paragraph 8.2.2

Given

1. Incident or event information
2. Organizational policies
3. Types of media present

Requisite Knowledge and Skills

1. *Review* incident management system and incident command system
2. *Identify* safety considerations
3. *Identify* other agencies
4. Manage media area *and* participants
5. Coordinate communication between the organization and the media

Job Performance Requirements

1. Establish a media area to provide for the safety of all media and facilitate effective communication.

5-3: Disseminating Information to the Media

Authority

NFPA 1035 Standard for Professional Qualifications for Fire and Life Safety Educator, Public Information Officer, and Juvenile Firesetter Intervention Specialist 2010

- Paragraph 8.2.6

Given

1. A news release or media advisory
2. Characteristics of local media, including deadlines, organizational policies, and methods available to reach the media

Requisite Knowledge and Skills

1. *Identify* specified methods for disseminating information to the media
2. Develop, maintain, and strengthen a relationship with the media

Job Performance Requirements

1. Disseminate timely and accurate information to the media.

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5-4: Disseminating Information to Community Groups

Authority

NFPA 1035 Standard for Professional Qualifications for Fire and Life Safety Educator, Public Information Officer, and Juvenile Firesetter Intervention Specialist 2010

- Paragraph 8.2.3

Given

1. Organizational policies
2. Methods for contacting other groups and organizations

Requisite Knowledge and Skills

1. *Maintain* awareness of community groups
2. Develop, maintain, and strengthen relationships with community groups

Job Performance Requirements

1. Coordinate dissemination of information to specific community groups accurately and in a timely manner.

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5-5: Preparing Media Advisories

Authority

NFPA 1035 Standard for Professional Qualifications for Fire and Life Safety Educator, Public Information Officer, and Juvenile Firesetter Intervention Specialist 2010

- Paragraph 8.2.5

Given

1. Incident or event information
2. Organizational policy

Requisite Knowledge and Skills

1. *Describe* media advisory formatting
2. Compose information in accordance with media requirements

Job Performance Requirements

1. Prepare a media advisory that is pertinent, timely, concise, and accurate.

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5-6: Disseminating Information Internally

Authority

NFPA 1035 Standard for Professional Qualifications for Fire and Life Safety Educator, Public Information Officer, and Juvenile Firesetter Intervention Specialist 2010

- Paragraph 8.2.7

Given

1. Incident or event information
2. Organizational policies, methods, and time frame for releasing information

Requisite Knowledge and Skills

1. *Identify* specific methods for disseminating internal information
2. Maintain relationship with internal target audience
3. Utilize available information technology

Job Performance Requirements

1. Disseminate timely and accurate information to an internal target audience.

DRAFT

5-7: Coordinating a News Conference

Authority

NFPA 1035 Standard for Professional Qualifications for Fire and Life Safety Educator, Public Information Officer, and Juvenile Firesetter Intervention Specialist 2010

- Paragraph 8.2.8

Given

1. Incident, event, or issue information
2. Media characteristics
3. Methods available for reaching media
4. Organizational policies on news conferences

Requisite Knowledge and Skills

1. *List* news conference needs
2. Establish a relationship with the media
3. Coordinate site selection
4. Create media materials
5. Disseminate information

Job Performance Requirements

1. Coordinate a news conference for the media, obtain a site, notify desired media and participants in the news conference, establish a news conference agenda, and create a media information package.

State Fire Training Content

Code Key

Blocks

- G = Given
- RKS = Requisite Knowledge and Skills
- JPR = Job Performance Requirements
- NCTS = New certification training standard

Sources

- [ACRONYM = Title]
- [ACRONYM = Title]
- [ACRONYM = Title]

Certification: [Certification Title]

CTS	Block	Addition	Justification	Source/Reference
1-4	RKS	<i>Review performance evaluation with the subordinate</i>	Needed to complete the JPR	SFT

Errata

[Month Year]

Certification:	[Certification Title]		
CTS:	[#-#]	Block:	[Given / RKS / JPR]
Change:	[Describe change]		
Task Book Impact:	[None] or [Describe change]		

Certification:			
CTS:		Block:	
Change:			
Task Book Impact:			

Certification:			
CTS:		Block:	
Change:			
Task Book Impact:			

DRAFT

[Month Year]

Certification:			
CTS:		Block:	
Change:			
Task Book Impact:			

Certification:			
CTS:		Block:	
Change:			
Task Book Impact:			



Community Risk Specialist

Course Plan

Course Details

- Certification:** Community Risk Specialist
- CTS Guide:** Community Risk Specialist Certification Training Standards Guide
- Description:** This course provides the skills and knowledge needed for the Community Risk Specialist to perform his/her duties safely, effectively, and competently by preparing educational programs and information to meet identified needs; conducting JFS intakes/interviews to determine needs for referral and/or implementing educational intervention strategies; and managing interactions with the media and articulating organizational messages as a PIO.
- Designed For:** Community Risk Specialist Candidate
- Prerequisites:** Community Risk Educator
- Introduction to Incident Information, NWCG S-203
 - Public Information Officer Awareness, EMI Independent Study IS-289
 - Instructor 1B
 - ICS for Single Resources and Initial Action Incidents I-200.B
 - Youth Firesetting Prevention and Intervention Level I NFA-F0633; **or**
 - Youth Firesetting Prevention and Intervention NFA-R0629
 - Introduction to Wildland Fire Behavior NWCG S-190
- Standard:** Complete all activities and formative tests.
Complete all summative tests with a minimum score of 80%.
- Hours:** Lecture: 45:30
Activities: 10:30
Testing: 1:00
- Hours (Total):** 57:00

Community Risk Specialist

Maximum Class Size: 30

Instructor Level: Instructor Level 1

Instructor/Student Ratio: 1:30

Restrictions: None

SFT Designation: CFSTES

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Required Resources

Instructor Resources

To teach this course, instructors need:

- Fire and Life Safety Educator First Edition, Author: Marsha Giesler, Cengage Brain, ISBN:13-978-1-4283-0541-0

Or

- Fire and Life Safety Educator, Third Edition, IFSTA, Fire Protection Publications, ISBN: 978-087939396-0

Online Instructor Resources

The following instructor resources are available online at

<http://osfm.fire.ca.gov/training/instructorcorner.php>:

- None

Student Resources

To participate in this course, students need:

- Fire and Life Safety Educator First Edition, Author: Marsha Giesler, Cengage Brain, ISBN:13-978-1-4283-0541-0

Or

- Fire and Life Safety Educator, Third Edition, IFSTA, Fire Protection Publications, ISBN: 978-087939396-0

Facilities, Equipment, and Personnel

The following facilities, equipment, or personnel are required to deliver this course:

- None

Unit 1: Introduction

Topic 1-1: Orientation and Administration

Terminal Learning Objective

At the end of this topic, a student will be able to identify facility and classroom requirements and identify course objectives, events, requirements, assignments, activities, resources, evaluation methods, and participation requirements in the course syllabus.

Enabling Learning Objectives

1. Identify facility requirements
 - Restroom locations
 - Food locations
 - Smoking locations
 - Emergency procedures
2. Identify classroom requirements
 - Start and end times
 - Breaks
 - Electronic device policies
 - Special needs and accommodations
 - Other requirements as applicable
3. Review course syllabus
 - Course objectives
 - Calendar of events
 - Course requirements
 - Student evaluation process
 - Assignments
 - Activities
 - Required student resources
 - Class participation requirements

Discussion Questions

1. What is a formative test? What is a summative test?

Activities

1. To be determined by the instructor.

Topic 1-2: Community Risk Specialist Certification Process

Terminal Learning Objective

At the end of this topic, a student will be able to identify different levels in the Community Risk Officer certification track, the courses and requirements for Community Risk Specialist certification, and be able to describe the capstone task book and testing process.

Enabling Learning Objectives

1. Identify the different levels of certification in the Community Risk Officer certification track

Community Risk Specialist

- Community Risk Educator
 - Community Risk Specialist
 - Community Risk Officer
2. Identify the courses required for Community Risk Specialist
 - Community Risk Educator
 - Community Risk Specialist
 3. Identify any other requirements for Community Risk Specialist
 - One year of full-time experience or two years volunteer experience in fire and life safety education.
 4. Describe the capstone task book process
 - Complete all prerequisites and course work
 - Submit application and fees to request capstone task book
 - Complete all job performance requirements included in the task book
 - Must have identified evaluator verify individual task completion via signature
 - Must have Fire Chief or authorized representative verify task book completion via signature
 - Must be employed by a Fire Agency in the position prior to submitting completed task book to State Fire Training
 5. Describe the capstone testing process
 - Complete course work
 - Schedule online capstone test
 - Schedule skills evaluation test

Discussion Questions

1. How many levels are there in the Community Risk Officer certification track? What are they?

Activities

1. To be determined by the instructor.

Unit 2: FLSE Administration

Topic 2-1: Preparing a Fire and Life Safety Budget Proposal

Terminal Learning Objective

At the end of this topic, a student, given budgetary guidelines, program needs, and delivery expense projections, will be able to prepare a written budget proposal for a specific program or activity, follow all guidelines, and identify all program needs.

Enabling Learning Objectives

1. Explain budgetary process
2. Review governmental accounting procedures
3. Identify federal, state/provincial, and tribal laws
4. Describe organizational bidding process
5. Identify organization purchase requests

6. Estimate project costs
7. Complete budget forms
8. Complete requisition/purchase orders
9. Collect, organize, and format budgetary information
10. Complete program budget proposal
11. Complete purchase requests

Discussion Questions

1. What is the process for developing a fire and life safety education budget for a specific project?
2. What information should be contained in a budget proposal?

Activities

1. To be determined by the instructor.

Instructor Notes

1. None

CTS Guide Reference: CTS 1-1

Topic 2-2: Project Fire and Life Safety Program Budget Income/Expenditures

Terminal Learning Objective

At the end of this topic, a student, given program needs, past expenditures, current materials, personnel cost, and guidelines, will be able to project program budget income/expenditures and address all program needs within accepted guidelines.

Enabling Learning Objectives

1. Identify resource availability and cost
2. Describe budget preparation
3. Identify management objectives
4. Retrieve, review, and organize past budget information
5. Project income/expenditures
6. Prepare a budget

Discussion Questions

1. What information should be contained in a budget proposal?
2. What are some commonly used budget cycles?

Activities

1. To be determined by the instructor.

Instructor Notes

1. Consider providing sample budgets for students to review.

CTS Guide Reference: CTS 1-2

Topic 2-3: Developing Fire and Life Safety Public Policy Recommendations

Terminal Learning Objective

At the end of this topic, a student, given a fire or injury issue and policy development guidelines, will be able to develop a public policy recommendation for management,

Community Risk Specialist

provide justification for the policy, explain the issue, identify solutions, and state the impact or benefit from adopting the policy.

Enabling Learning Objectives

1. Describe public policy process
2. Analyze local fire and injury issues
3. Format policy
4. Project possible outcome

Discussion Questions

1. What is the public policy process?
2. What are the advantages to using the public policy process?

Activities

1. To be determined by the instructor.

Instructor Notes

1. Consider providing a case study or multiple case studies.

CTS Guide Reference: CTS 1-3

Topic 2-4: Evaluating Fire and Life Safety Subordinate Performance

Terminal Learning Objective

At the end of this topic, a student, given written performance criteria, organizational policies on performance evaluations, and evaluation forms, will be able to evaluate subordinate performance objectively, provide feedback to the employee, and complete the evaluation according to organizational policy and procedures.

Enabling Learning Objectives

1. Review federal, state/provincial, and tribal employment regulations
2. Describe personnel evaluation techniques
3. Complete specific evaluation forms
4. Document subordinate performance
5. Review performance evaluation with the subordinate

Discussion Questions

1. Why are performance evaluations important?
2. What is the procedure for evaluating the performance of a subordinate?

Activities

1. To be determined by the instructor.

Instructor Notes

1. Consider providing sample evaluation tools.

CTS Guide Reference: CTS 1-4

Unit 3: FLSE Planning and Development

Topic 3-1: Establishing Fire and Life Safety Education Priorities

Terminal Learning Objective

At the end of this topic, a student, given relevant local loss and injury data, will be able to establish fire and life safety education priorities within a program to include local fire and life safety education activities that address identified risk priorities.

Enabling Learning Objectives

1. Describe community risk assessment process
2. Analyze content of reports and data
3. Identify prevention interventions
4. Collect, analyze, and interpret data
5. Identify and address priority risk issues

Discussion Questions

1. What is the proper process for identifying and prioritizing local risks?
2. What are the risk priorities in your area?

Activities

1. Ask students to research local loss and injury data via the American Fact Finder tool on the U.S. Census Bureau website (http://factfinder2.census.gov/legacy/aff_sunset.html).

Instructor Notes

1. Encourage students to become familiar with local fire issues.

CTS Guide Reference: CTS 2-1

Topic 3-2: Facilitating Fire and Life Safety Collaborative Partnerships

Terminal Learning Objective

At the end of this topic, a student, given information about the organizations in the partnership, goals of the partnership, and organizational guidelines, will be able to facilitate a fire and life safety collaborative partnership to achieve education objectives.

Enabling Learning Objectives

1. Review planning and political process
2. Identify group management and dynamics
3. Review meeting times and locations of existing coalitions
4. Describe group process
5. Identify resources
6. Communicate objectives
7. Negotiate objectives
8. Resolve conflict
9. Interact in a group
10. Recognize opportunity for shared effort
11. Facilitate small group process

Discussion Questions

1. Why is it important to have collaborative partnerships?
2. What are some collaborative opportunities in your area?
3. What items would be placed on the agenda of a collaborative meeting?

Community Risk Specialist

Activities

1. To be determined by the instructor.

Instructor Notes

1. Consider asking a collaborative partner to speak to the group.

CTS Guide Reference: CTS 2-2

Topic 3-3: Preparing Fire and Life Safety Resource Requests to External Agencies

Terminal Learning Objective

At the end of this topic, a student, given agency and external agency policies on requesting resources and description of the resources needed, will be able to prepare a request for resources from an external organization, identify needed resources, and conform to department/agency policies and the requirements of the resource provider.

Enabling Learning Objectives

1. Identify legal issues
2. Review agency and external agency policies for requesting resources
3. Demonstrate the ability to write proposals

Discussion Questions

1. What key information should be included in a proposal?
2. What are some of your program's current needs and what are the external resources available to meet those needs?

Activities

1. To be determined by the instructor.

Instructor Notes

1. None

CTS Guide Reference: CTS 2-3

Unit 4: FLSE Education and Implementation

Topic 4-1: Developing Fire and Life Safety Informational Materials

Terminal Learning Objective

At the end of this topic, a student, given an identified fire or life safety objective and characteristics of the target audience, will be able to develop informational material that is accurate, relevant to the objective, and specific to the characteristics and needs of the target audience.

Enabling Learning Objectives

1. Identify data resources
2. Review information systems, including format and materials
3. Describe the learning theory
4. Identify community risk and prevention interventions
5. Understanding of high-risk populations and persons with disabilities and those with access and functional needs
6. Assemble information in specific format

7. Generate written communications relevant to the needs of target populations
8. Locate resources to assist with specific challenges such as peoples and populations with disabilities and those with access and functional needs

Discussion Questions

1. What strategies can be used to design a positive learning outcome?
2. What is the proper procedure for developing a lesson plan?
3. What are some challenges to the learning process for various audiences?
4. What are the advantages and disadvantages of different types of educational media?

Activities

1. Consider splitting the group in half and having one half speak on the advantages of different educational media, and the other half talk about the disadvantages.

Instructor Notes

1. None

CTS Guide Reference: CTS 3-1

Topic 4-2: Developing Fire and Life Safety Lesson Plans

Terminal Learning Objective

At the end of this topic, a student, given learning objectives and specified audience(s), will be able to develop a lesson plan, meet objectives, and address the needs of the target audience.

Enabling Learning Objectives

1. Identify lesson plan format
2. Review needs assessment
3. Identify instructional methods and techniques
4. Design lesson plan
5. Adapt lesson plan based on audience needs

Discussion Questions

1. How does the audience influence the design of a lesson plan?

Activities

1. Split the class into groups and provide each group with the same learning objectives, but with a different audience. Each group is to write a lesson plan based on their specific audience.

Instructor Notes

1. This activity could be performed as an individual homework assignment or a group class assignment.

CTS Guide Reference: CTS 3-2

Topic 4-3: Developing Fire and Life Safety Educational Materials

Terminal Learning Objective

At the end of this topic, a student, given a lesson plan and specified audience(s), will be able to develop educational materials that support the lesson plan and are specific to the audience.

Community Risk Specialist

Enabling Learning Objectives

1. Identify types of educational materials
2. Review instructional development and graphics
 - Ensure material is reflective of the community
 - Review risk assessment
3. Design educational material
 - Review Dale's Cone of Experience

Discussion Questions

1. What educational material has been the most effective in your personal experience?
2. What are some legal issues of using logos, trademarks, videos, etc. in the classroom?
3. What are some considerations when developing age appropriate, educationally appropriate, behaviorally sound, and culturally sensitive educational material?

Activities

1. To be determined by the instructor.

Instructor Notes

1. None

CTS Guide Reference: CTS 3-3

Topic 4-4: Designing Fire and Life Safety Education Program

Terminal Learning Objective

At the end of this topic, a student, given a comprehensive educational strategy and a target audience and its characteristics, will be able to design a fire and life safety education program to address the goals of a given strategy.

Enabling Learning Objectives

1. Review needs assessment
2. Identify evaluation instruments
3. Select educational methodology
4. Compile, organize, and evaluate educational program elements

Discussion Questions

1. What is an example of an educational strategy?
2. What are the components of an educational program?
3. How might a school's curriculum standards affect a fire and life safety educational program?

Activities

1. Students will review an educational program evaluation instrument.

Instructor Notes

1. None

CTS Guide Reference: CTS 3-4

Topic 4-5: Revising Fire and Life Safety Educational Programs

Terminal Learning Objective

At the end of this topic, a student, given results of an evaluation process and program objectives, will be able to revise an educational program until objectives are achieved.

Enabling Learning Objectives

1. Review educational methodology
2. Write or revise specific objectives and lesson plans
3. Analyze data

Discussion Questions

1. What are several factors that drive the need to revise an educational program?
2. What are some desired outcomes in an educational program?

Activities

1. To be determined by the instructor.

Instructor Notes

1. None

CTS Guide Reference: CTS 3-5

Unit 5: FLSE Evaluation

Topic 5-1: Developing Fire and Life Safety Evaluation Strategies

Terminal Learning Objective

At the end of this topic, a student, given educational program goals and objectives and evaluation instrument(s), will be able to develop an evaluation strategy to measure program outcomes.

Enabling Learning Objectives

1. Analyze evaluation methods
2. Collect and analyze data
3. Implement evaluation strategy

Discussion Questions

1. What is the process for developing an evaluation strategy to measure outcomes of a risk reduction program?

Activities

1. To be determined by the instructor.

Instructor Notes

1. Consider explaining that the evaluation strategy can include the entire program, an activity, customer satisfaction, measuring the awareness campaign, etc.

CTS Guide Reference: CTS 4-1

Topic 5-2: Designing Fire and Life Safety Evaluation Instruments

Terminal Learning Objective

At the end of this topic, a student, given educational program goals and objectives and an evaluation strategy, will be able to design an evaluation instrument to measure the program outcome.

Community Risk Specialist

Enabling Learning Objectives

1. Review testing methods
2. Select tools to measure program outcome
3. Validate testing instrument

Discussion Questions

1. What are some common testing methods?
2. What is the validation process for testing an evaluation instrument?

Activities

1. To be determined by the instructor.

Instructor Notes

1. Consider providing samples of an evaluation instrument for review.

CTS Guide Reference: CTS 4-2

Topic 5-3: Implementing Fire and Life Safety Evaluation Strategies

Terminal Learning Objective

At the end of this topic, a student, given educational program goals and objectives and evaluation instrument(s), will be able to implement an evaluation strategy to measure educational program outcomes.

Enabling Learning Objectives

1. Identify statistical analysis methods and resources
2. Analyze evaluation techniques
3. Select evaluation techniques
4. Implement evaluation methods

Discussion Questions

1. What affiliate organizations or outside sources can you consult with when developing an evaluation strategy?
2. How does the selection of the evaluation technique change with your audience?

Activities

1. To be determined by the instructor.

Instructor Notes

1. Consider reviewing the different types of evaluation tools, techniques, and implementation methods.

CTS Guide Reference: CTS 4-3

Unit 6: JFIS Administration

Topic 6-1: Assembling JFIS Intake Forms and Materials

Terminal Learning Objective

At the end of this topic, a student, given approved forms and materials and program policies and procedures, will be able to assemble intake process forms and materials according to program policies and procedures.

Enabling Learning Objectives

1. Review program policies and procedures
2. Review approved forms and materials
3. Identify regulations governing confidentiality
4. Organize materials

Discussion Questions

1. What are the various profiles of a juvenile firesetter?
2. What steps should be followed during an intake process to ensure that basic information about the child/youth, family, and firesetting incident is obtained?

Activities

1. To be determined by the instructor.

Instructor Notes

1. Consider providing various samples of forms and materials from different approved programs.

CTS Guide Reference: CTS 1-5

Topic 6-2: Assembling JFIS Interview Tools and Materials

Terminal Learning Objective

At the end of this topic, a student, given tools, forms, and materials as determined by program policies and procedures, will be able to assemble interview tools and material resources to conduct an interview with a juvenile and his or her family.

Enabling Learning Objectives

1. Review program policies and procedures
2. Review approved forms and materials
3. Organize materials

Discussion Questions

1. What are some tools and materials necessary to conduct an interview with a juvenile and his or her family?

Activities

1. To be determined by the instructor.

Instructor Notes

1. Consider referencing FEMA's Youthful Firesetting Intervention Specialist I curriculum

CTS Guide Reference: CTS 1-6

Topic 6-3: Utilizing Personal Work Schedules to Conduct JFIS Interviews

Terminal Learning Objective

At the end of this topic, a student, given contact names and requested times, will be able to utilize a personal work schedule to conduct all interviews on time and in a location agreeable to all parties.

Enabling Learning Objectives

1. Review program policies and procedures
2. Manage time

Discussion Questions

1. What are the considerations when selecting an interview location?
2. How long should an interview last?
3. What components of the assessment process could affect the length of an interview?
4. What are some potential negative impacts from improper time management?

Activities

1. To be determined by the instructor.

Instructor Notes

1. None

CTS Guide Reference: CTS 1-7

Topic 6-4: Reporting JFIS Case Information to a Supervisor

Terminal Learning Objective

At the end of this topic, a student, given a case file that includes approved forms, the intake/interview information, and selected intervention(s), will be able to report case information to a supervisor to ensure that the intervention process meets all required program policies and procedures.

Enabling Learning Objectives

1. Review intake/interview process
2. Review program policies and procedures
3. Prepare program forms
4. Describe types of intervention
5. Identify, summarize, and communicate relevant case information

Discussion Questions

1. What are some examples of mandatory reporting information?

Activities

1. To be determined by the instructor.

Instructor Notes

1. None

CTS Guide Reference: CTS 1-8

Topic 6-5: Recording and Securing JFIS Data

Terminal Learning Objective

At the end of this topic, a student, given case information, approved forms and/or a database, and program policies and procedures, will be able to record and secure data and complete statistical analysis.

Enabling Learning Objectives

1. Review program policies and procedures
2. Review approved forms
3. Evaluate required record-keeping systems
4. Gather and organize data

Discussion Questions

1. What secure locations and recording methods are available at your agency?
2. What are the requirements (i.e. state/federal, public/private) regarding securing personal information?
3. What demographic information is necessary in order to perform a statistical analysis?

Activities

1. To be determined by the instructor.

Instructor Notes

1. Consider reviewing pertinent privacy laws.

CTS Guide Reference: CTS 1-9

Unit 7: JFIS Planning and Development

Topic 7-1: Reviewing JFIS Case Files

Terminal Learning Objective

At the end of this topic, a student, given intake information, will be able to review a case file before speaking with the juvenile and his or her family so the JFIS is familiar with the circumstances of the firesetting incident(s).

Enabling Learning Objectives

1. Describe program policies and procedures for the intake process
2. Explain necessary components of the intake process
3. Determine information needed to complete the juvenile and family interviews

Discussion Questions

1. What types of documents are necessary in the case file?
2. Why should the intervention of juvenile firesetters follow an organized process?
3. What types of internal documents would you review prior to the interview process?
4. How is your agency involved in a juvenile firesetter program?

Activities

1. Students will review samples of redacted intake forms.

Instructor Notes

1. Consider providing sample forms from various agencies.

CTS Guide Reference: CTS 3-6

Topic 7-2: Initiating JFIS Contact with Families

Terminal Learning Objective

At the end of this topic, a student, given the case file, will be able to initiate contact with the family, explain the program and its benefits, schedule a time, date, and place for the intake/interview, and advise the family of possible intervention options.

Enabling Learning Objectives

1. Build rapport
2. Describe program policies and procedures
3. Explain scope of services

Community Risk Specialist

4. Describe community resources, services, and organizations
5. Manage time and communications

Discussion Questions

1. Why are communication skills important to the JFIS?
2. What are some different locations for the intervention and how does the location affect meeting outcomes?
3. What are some positive ways to phrase your agency's link with the family?

Activities

1. Students will role play an intervention. Consider utilizing video equipment, if available, to critique technique and body language.

Instructor Notes

1. Consider seeking out local JFIS experts to speak to the class.

CTS Guide Reference: CTS 3-7

Topic 7-3: Conducting JFIS Intakes and Interviews

Terminal Learning Objective

At the end of this topic, a student, given approved forms and guidelines, will be able to conduct and establish the purpose and limits of the intake/interview, establish rapport, gather relevant information, identify and intervene in any immediate life-threatening situations, report any suspected abuse or neglect, record and report observations, and summarize findings.

Enabling Learning Objectives

1. Describe federal, state/provincial, and tribal laws and legal consequences
2. Describe procedures pertaining to juveniles
3. Identify firesetting behavior
4. Identify the stages of human development
5. Describe abuse or neglect
6. Conduct an intake/interview and document findings
7. Identify profile of the firesetter and his or her family
8. Use professional interview techniques
9. Manage time

Discussion Questions

1. What constitutes a mandated reporter?
2. How do you motivate family members to alter their behaviors to a positive outcome?
3. How do the laws and best practices guide the interview process?
4. What are the components of the initial and secondary interview interventions?
5. Under what conditions does a case or intervention process need to be passed on to your supervisor?
6. What is the Gladys R. ruling and how does it affect the interview intervention process?

Activities

1. Using a case study, ask student to determine a juvenile firesetter profile.

Instructor Notes

1. Consider providing a handout of applicable state, federal, and tribal laws and a case study for review or to analyze as a homework assignment.

CTS Guide Reference: CTS 3-8

Topic 7-4: Determining JFIS Intervention Options

Terminal Learning Objective

At the end of this topic, a student, given the case file, completed intake/interview forms, and knowledge of fire safety, will be able to determine intervention(s) and referral options with regard to educational, mental health, and/or possible legal consequences, select specific educational material, explore mental health options, and explain legal consequences.

Enabling Learning Objectives

1. Describe fire safety education
2. Identify juvenile firesetter characteristics and behaviors
3. List mental health options
4. Explain legal consequences
5. Review intake/interview forms
6. Identify current interagency network
7. Review referral process
8. Review program policies and procedures
9. Analyze information
10. Select educational materials and community resources, services, and organizations

Discussion Questions

1. What are some available mental health options for a juvenile firesetter?
2. What partner agencies can provide resources for a juvenile firesetter and their family?
3. What preparation is required in order to provide referral information to the families?

Activities

1. To be determined by the instructor.

Instructor Notes

1. None

CTS Guide Reference: CTS 3-9

Topic 7-5: Implementing JFIS Interventions

Terminal Learning Objective

At the end of this topic, a student, given the case file, educational materials, and referral resources, will be able to implement educational, mental health, and legal interventions that the firesetter and his or her family can complete.

Enabling Learning Objectives

1. Identify educational resources, methodology, and techniques
2. Explain legal consequences
3. Explain fire science principles

Community Risk Specialist

4. Identify stages of human development
5. Review program policies and procedures
6. Initiate educational intervention(s) with identified learning objectives, presentation skills, and methods

Discussion Questions

1. How does your program provide support for the family after the intervention phase?
2. What is the procedure for facilitating accountability for juveniles/families receiving intervention services?
3. What are the legal responsibilities for the family of a juvenile firesetter?

Activities

1. To be determined by the instructor.

Instructor Notes

1. Juvenile Firesetter Intervention Handbook, www.usfa.dhs.gov/applications/publications
2. Fireproof Children, www.fireproofchildren.com

CTS Guide Reference: CTS 3-10

Topic 7-6: Implementing JFIS Referral Processes

Terminal Learning Objective

At the end of this topic, a student, given a current interagency network list and program policies and procedures, will be able to implement the referral process and offer access to needed services to the juvenile firesetter and his or her family in a timely fashion.

Enabling Learning Objectives

1. Identify current interagency network
2. Review referral process
3. Contact other agencies
4. Make referrals
5. Maintain confidentiality during the referral process

Discussion Questions

1. What agencies are available for referrals?
2. How often should your referral list be updated?
3. When should you check in with a family after administering a referral?

Activities

1. To be determined by the instructor.

Instructor Notes

1. None

CTS Guide Reference: CTS 3-11

Unit 8: JFIS Evaluation

Topic 8-1: Collecting and Recording JFIS Feedback

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Terminal Learning Objective

At the end of this topic, a student, given completed intervention(s), referrals, and approved forms and materials, will be able to offer the juvenile firesetter and his or her family the opportunity to provide feedback at designated intervals and collect and record feedback.

Enabling Learning Objectives

1. Review program policies and procedures
2. Review approved forms and materials
3. Recognize regulations governing confidentiality
4. Compile and organize data
5. Manage time

Discussion Questions

1. What is active listening and why is it important when collecting and recording feedback?
2. How do you initiate feedback with various age groups?

Activities

1. To be determined by the instructor.

Instructor Notes

1. Consider demonstrating active listening or showing an educational video.

CTS Guide Reference: CTS 4-4

Topic 8-2: Measuring and Documenting JFIS Intervention Results

Terminal Learning Objective

At the end of this topic, a student, given completed feedback forms, will be able to measure changes in the juvenile firesetter and his or her family and document program results.

Enabling Learning Objectives

1. Review program policies and procedures
2. Recognize regulations governing confidentiality
3. Review approved forms and materials
4. Compile, organize, and analyze data
5. Manage time

Discussion Questions

1. What are proper procedures for securing and maintaining program results?
2. Are there timelines associated with retaining documents related to juvenile firesetters?
3. Why is it important to measure behavior changes?

Activities

1. To be determined by the instructor.

Instructor Notes

1. None

CTS Guide Reference: CTS 4-5

Unit 9: Public Information Officer

Topic 9-1: Conducting Media Interviews and Preparing News/Press Releases

Terminal Learning Objective

At the end of this topic, a student, given incident information, PIO worksheets, organizational policies, incident or event information, and organizational policies, will be able to conduct media interviews and disseminate all information compiled on worksheets accurately and in a timely manner to the media and prepare a news/press release that is pertinent, timely, concise, and accurate.

Enabling Learning Objectives

1. Review interview methodologies
2. Demonstrate interview skills
3. Collect information
4. Complete PIO worksheets
5. Demonstrate the ability to provide media interviews
6. Review news/press release format
7. List media requirements
8. Compose information in accordance with media requirements

Discussion Questions

1. What are some common interview strategies?

Activities

1. In pairs, students will conduct personal interviews and write a news/press release.

Instructor Notes

1. Consider inviting a local media personality to speak to the class.

CTS Guide Reference: CTS 5-1

Topic 9-2: Establishing Media Areas

Terminal Learning Objective

At the end of this topic, a student, given incident or event information, organizational policies, and types of media present, will be able to establish a media area to provide for the safety of all media and facilitate effective communication.

Enabling Learning Objectives

1. Review incident management system and incident command system
2. Identify safety considerations
3. Identify other agencies
4. Manage media area and participants
5. Coordinate communication between the organization and the media

Discussion Questions

1. Who should the PIO contact or check in with upon arrival on scene?
2. What are some considerations when choosing a location for the media?

Activities

1. To be determined by the instructor.

Instructor Notes

1. Consider providing students with a list of required equipment or resources to have on hand when setting up a media area.

CTS Guide Reference: CTS 5-2

Topic 9-3: Disseminating Information to the Media

Terminal Learning Objective

At the end of this topic, a student, given a news/press release or media advisory and the characteristics of local media, including deadlines, organizational policies, and methods available to reach the media, will be able to disseminate timely and accurate information to the media.

Enabling Learning Objectives

1. Identify specified methods for disseminating information to the media
 - Identify deadlines for media transmission and distribution
 - Identify communication resources
 - Establish a phone line specifically for the media
2. Develop, maintain, and strengthen a relationship with the media

Discussion Questions

1. What are some local media outlets?
2. What are some ways to develop and maintain a relationship with your local media?
3. What is your agency's approval process for communicating incident/event information?

Activities

1. To be determined by the instructor.

Instructor Notes

1. None

CTS Guide Reference: CTS 5-3

Topic 9-4: Disseminating Information to Community Groups

Terminal Learning Objective

At the end of this topic, a student, given organizational policies and methods for contacting other groups and organizations, will be able to coordinate dissemination of information to specific community groups accurately and in a timely manner.

Enabling Learning Objectives

1. Maintain awareness of community groups
2. Develop, maintain, and strengthen relationships with community groups

Discussion Questions

1. How would you identify local community groups?
2. How does your organization use social media and other technologies to disseminate information?

Activities

1. To be determined by the instructor.

Instructor Notes

1. None

CTS Guide Reference: CTS 5-4

Topic 9-5: Preparing Media Advisories

Terminal Learning Objective

At the end of this topic, a student, given incident or event information and organizational policy, will be able to prepare a media advisory that is pertinent, timely, concise, and accurate.

Enabling Learning Objectives

1. Describe media advisory formatting
2. Compose information in accordance with media requirements

Discussion Questions

1. What is the difference between a media advisory and a news/press release?
2. Where would you locate your agency's specific media requirements?
3. What division or department approves your media format requirements?
4. What is your agency's approval process for distributing a media advisory to the public?

Activities

1. Given sample information, students will prepare a media advisory.

Instructor Notes

1. None

CTS Guide Reference: CTS 5-5

Topic 9-6: Disseminating Information Internally

Terminal Learning Objective

At the end of this topic, a student, given incident or event information and organizational policies, methods, and a time frame for releasing information, will be able to disseminate timely and accurate information to an internal target audience.

Enabling Learning Objectives

1. Identify specific methods for disseminating internal information
2. Maintain relationship with internal target audience
3. Utilize available information technology

Discussion Questions

1. Who are your internal target audiences?
2. What technology does your agency have available?
3. How do health information restrictions (i.e. HIPAA) affect internal information dissemination?

Activities

1. To be determined by the instructor.

Instructor Notes

1. None

CTS Guide Reference: CTS 5-6

Topic 9-7: Coordinating a News Conference

Terminal Learning Objective

At the end of this topic, a student, given incident, event, or issue information, media characteristics, methods available for reaching media, and organizational policies on news conferences, will be able to coordinate a news conference for the media, obtain a site, notify desired media and participants in the news conference, establish a news conference agenda, and create a media information package.

Enabling Learning Objectives

1. List news conference needs
2. Establish a relationship with the media
3. Coordinate site selection
4. Create media materials
5. Disseminate information

Discussion Questions

1. What items are essential to establish a news conference?
2. What is included in a media information package?
3. What is the state or local protocol for coordinating notable speakers?
4. How do you coordinate information with different speakers at a news conference?
5. How do you establish a line of communication with the Joint Information Center (JIC), and why is this important?

Activities

1. Create a list of news conference needs in order of priority.

Instructor Notes

1. None

CTS Guide Reference: CTS 5-7

Community Risk Specialist

Time Table

The hours listed in the timetable are the minimum required to complete the lectures and activities included. These hours do not include any additional activities added by the instructor. Please keep in mind that this timetable is a guideline and does not allot any time for breaks or lunches. Please plan accordingly.

Segment	Lecture Time	Activity Time	Total Unit Time
Unit 1: Introduction			
Topic 1-1: Orientation and Administration			
Lecture	1:00		
Activity 1-1: To be determined by instructor		00:00	
Topic 1-2: Community Risk Specialist Certification Process			
Lecture	0:30		
Activity 1-2: To be determined by instructor		00:00	
Unit 1 Totals	1:30	00:00	1:30
Unit 2: FLSE Administration			
Topic 2-1: Preparing a Fire and Life Safety Budget Proposal			
Lecture	2:00		
Activity 2-1: To be determined by instructor		00:00	
Topic 2-2: Project Fire and Life Safety Program Budget Income/Expenditures			
Lecture	1:30		
Activity 2-2: To be determined by instructor		00:00	
Topic 2-3: Developing Fire and Life Safety Public Policy Recommendations			
Lecture	2:30		
Activity 2-3: To be determined by instructor		00:00	
Topic 2-4: Evaluating Fire and Life Safety Subordinate Performance			
Lecture	1:30		
Activity 2-4: To be determined by instructor		00:00	

Community Risk Specialist

Segment	Lecture Time	Activity Time	Total Unit Time
Unit 2 Totals	7:30	00:00	7:30
Unit 3: FLSE Planning and Development			
Topic 3-1: Establishing Fire and Life Safety Education Priorities			
Lecture	2:30		
Activity 3-1: Recommended SFT		1:30	
Topic 3-2: Facilitating Fire and Life Safety Collaborative Partnerships			
Lecture	1:30		
Activity 3-2: To be determined by instructor		00:00	
Topic 3-3: Preparing Fire and Life Safety Resource Requests to External Agencies			
Lecture	1:00		
Activity 3-3: To be determined by instructor		00:00	
Unit 3 Totals	5:00	1:30	6:30
Unit 4: FLES Education and Implementation			
Topic 4-1: Designing Fire and Life Safety Educational Materials			
Lecture	1:30		
Activity 4-1: Recommended by SFT		1:00	
Topic 4-2: Developing Fire and Life Safety Lesson Plans			
Lecture	1:30		
Activity 4-2: Recommended by SFT		1:30	
Topic 4-3: Developing Fire and Life Safety Educational Materials			
Lecture	1:00		
Activity 4-3: To be determined by instructor		00:00	
Topic 4-4: Designing Fire and Life Safety Education Program			
Lecture	1:30		
Activity 4-4: Recommended by SFT		00:30	
Topic 4-5: Revising and Modifying Fire and Life Safety Educational Programs			
Lecture	1:00		

Community Risk Specialist

Segment	Lecture Time	Activity Time	Total Unit Time
Activity 4-5: To be determined by instructor		00:00	
Unit 4 Totals	6:30	3:00	9:30
Unit 5: FSLE Evaluation			
Topic 5-1: Developing Fire and Life Safety Evaluation Strategies			
Lecture	1:00		
Activity 5-1: To be determined by instructor		00:00	
Topic 5-2: Designing Fire and Life Safety Evaluation Instruments			
Lecture	1:00		
Activity 5-2: To be determined by instructor		00:00	
Topic 5-3: Implementing Fire and Life Safety Evaluation Strategies			
Lecture	1:30		
Activity 5-3: To be determined by instructor		00:00	
Unit 5 Totals	3:30	00:00	3:30
Unit 6: JFIS Administration			
Topic 6-1: Assembling JFIS Intake Forms and Materials			
Lecture	1:00		
Activity 6-1: To be determined by instructor		00:00	
Topic 6-2: Assembling JFIS Interview Tools and Materials			
Lecture	1:00		
Activity 6-2: To be determined by instructor		00:00	
Topic 6-3: Utilizing Personal Work Schedules to Conduct JFIS Interviews			
Lecture	1:00		
Activity 6-3: To be determined by instructor		00:00	
Topic 6-4: Reporting JFIS Case Information to a Supervisor			
Lecture	1:30		

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Segment	Lecture Time	Activity Time	Total Unit Time
Activity 6-4: To be determined by instructor		00:00	
Topic 6-5: Recording and Securing JFIS Data			
Lecture	1:00		
Activity 6-5: To be determined by instructor		00:00	
Unit 6 Totals	5:30	00:00	5:30
Unit 7: JFIS Planning and Development			
Topic 7-1: Reviewing JFIS Case Files			
Lecture	1:30		
Activity 7-1: Recommended by SFT		00:30	
Topic 7-2: Initiating JFIS Contact with Families			
Lecture	1:00		
Activity 7-2: Recommended by SFT		1:00	
Topic 7-3: Conducting JFIS Intakes and Interviews			
Lecture	1:30		
Activity 7-3: Recommended by SFT		1:00	
Topic 7-4: Determining JFIS Intervention Options			
Lecture	1:30		
Activity 7-4: To be determined by instructor		00:00	
Topic 7-5: Implementing JFIS Interventions			
Lecture	1:30		
Activity 7-5: To be determined by instructor		00:00	
Topic 7-6: Implementing JFIS Referral Processes			
Lecture	1:00		
Activity 7-6: To be determined by instructor		00:00	
Unit 7 Totals	8:00	2:30	10:30
Unit 8: JFIS Evaluation			
Topic 8-1: Collecting and Recording JFIS Feedback			
Lecture	1:00		
Activity 8-1: To be determined by instructor		00:00	

Community Risk Specialist

Segment	Lecture Time	Activity Time	Total Unit Time
Topic 8-2: Measuring and Documenting JFIS Results			
Lecture	1:00		
Activity 8-1: To be determined by instructor		00:00	
Unit 8 Totals	2:00	00:00	2:00
Unit 9: Public Information Officer			
Topic 9-1: Conducting Media Interviews and Preparing News/Press Releases			
Lecture	1:30		
Activity 9-1: Recommended by SFT		2:00	
Topic 9-2: Establishing Media Areas			
Lecture	1:00		
Activity 9-2: To be determined by instructor		00:00	
Topic 9-3: Disseminating Information to the Media			
Lecture	1:00		
Activity 9-3: To be determined by instructor		00:00	
Topic 9-4: Disseminating Information to Community Groups			
Lecture	0:30		
Activity 9-4: To be determined by instructor		00:00	
Topic 9-5: Preparing Media Advisories			
Lecture	0:30		
Activity 9-5: Recommended by SFT		1:00	
Topic 9-6: Disseminating Information Internally			
Lecture	1:00		
Activity 9-6: Recommended by SFT		0:30	
Topic 9-7: Coordinating a News Conference			
Lecture	0:30		
Activity 9-7: To be determined by instructor		00:00	
Unit 9 Totals	6:00	3:30	9:30
Lecture, Activity, and Unit Totals:	45:30	10:30	56:00

Course Totals

Total Lecture Time (LT)	45:30
Total Activity Time (AT)	10:30
Total Testing Time (TT)	1:00
Total Course Time	57:00

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Community Risk Officer

Certification Training Standards Guide [Month Year]

Cover Photo



California Department of Forestry and Fire Protection
Office of the State Fire Marshal
State Fire Training

Community Risk Officer

Certification Training Standards Guide [Month Year]

This CTS guide utilizes NFPA 1035 Standard for Professional Qualifications for Fire and Life Safety Educator, Public Information Officer, and Juvenile Firesetter Intervention Specialist 2010 to provide the qualifications for State Fire Training's [Certification Title] certification.

State Fire Training coordinated the development of this CTS guide. Before its publication, the Statewide Training and Education Advisory Committee (STEAC) and the State Board of Fire Services (SBFS) recommended this CTS guide for adoption by the Office of the State Fire Marshal (OSFM).



Published by State Fire Training
1131 S Street, Sacramento, CA 95811
(916) 445-8200

Cover photo courtesy of [name, organization]

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State Fire Training

Mission

To enable the California Fire Service to safely protect life and property through education, training, and certification.

The California Fire Services Training and Education System

The California Fire Service Training and Education System (CFSTES) was established to provide a single statewide focus for fire service training in California. CFSTES is a composite of all the elements that contribute to the development, delivery, and administration of training for the California fire service. The authority for the central coordination of this effort is vested in the Training Division of the California State Fire Marshal's Office with oversight provided by the State Board of Fire Services.

CFSTES facilitates, coordinates, and assists in the development and implementation of standards and certification for the California fire service. CFSTES:

1. Administers the California Fire Academy System
2. Provides accredited courses leading to certification and approved standardized training programs for local and regional delivery
3. Administers the national accreditation process in California
4. Publishes certification training standards, course plans, and a capstone task book for each certified level in the California fire service

CFSTES is a fire service system developed by the fire service, for the fire service. It is only as successful and effective as the people involved in it.

Acknowledgments

State Fire Training appreciates the hard work and accomplishments of those who built the solid foundation on which this program continues to grow.

State Fire Training gratefully acknowledges the following individuals and organizations for their diligent efforts and contributions that made the development and publication of this document possible.

CAL FIRE

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State Fire Training also extends special acknowledgement and appreciation to the Conference and Training Services Unit with the College of Continuing Education at California State University, Sacramento, for its ongoing meeting logistics and curriculum development support, innovative ideas, and forward-thinking services. This collaboration is made possible through an interagency agreement between CAL FIRE and Sacramento State.

How to Read a CTS Guide

State Fire Training develops a Certification Training Standards (CTS) Guide for a variety of job functions in the fire service such as firefighter, driver/operator, fire instructor, and company officer. The CTS guide lists the requisite knowledge and skills and the job performance requirements a person is expected to complete in order to become certified in a specific function. CTS guides are appropriate for fire service personnel and individuals in related occupations pursuing State Fire Training certification.

Each CTS guide serves as a foundation for the certification programs recommended for adoption by the Office of the State Fire Marshal. Any certification program must be based on job-related knowledge and measurable performance standards. To master the knowledge and skills needed for specialized operations, individuals will require additional training to augment the performance standards included in the CTS guide.

Within the CTS guide, it is impossible to capture the different policies and procedures of each organization in the California fire service. Individuals aspiring to meet State Fire Training's certification training standards must do so in accordance with the codes, standards, regulations, policies, and standard operating procedures applicable within their own departments or jurisdictions.

Format

Each certification training standard included in the CTS guide includes the following:

Section Heading

The section heading describes a general category for a group of training standards. For example, the Fire Marshal CTS includes the following sections: Administration, Risk Management, Community Relations, Professional Development, Regulatory Programs, Fire and Life Safety, and Investigation. Each section contains one or more individual training standards.

Training Standard Title

The training standard title provides a general description of the performance requirement contained within the standard.

Authority

The CTS guide references each standard with one or more paragraphs of the corresponding National Fire Protection Association (NFPA) Professional Qualifications. This ensures that each fire service function within California's certification system meets or exceeds NFPA standards.

When California requirements exceed the NFPA standard, the CTS guide cites the Office of the State Fire Marshal as the authority and prints the corresponding information in *italics*.

Given

This section lists the objects, equipment, materials, or facilities an individual needs in order to acquire the requisite knowledge and skills or to accomplish the job performance requirement(s) within a training standard.

Requisite Knowledge and Skills

This section lists the knowledge and skills that an individual must acquire in order to accomplish the job performance requirement(s) within a training standard.

This section does not include NFPA requisite knowledge or skills that are too general to teach or that individuals should develop through life experiences. For example, a training standard would not list “communicate orally and in writing” or “ability to relate interpersonally” unless they specifically apply to a job performance requirement about acquiring communication skills or developing interpersonal relationships.

Job Performance Requirements

This section includes one or more written statements that describe a specific job-related task and define measurable or observable outcomes. After an individual completes all coursework and requisite requirements, the capstone task book process verifies completion of job performance requirements.

Content

In addition to the individual certification training standards, the CTS guide also includes State Fire Training Revisions and Errata pages.

State Fire Training Content

Located at the back of the CTS guide, this table documents any significant revisions made by State Fire Training to the NFPA standards in the development of this CTS guide. This table is used to justify content additions and advise the course plan development team.

Errata

Located at the back of the CTS guide, this page documents any changes made to the CTS guide outside of the five-year NFPA revision cycle.

Community Risk Officer

Section 1: Administration

1-1: Developing a Fire and Life Safety Education Budget

Authority

NFPA 1035 Standard for Professional Qualifications for Fire and Life Safety Educator, Public Information Officer, and Juvenile Firesetter Intervention Specialist 2010

- Paragraph 7.2.1

Given

1. Schedules and guidelines concerning budget preparation

Requisite Knowledge and Skills

1. Identify program needs
2. *Describe* basic accounting methods
3. *Describe* budgeting methods
4. *List* budget cycles that affect the fire and life safety strategy
5. *Identify* cost allocation breakdown
6. *Describe* local budget guidelines and requirements
7. *List* budget administration issues
8. Collect, organize, and format budgetary information
9. Analyze projected budgetary needs

Job Performance Requirements

1. Develop a fire and life safety education budget to determine and justify capital operating and personnel costs.

1-2: Formulating Alternate Fire and Life Safety Program Development and Delivery System

Authority

NFPA 1035 Standard for Professional Qualifications for Fire and Life Safety Educator, Public Information Officer, and Juvenile Firesetter Intervention Specialist 2010

- Paragraph 7.2.2

Given

1. Interagency networks
2. Funding sources
3. Volunteer recruitment

Requisite Knowledge and Skills

1. *List* interagency networks and community resources and organizations
2. *Identify* nonprofit corporations, foundations, and grantors
3. *Identify* volunteer recruitment *strategy*
4. *Recruit* volunteers
5. Coordinate and train volunteers
6. Write grants

Job Performance Requirements

1. Formulate alternate systems of program development and delivery through nontraditional approaches to sustain fire and life safety strategies in the community.

1-3: Formulating JFIS Program Policies and Procedures

Authority

NFPA 1035 Standard for Professional Qualifications for Fire and Life Safety Educator, Public Information Officer, and Juvenile Firesetter Intervention Specialist 2010

- Paragraph 10.2.1

Given

1. A community needs assessment
2. Program goals
3. Community and agency resources, services, and organizations

Requisite Knowledge and Skills

1. *Describe* community needs
2. *Define* policy structure and format
3. *List* community and agency resources, services, and organizations
4. *Review* agency structure and goals
5. Gather and analyze information

Job Performance Requirements

1. Formulate program policies and procedures to match and support the goals of the program and the needs of the community.

1-4: Developing a JFIS Program Budget

Authority

NFPA 1035 Standard for Professional Qualifications for Fire and Life Safety Educator, Public Information Officer, and Juvenile Firesetter Intervention Specialist 2010

- Paragraph 10.2.2

Given

1. Program policies and procedures
2. Program needs
3. Revenue sources

Requisite Knowledge and Skills

1. *Explain* budget cycles
2. *Describe* basic accounting
3. *Review* program policies and procedures
4. *List* revenue sources
5. Collect and organize budget information

Job Performance Requirements

1. Develop a program budget to determine and justify capital, operating, and personnel costs.

1-5: Identify and Assigning a JFIS I

Authority

NFPA 1035 Standard for Professional Qualifications for Fire and Life Safety Educator, Public Information Officer, and Juvenile Firesetter Intervention Specialist 2010

- Paragraph 10.2.3

Given

1. The program needs
2. Resources available
3. Program policies and procedures

Requisite Knowledge and Skills

1. *Review* case information
2. *Explain* personnel management *structure*
3. Evaluate skill level and match the JFIS I with the needs of the juvenile and his or her family

Job Performance Requirements

1. Identify and assign a JFIS I or other qualified personnel trained to conduct the intake/interview according to the program policies and procedures.

1-6: Supervising a JFIS I

Authority

NFPA 1035 Standard for Professional Qualifications for Fire and Life Safety Educator, Public Information Officer, and Juvenile Firesetter Intervention Specialist 2010

- Paragraph 10.2.4

Given

1. Program policies and procedures

Requisite Knowledge and Skills

1. *Describe* performance evaluation techniques
2. *Review* program policies and procedures
3. Evaluate and utilize personal strengths of JFIS I personnel
4. Manage personnel

Job Performance Requirements

1. Supervise the JFIS I assigned to the case, collect a consistent body of information, evaluate performance, and give continuous direction and feedback.

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1-7: Maintaining Records and Case Files of Juvenile Firesetters

Authority

NFPA 1035 Standard for Professional Qualifications for Fire and Life Safety Educator, Public Information Officer, and Juvenile Firesetter Intervention Specialist 2010

- Paragraph 10.2.5

Given

1. All data collection forms
2. Program policies and procedures
3. Legal requirements

Requisite Knowledge and Skills

1. *Review* federal, state/provincial, and tribal laws
2. *Identify* liability
3. *Define* file management systems
4. *Select* approved forms and materials
5. Manage cases
6. Write reports

Job Performance Requirements

1. Maintain records and case files of each juvenile firesetter, make consistent and accurate documentation regarding the process and content available for each case, address legal issues, track progress, evaluate the program, and meet federal, state/provincial, and tribal reporting requirements.

Section 2: Planning and Development

2-1: Developing a Comprehensive Fire and Life Safety Education Strategy

Authority

NFPA 1035 Standard for Professional Qualifications for Fire and Life Safety Educator, Public Information Officer, and Juvenile Firesetter Intervention Specialist 2010

- Paragraph 7.3.1

Given

1. A systematic planning process
2. Relevant information

Requisite Knowledge and Skills

1. *List* fire and life safety education issues
2. *Discuss* program administration issues
3. *Identify* community risks
4. *List* available current community resources
5. *Describe* cost/benefit analysis methods
6. Design program strategy
7. Select program components

Job Performance Requirements

1. Develop a comprehensive organizational fire and life safety education strategy, including program goals, design, resources, implementation, and evaluation methods.

2-2: Creating a Fire and Life Safety Education Coalition

Authority

NFPA 1035 Standard for Professional Qualifications for Fire and Life Safety Educator, Public Information Officer, and Juvenile Firesetter Intervention Specialist 2010

- Paragraph 7.3.2

Given

1. A working knowledge of multijurisdictional organizations and agencies
2. A list of fire and injury priorities
3. Policies for interagency partnerships

Requisite Knowledge and Skills

1. *Identify* potential partners with shared concerns and resources
2. *Describe* team development dynamics
3. Facilitate meetings
4. Motivate partners to achieve goals
5. Manage and maintain teamwork
6. Interact with multijurisdictional agencies and organizations

Job Performance Requirements

1. Create a fire and life safety education coalition to mitigate targeted fires and/or injuries.

2-3: Projecting Future Fire and Life Safety Needs

Authority

NFPA 1035 Standard for Professional Qualifications for Fire and Life Safety Educator, Public Information Officer, and Juvenile Firesetter Intervention Specialist 2010

- Paragraph 7.3.3

Given

1. Current and emerging trends and issues

Requisite Knowledge and Skills

1. *Analyze* demographics
2. *Review* governmental regulations
3. *Identify* environmental issues
4. *Recognize* emerging trends and technological change
5. Analyze trends
6. Prepare strategic plan

Job Performance Requirements

1. Project future fire and life safety needs to accomplish proactive planning within the organizational mission.

2-4: Proposing Fire and Life Safety Public Policy

Authority

NFPA 1035 Standard for Professional Qualifications for Fire and Life Safety Educator, Public Information Officer, and Juvenile Firesetter Intervention Specialist 2010

- Paragraph 7.3.4

Given

1. A fire or injury issue
2. Policy development guidelines

Requisite Knowledge and Skills

1. *Describe* the fire and injury issue
2. *Identify* economic incentive
3. *Review* procedures for legislative implementation at the jurisdictional level
4. Propose public policy
5. Project policy outcome

Job Performance Requirements

1. Propose a public policy, provide justification for the policy, explain the issue, and identify policy solutions including economic incentives, impact, and/or benefit.

2-5: Developing a Fire and Life Safety Marketing Plan

Authority

NFPA 1035 Standard for Professional Qualifications for Fire and Life Safety Educator, Public Information Officer, and Juvenile Firesetter Intervention Specialist 2010

- Paragraph 7.3.5

Given

1. Community risk issues
2. Identified fire and life safety education goals

Requisite Knowledge and Skills

1. *Describe* fire and injury issues
2. *Identify* marketing strategies
3. *List* media resources
4. Establish relations with media
5. *Write marketing plan outline*

Job Performance Requirements

1. Develop a marketing plan to create awareness of the importance of fire and life safety within the community.

2-6: Developing JFIS Interagency Networks

Authority

NFPA 1035 Standard for Professional Qualifications for Fire and Life Safety Educator, Public Information Officer, and Juvenile Firesetter Intervention Specialist 2010

- Paragraph 10.3.1

Given

1. A current list of agencies
2. An interagency agreement and protocol

Requisite Knowledge and Skills

1. *Describe* community resources and services provided
2. Facilitate meetings
3. Resolve conflicts
4. Build teams
5. Manage networks

Job Performance Requirements

1. Develop an interagency network, clarify roles and responsibilities, establish the mission, interagency agreements, and interventions, and avoid the duplication of services.

2-7: Developing and Selecting Approved JFIS Forms and Materials

Authority

NFPA 1035 Standard for Professional Qualifications for Fire and Life Safety Educator, Public Information Officer, and Juvenile Firesetter Intervention Specialist 2010

- Paragraph 10.3.2

Given

1. Existing forms or the option to create your own

Requisite Knowledge and Skills

1. *Review* existing approved forms and materials
2. *Review* program needs, policies, and procedures
3. Develop and/or select approved forms and materials

Job Performance Requirements

1. Develop or select approved forms and materials to meet the needs of the program and follow program policies and procedures.

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2-8: Designing a JFIS Personnel Training Program

Authority

NFPA 1035 Standard for Professional Qualifications for Fire and Life Safety Educator, Public Information Officer, and Juvenile Firesetter Intervention Specialist 2010

- Paragraph 10.3.3

Given

1. The curriculum
2. Approved forms and materials

Requisite Knowledge and Skills

1. *Review* program policies and procedures
2. *List* resources
3. Schedule and manage programs

Job Performance Requirements

1. Design a training program for JFIS personnel so they are able to perform intakes, interviews, and interventions, including education, referral, follow-up, and evaluation.

DRAFT

2-9: Developing a JFIS Community Awareness Program

Authority

NFPA 1035 Standard for Professional Qualifications for Fire and Life Safety Educator, Public Information Officer, and Juvenile Firesetter Intervention Specialist 2010

- Paragraph 10.3.4

Given

1. A mission statement
2. Program policies and procedures
3. Incident data

Requisite Knowledge and Skills

1. *List* media resources
2. *Review* marketing strategies
3. *Identify* method(s) of media dissemination
4. *Analyze* community demographics
5. *List* intervention resources
6. Develop and present program

Job Performance Requirements

1. Develop a community awareness program to promote recognition of juvenile firesetter issues and available intervention resources.

2-10: Creating and Maintaining JFIS Data Collection Systems

Authority

NFPA 1035 Standard for Professional Qualifications for Fire and Life Safety Educator, Public Information Officer, and Juvenile Firesetter Intervention Specialist 2010

- Paragraph 10.3.5

Given

1. All approved forms and materials
2. Legal requirements
3. Program policies and procedures

Requisite Knowledge and Skills

1. *Describe* data collection
2. Analyze and organize data

Job Performance Requirements

1. Create and maintain a consistent and accurate data collection system.

DRAFT

Section 3: Education and Implementation

3-1: Creating Fire and Life Safety Educational Messages

Authority

NFPA 1035 Standard for Professional Qualifications for Fire and Life Safety Educator, Public Information Officer, and Juvenile Firesetter Intervention Specialist 2010

- Paragraph 7.4.1

Given

1. Identified community risk(s)

Requisite Knowledge and Skills

1. *Describe* epidemiology of injury
2. *Identify* technical content
3. *Identify* characteristics of the audience
4. *Identify* educational messages
5. Conduct research
6. Analyze risk
7. *Write the safety message*

Job Performance Requirements

1. Create accurate educational messages specific to the audience to address identified community risk(s).

3-2: Establishing Administration Policies for Fire and Life Safety Education

Authority

NFPA 1035 Standard for Professional Qualifications for Fire and Life Safety Educator, Public Information Officer, and Juvenile Firesetter Intervention Specialist 2010

- Paragraph 7.4.2

Given

1. Organizational mission
2. Federal, state/provincial, *tribal*, and local regulations

Requisite Knowledge and Skills

1. *Review* organization mission statement
2. *Review* policy development process
3. *Design* standard operating guidelines and procedures for the education program
4. Ensure program reflects mission statement

Job Performance Requirements

1. Establish administrative policies for the fire and life safety education program that are clearly stated and support the organizational mission.

3-3: Creating a Training Program for Fire and Life Safety Educators

Authority

NFPA 1035 Standard for Professional Qualifications for Fire and Life Safety Educator, Public Information Officer, and Juvenile Firesetter Intervention Specialist 2010

- Paragraph 7.4.3

Given

1. Identified Job Performance Requirements (JPRs)
2. Training program goals

Requisite Knowledge and Skills

1. *Review* Job Performance Requirements
2. *Identify* course development guidelines
3. Design training program
4. Evaluate training program
5. Evaluate performance of personnel

Job Performance Requirements

1. Create a training program for fire and life safety educators in order to carry out JPRs and achieve training program goals.

3-4: Creating a Fire and Life Safety Internal Awareness Campaign

Authority

NFPA 1035 Standard for Professional Qualifications for Fire and Life Safety Educator, Public Information Officer, and Juvenile Firesetter Intervention Specialist 2010

- Paragraph 7.4.4

Given

1. Identified fire and life safety education goals and policies

Requisite Knowledge and Skills

1. *Review* organization mission statement
2. *Describe* communication *methods*
3. Review goals, policies, and education strategy
4. Create an awareness campaign
5. Disseminate information internally
6. Implement campaign strategy

Job Performance Requirements

1. Create an awareness campaign to inform all members of their roles within the organization's fire and life safety education strategy.

3-5: Creating Fire and Life Safety Education Reports

Authority

NFPA 1035 Standard for Professional Qualifications for Fire and Life Safety Educator, Public Information Officer, and Juvenile Firesetter Intervention Specialist 2010

- Paragraph 7.4.5

Given

1. Relevant information *including strategies, goals, objectives, activities, impact, budgets, and outcomes.*

Requisite Knowledge and Skills

1. *Describe* public policy reporting
2. Generate reports
3. Analyze data

Job Performance Requirements

1. Create a comprehensive fire and life safety education report(s) for policy makers, clearly describing educational strategies, goals, objectives, activities, impact, budgets, and outcomes.

3-6: Delivering an Internal JFIS Personnel Training Program

Authority

NFPA 1035 Standard for Professional Qualifications for Fire and Life Safety Educator, Public Information Officer, and Juvenile Firesetter Intervention Specialist 2010

- Paragraph 10.4.1

Given

1. The curriculum
2. Approved forms and materials

Requisite Knowledge and Skills

1. *Describe* instructional techniques
2. Schedule and deliver programs

Job Performance Requirements

1. Deliver a training program for JFIS personnel to ensure they are able to perform intakes/interviews, interventions, referrals, follow-ups, and evaluations.

DRAFT

3-7: Maintaining JFIS Interagency Networks

Authority

NFPA 1035 Standard for Professional Qualifications for Fire and Life Safety Educator, Public Information Officer, and Juvenile Firesetter Intervention Specialist 2010

- Paragraph 10.4.2

Given

1. Established interagency agreements

Requisite Knowledge and Skills

1. *Review* community resources and program goals
2. Facilitate meetings
3. Resolve conflicts
4. Build teams

Job Performance Requirements

1. Maintain a current interagency network to meet responsibilities and program goals.

DRAFT

3-8: Delivering JFIS Community Awareness Training

Authority

NFPA 1035 Standard for Professional Qualifications for Fire and Life Safety Educator, Public Information Officer, and Juvenile Firesetter Intervention Specialist 2010

- Paragraph 10.4.3

Given

1. The training program

Requisite Knowledge and Skills

1. Describe instructional techniques
2. Schedule and deliver programs

Job Performance Requirements

1. Deliver community awareness training to current interagency network members, maintain continued support for the juvenile firesetter intervention program, and identify and refer juvenile firesetters to the program.

DRAFT

Section 4: Evaluation

4-1: Implementing Public Health Surveillance Systems

Authority

NFPA 1035 Standard for Professional Qualifications for Fire and Life Safety Educator, Public Information Officer, and Juvenile Firesetter Intervention Specialist 2010

- Paragraph 7.5.1

Given

1. The community's fire and injury prevention programs

Requisite Knowledge and Skills

1. *Identify* surveillance methods
2. *Identify* incident reporting systems
3. Conduct research
4. Implement surveillance strategies
5. Analyze data

Job Performance Requirements

1. Implement a public health surveillance system and determine the effectiveness of the programs.

4-2: Evaluating Fire and Life Safety Educational Programs

Authority

NFPA 1035 Standard for Professional Qualifications for Fire and Life Safety Educator, Public Information Officer, and Juvenile Firesetter Intervention Specialist 2010

- Paragraph 7.5.2

Given

1. Community fire and injury risk(s) and programs

Requisite Knowledge and Skills

1. *Review* evaluation methodology
2. Conduct research
3. Analyze data
4. Design evaluation instruments
5. *Describe* statistical analysis

Job Performance Requirements

1. Evaluate the educational program quantitatively and qualitatively, record benchmarks, measure customer satisfaction and education gain, and track behavior change.

4-3: Evaluating JFIS Programs

Authority

NFPA 1035 Standard for Professional Qualifications for Fire and Life Safety Educator, Public Information Officer, and Juvenile Firesetter Intervention Specialist 2010

- Paragraph 10.5.1

Given

1. Program goals, feedback, records, and case files

Requisite Knowledge and Skills

1. *Describe* data analysis and evaluation methods
2. Analyze information and statistics

Job Performance Requirements

1. Evaluate the program to define and meet program outcomes.

DRAFT

4-4: Analyzing JFIS Program Effectiveness

Authority

NFPA 1035 Standard for Professional Qualifications for Fire and Life Safety Educator, Public Information Officer, and Juvenile Firesetter Intervention Specialist 2010

- Paragraph 10.5.2

Given

1. The evaluations and the data collected, including information on recidivism

Requisite Knowledge and Skills

1. *Describe* data analysis and evaluation methods
2. Analyze information and statistics

Job Performance Requirements

1. Analyze the effectiveness of the program and make any necessary changes.

DRAFT

4-5: Preparing JFIS Program Reports

Authority

NFPA 1035 Standard for Professional Qualifications for Fire and Life Safety Educator, Public Information Officer, and Juvenile Firesetter Intervention Specialist 2010

- Paragraph 10.5.3

Given

1. Evaluation results and program goals

Requisite Knowledge and Skills

1. *Identify components of* report writing
2. Write report

Job Performance Requirements

1. Prepare a program report to inform the community and current interagency network and generate support for the program.

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State Fire Training Content

Code Key

Blocks

- G = Given
- RKS = Requisite Knowledge and Skills
- JPR = Job Performance Requirements
- NCTS = New certification training standard

Sources

- [ACRONYM = Title]
- [ACRONYM = Title]
- [ACRONYM = Title]

Certification: [Certification Title]

CTS	Block	Addition	Justification	Source/Reference
[#-#]	[Code]	[Text]	[Text]	[Text]

Errata

[Month Year]

Certification:	[Certification Title]		
CTS:	[#-#]	Block:	[Given / RKS / JPR]
Change:	[Describe change]		
Task Book Impact:	[None] or [Describe change]		

Certification:			
CTS:		Block:	
Change:			
Task Book Impact:			

Certification:			
CTS:		Block:	
Change:			
Task Book Impact:			

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[Month Year]

Certification:			
CTS:		Block:	
Change:			
Task Book Impact:			

Certification:			
CTS:		Block:	
Change:			
Task Book Impact:			



Community Risk Officer

Course Plan

Course Details

Certification:	Community Risk Officer
CTS Guide:	Community Risk Officer Certification Training Standards Guide
Description:	This course provides the skills and knowledge needed for the Community Risk Specialist to perform his/her duties safely, effectively, and competently by creating, administering, and evaluating educational programs and information; and managing a Junior Firesetting Intervention Program and the activities of the JFIS I.
Designed For:	Community Risk Officer Candidate
Prerequisites:	Community Risk Specialist Youth Firesetting Prevention and Intervention Level II NFA-FO634; or Youth Firesetting Prevention and Intervention NFA-RO629 PIO Awareness EMI G-289 State OES Delivery JIS/JIC Planning EMI G-291 State OES Delivery Intermediate Wildland Fire Behavior NWCG S-290 Intermediate Incident Command System I-300
Standard:	Complete all activities and formative tests. Complete all summative tests with a minimum score of 80%.
Hours:	Lecture: 35:30 Activities: 10:00 Testing: 1:00
Hours (Total):	46:30
Maximum Class Size:	30
Instructor Level:	Instructor Level II

Instructor/Student Ratio: 1:30

Restrictions: None

SFT Designation: CFSTES

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Required Resources

Instructor Resources

To teach this course, instructors need:

- Fire and Life Safety Educator First Edition, Author: Marsha Giesler, Cengage Brain, ISBN:13-978-1-4283-0541-0

Or

- Fire and Life Safety Educator, Third Edition, IFSTA, Fire Protection Publications, ISBN: 978-087939396-0

Online Instructor Resources

The following instructor resources are available online at

<http://osfm.fire.ca.gov/training/instructorcorner.php>:

- None

Student Resources

To participate in this course, students need:

- Fire and Life Safety Educator First Edition, Author: Marsha Giesler, Cengage Brain, ISBN:13-978-1-4283-0541-0

Or

- Fire and Life Safety Educator, Third Edition, IFSTA, Fire Protection Publications, ISBN: 978-087939396-0

Facilities, Equipment, and Personnel

The following facilities, equipment, or personnel are required to deliver this course:

- None

Unit 1: Introduction

Topic 1-1: Orientation and Administration

Terminal Learning Objective

At the end of this topic, a student will be able to identify facility and classroom requirements and identify course objectives, events, requirements, assignments, activities, resources, evaluation methods, and participation requirements in the course syllabus.

Enabling Learning Objectives

1. Identify facility requirements
 - Restroom locations
 - Food locations
 - Smoking locations
 - Emergency procedures
2. Identify classroom requirements
 - Start and end times
 - Breaks
 - Electronic device policies
 - Special needs and accommodations
 - Other requirements as applicable
3. Review course syllabus
 - Course objectives
 - Calendar of events
 - Course requirements
 - Student evaluation process
 - Assignments
 - Activities
 - Required student resources
 - Class participation requirements

Discussion Questions

1. What is a formative test? What is a summative test?

Activities

1. To be determined by the instructor.

Topic 1-2: Community Risk Officer Certification Process

Terminal Learning Objective

At the end of this topic, a student will be able to identify different levels in the Community Risk Officer certification track, the courses and requirements for Community Risk Officer certification, and be able to describe the capstone task book and testing process.

Enabling Learning Objectives

1. Identify the different levels of certification in the Community Risk Officer certification track

Community Risk Officer

- Community Risk Educator
 - Community Risk Specialist
 - Community Risk Officer
2. Identify the courses required for Community Risk Officer
 - Community Risk Educator
 - Community Risk Specialist
 - Community Risk Officer
 3. Identify any other requirements for Community Risk Officer
 - Two years of full-time experience or four years volunteer experience in fire and life safety education.
 4. Describe the capstone task book process
 - Complete all prerequisites and course work
 - Submit application and fees to request capstone task book
 - Complete all job performance requirements included in the task book
 - Must have identified evaluator verify individual task completion via signature
 - Must have Fire Chief or authorized representative verify task book completion via signature
 - Must be employed by a Fire Agency in the position prior to submitting completed task book to State Fire Training
 5. Describe the capstone testing process
 - Complete course work
 - Schedule online capstone test
 - Schedule skills evaluation test

Discussion Questions

1. How many levels are there in the Community Risk Officer certification track? What are they?

Activities

1. To be determined by the instructor.

Unit 2: FLSE Administration

Topic 2-1: Developing a Fire and Life Safety Education Budget

Terminal Learning Objective

At the end of this topic, a student, given schedules and guidelines concerning budget preparation, will be able to develop a fire and life safety education budget to determine and justify capital operating and personnel costs.

Enabling Learning Objectives

1. Identify program needs
2. Describe basic accounting methods
3. Describe budgeting methods
4. List budget cycles that affect the fire and life safety strategy

Community Risk Officer

5. Identify cost allocation breakdown
6. Describe local budget guidelines and requirements
7. List budget administration issues
8. Collect, organize, and format budgetary information
9. Analyze projected budgetary needs

Discussion Questions

1. Why is it important to review historical budget information?
2. What are examples of operating and personnel costs within an organizational budget?
3. What are some different types of budgeting methods?
4. What are some methods for determining and justifying operating costs?

Activities

1. Given a program and a need, prepare a justification for purchase(s).

Instructor Notes

1. Consider providing examples of various budgets.

CTS Guide Reference: CTS 1-1

Topic 2-2: Formulating Alternate Fire and Life Safety Program Development and Delivery Systems

Terminal Learning Objective

At the end of this topic, a student, given interagency networks, funding sources, and volunteer recruitment, will be able to formulate alternate systems of program development and delivery through nontraditional approaches to sustain fire and life safety strategies in the community.

Enabling Learning Objectives

1. List interagency networks and community resources and organizations
2. Identify nonprofit corporations, foundations, and grantors
3. Identify volunteer recruitment strategy
4. Recruit volunteers
5. Coordinate and train volunteers
6. Write grants

Discussion Questions

1. What are volunteer policies and procedures in your agency?
2. How do you protect your organization from liability when using volunteers?
3. What impact does grant writing have on the operating budget?

Activities

1. To be determined by the instructor.

Instructor Notes

1. None

CTS Guide Reference: CTS 1-2

Unit 3: FLSE Planning and Development

Topic 3-1: Developing a Comprehensive Fire and Life Safety Education Strategy

Terminal Learning Objective

At the end of this topic, a student, given a systematic planning process and relevant information, will be able to develop a comprehensive organizational fire and life safety education strategy, including program goals, design, resources, implementation, and evaluation methods.

Enabling Learning Objectives

1. List fire and life safety education issues
2. Discuss program administration issues
3. Identify community risks
4. List available current community resources
5. Describe cost/benefit analysis methods
6. Design program strategy
7. Select program components

Discussion Questions

1. What fire and life safety issues are present in your jurisdiction?

Activities

1. Given a budget of \$5,000 and personnel costs, tell students to choose three issues in their community, prioritize spending, and design the strategy.

Instructor Notes

1. None

CTS Guide Reference: CTS 2-1

Topic 3-2: Creating a Fire and Life Safety Education Coalition

Terminal Learning Objective

At the end of this topic, a student, given a working knowledge of multijurisdictional organizations and agencies, a list of fire and injury priorities, and policies for interagency partnerships, will be able to create a fire and life safety education coalition to mitigate targeted fires and/or injuries.

Enabling Learning Objectives

1. Identify potential partners with shared concerns and resources
2. Describe team development dynamics
3. Facilitate meetings
4. Motivate partners to achieve goals
5. Manage and maintain teamwork
6. Interact with multijurisdictional agencies and organizations

Discussion Questions

1. What is the process used to create or help solidify an interagency collaborative partnership for a fire and life safety education issue?
2. What are the benefits of an interagency collaborative partnership?
3. What are potential barriers and obstacles to a successful coalition?

Activities

1. To be determined by the instructor.

Instructor Notes

1. None

CTS Guide Reference: CTS 2-2

Topic 3-3: Projecting Future Fire and Life Safety Needs

Terminal Learning Objective

At the end of this topic, a student, given current and emerging trends and issues, will be able to project future fire and life safety needs to accomplish proactive planning within the organizational mission.

Enabling Learning Objectives

1. Analyze demographics
2. Review governmental regulations
3. Identify environmental issues
4. Recognize emerging trends and technological change
5. Analyze trends
6. Prepare strategic plan

Discussion Questions

1. How have changing demographics and new technologies changed the way the fire service accomplishes its planning goals?
2. How are the planning goal outcomes reflected in the strategic plan?

Activities

1. To be determined by the instructor.

Instructor Notes

1. Consider requiring students to bring in their agency's strategic plans for review and discussion.

CTS Guide Reference: CTS 2-3

Topic 3-4: Proposing Fire and Life Safety Public Policy

Terminal Learning Objective

At the end of this topic, a student, given a fire or injury issue and policy development guidelines, will be able to propose a public policy, provide justification for the policy, explain the issue, and identify policy solutions including economic incentives, impact, and/or benefit.

Enabling Learning Objectives

1. Describe the fire and injury issue
2. Identify economic incentive
3. Review procedures for legislative implementation at the jurisdictional level
4. Propose public policy
5. Project policy outcome

Discussion Questions

1. What are some fire and life safety issues in your jurisdiction that could be affected by proposing public policy changes?
2. What are the different types of public policy?

Activities

1. To be determined by the instructor.

Instructor Notes

1. Consider teaching the eight steps to policy change, found in Fire and Life Safety Education, Third Edition, International Fire Service Training Association (IFSTA)

CTS Guide Reference: CTS 2-4

Topic 3-5: Developing a Fire and Life Safety Marketing Plan

Terminal Learning Objective

At the end of this topic, a student, given community risk issues and identified fire and life safety education goals, will be able to develop a marketing plan to create awareness of the importance of fire and life safety within the community.

Enabling Learning Objectives

1. Describe fire and injury issues
2. Identify marketing strategies
3. List media resources
4. Establish relations with media
5. Write marketing plan outline

Discussion Questions

1. What is the process for developing a marketing plan designed to raise awareness on a risk reduction issue?
2. What are your agency's current marketing strategies? How could marketing be improved?

Activities

1. To be determined by the instructor.

Instructor Notes

1. Consider inviting local marketing firms or organizations to speak to the group.

CTS Guide Reference: CTS 2-5

Unit 4: FLSE Education and Implementation

Topic 4-1: Creating Fire and Life Safety Educational Messages

Terminal Learning Objective

At the end of this topic, a student, given identified community risk(s), will be able to create accurate educational messages specific to the audience to address identified community risk(s).

Enabling Learning Objectives

1. Describe epidemiology of injury

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2. Identify technical content
3. Identify characteristics of the audience
4. Identify educational messages
5. Conduct research
6. Analyze risk
7. Write the safety message

Discussion Questions

1. How do past injury statistics affect the current message?
2. What educational messages are currently successful?
3. What are some of the methods used to conduct research?

Activities

1. Tell students to create a safety message.

Instructor Notes

1. Consider providing the class with NFPA's Educational Messages, www.nfpa.org/safety-information

CTS Guide Reference: CTS 3-1

Topic 4-2: Establishing Administration Policies for Fire and Life Safety Education

Terminal Learning Objective

At the end of this topic, a student, given organizational mission and federal, state/provincial, tribal, and local regulations, will be able to establish administrative policies for the fire and life safety education program that are clearly stated and support the organizational mission.

Enabling Learning Objectives

1. Review organization mission statement
2. Review policy development process
3. Design standard operating guidelines and procedures for the education program
4. Ensure program reflects mission statement

Discussion Questions

1. What is the procedure for establishing and adopting administrative policies pertaining to risk reduction?
2. How does the mission statement drive the decisions about risk reduction programs and activities?

Activities

1. To be determined by the instructor.

Instructor Notes

1. None

CTS Guide Reference: CTS 3-2

Topic 4-3: Creating a Training Program for Fire and Life Safety Educators

Terminal Learning Objective

At the end of this topic, a student, given identified Job Performance Requirements (JPRs) and training program goals, will be able to create a training program for fire and life safety educators in order to carry out JPRs and achieve training program goals.

Enabling Learning Objectives

1. Review JPRs
2. Identify course development guidelines
3. Design training program
4. Evaluate training program
5. Evaluate performance of personnel

Discussion Questions

1. What is the process for creating an organizational training program for fire and life safety educators?
2. What is the difference between training and education?
3. What is the value of performance evaluations within a training program?

Activities

1. To be determined by the instructor.

Instructor Notes

1. None

CTS Guide Reference: CTS 3-3

Topic 4-4: Creating a Fire and Life Safety Internal Awareness Campaign

Terminal Learning Objective

At the end of this topic, a student, given identified fire and life safety education goals and policies, will be able to create an awareness campaign to inform all members of their roles within the organization's fire and life safety education strategy.

Enabling Learning Objectives

1. Review organization mission statement
2. Describe communication methods
3. Review goals, policies, and education strategy
4. Create an awareness campaign
5. Disseminate information internally
6. Implement campaign strategy

Discussion Questions

1. What are the benefits of an awareness campaign?
2. How do internal awareness campaigns affect an agency's culture?
3. What strategies and methods can be used to measure the effectiveness of an awareness campaign?

Activities

1. Students will review past awareness campaigns and identify what was successful or not successful in each one.

Instructor Notes

1. None

CTS Guide Reference: CTS 3-4

Topic 4-5: Creating Fire and Life Safety Education Reports

Terminal Learning Objective

At the end of this topic, a student, given relevant information including strategies, goals, objectives, activities, impact, budgets, and outcomes, will be able to create a comprehensive fire and life safety education report(s) for policy makers, clearly describing educational strategies, goals, objectives, activities, impact, budgets, and outcomes.

Enabling Learning Objectives

1. Describe public policy reporting
2. Generate reports
3. Analyze data

Discussion Questions

1. How much does the current political climate influence the contents of your reports?
2. What critical information should be included in a report?
3. Who will benefit from reading the report?

Activities

1. To be determined by the instructor.

Instructor Notes

1. None

CTS Guide Reference: CTS 3-5

Unit 5: FLSE Evaluation

Topic 5-1: Implementing Public Health Surveillance Systems

Terminal Learning Objective

At the end of this topic, a student, given the community's fire and injury prevention programs, will be able to implement a public health surveillance system and determine the effectiveness of the programs.

Enabling Learning Objectives

1. Identify surveillance methods
2. Identify incident reporting systems
3. Conduct research
4. Implement surveillance strategies
5. Analyze data

Discussion Questions

1. What is the process for developing a public health surveillance system?
2. How does collaboration with other agencies/organizations provide more comprehensive data collection?

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Activities

1. Invite a guest from public health to speak to the class about the use and the importance of public health surveillance systems.

Instructor Notes

1. Consider using information from the World Health Organization (WHO) or the Center for Disease Control (CDC) to illustrate the design and use of public health surveillance systems.

CTS Guide Reference: CTS 4-1

Topic 5-2: Evaluating Fire and Life Safety Educational Programs

Terminal Learning Objective

At the end of this topic, a student, given community fire and injury risk(s) and programs, will be able to evaluate the educational program quantitatively and qualitatively, record benchmarks, measure customer satisfaction and education gain, and track behavior change.

Enabling Learning Objectives

1. Review evaluation methodology
2. Conduct research
3. Analyze data
4. Design evaluation instruments
5. Describe statistical analysis

Discussion Questions

1. How are qualitative and quantitative evaluation methods used to measure educational and behavioral change?
2. Does the program address all the mechanisms necessary to meet the desired outcomes?

Activities

1. To be determined by the instructor.

Instructor Notes

1. Consider referencing Vision 20/20's materials regarding program evaluation (www.strategicfire.org).

CTS Guide Reference: CTS 4-2

Unit 6: JFIS Administration

Topic 6-1: Formulating JFIS Program Policies and Procedures

Terminal Learning Objective

At the end of this topic, a student, given a community needs assessment, program goals, and community and agency resources, services, and organizations, will be able to formulate program policies and procedures to match and support the goals of the program and the needs of the community.

Enabling Learning Objectives

1. Describe community needs
2. Define policy structure and format

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3. List community and agency resources, services, and organizations
4. Review agency structure and goals
5. Gather and analyze information

Discussion Questions

1. Why are policies and procedures essential to matching the goals and needs of the program?
2. How does an organizational protocol help facilitate consistency of JFIS operations?
3. How does the JFIS program fit into an agency's strategic plan?

Activities

1. To be determined by the instructor.

Instructor Notes

1. None

CTS Guide Reference: CTS 1-3

Topic 6-2: Developing a JFIS Program Budget

Terminal Learning Objective

At the end of this topic, a student, given program policies and procedures, program needs, and revenue sources, will be able to develop a program budget to determine and justify capital, operating, and personnel costs.

Enabling Learning Objectives

1. Explain budget cycles
2. Describe the principles of basic accounting
3. Review program policies and procedures
4. List revenue sources
5. Collect and organize budget information

Discussion Questions

1. What preparatory work is required prior to each budget cycle?
2. What are some potential revenue sources?
3. What are the capital and operating costs related to the program?

Activities

1. Given a completed budget, the student will revise it with a 20% reduction.

Instructor Notes

1. None

CTS Guide Reference: CTS 1-4

Topic 6-3: Identifying and Assigning a JFIS I

Terminal Learning Objective

At the end of this topic, a student, given the program needs, resources available, and program policies and procedures, will be able to identify and assign a JFIS I or other qualified personnel trained to conduct the intake/interview according to the program policies and procedures.

Enabling Learning Objectives

1. Review case information
2. Explain personnel management structure
3. Evaluate skill level and match the JFIS I with the needs of the juvenile and his or her family

Discussion Questions

1. What objective factors should be used to identify and select a JFIS I for a juvenile firesetter?
2. Why is it important to be able to justify your selection of a JFIS I to a case?

Activities

1. To be determined by the instructor.

Instructor Notes

1. None

CTS Guide Reference: CTS 1-5

Topic 6-4: Supervising a JFIS I

Terminal Learning Objective

At the end of this topic, a student, given program policies and procedures, will be able to supervise the JFIS I assigned to the case, collect a consistent body of information, evaluate performance, and give continuous direction and feedback.

Enabling Learning Objectives

1. Describe performance evaluation techniques
2. Review program policies and procedures
3. Evaluate and utilize personal strengths of JFIS I personnel
4. Manage personnel

Discussion Questions

1. What are some performance evaluation techniques?
2. What are some objective evaluation tools?
3. What laws or statutes will have an impact on the employee evaluation process?

Activities

1. To be determined by the instructor.

Instructor Notes

1. Consider reviewing the Fire Fighter Bill of Rights and/or federal, state/provincial, and tribal laws.

CTS Guide Reference: CTS 1-6

Topic 6-5: Maintaining Records and Case Files of Juvenile Firesetters

Terminal Learning Objective

At the end of this topic, a student, given all data collection forms, program policies and procedures, and legal requirements, will be able to maintain records and case files of each juvenile firesetter, make consistent and accurate documentation regarding the process and

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content available for each case, address legal issues, track progress, evaluate the program, and meet federal, state/provincial, and tribal reporting requirements.

Enabling Learning Objectives

1. Review federal, state/provincial, and tribal laws
2. Identify liability
3. Define file management systems
4. Select approved forms and materials
5. Manage cases
6. Write reports

Discussion Questions

1. What are the legal responsibilities when maintaining records with personal data?
2. What are some alternative file management systems?
3. How are legal liabilities in a shared file management system resolved?

Activities

1. To be determined by the instructor.

Instructor Notes

1. Refer to NFPA 1035 Annex A, Section 10.3.1 for interagency makeup.

CTS Guide Reference: CTS 1-7

Unit 7: JFIS Planning and Development

Topic 7-1: Developing JFIS Interagency Networks

Terminal Learning Objective

At the end of this topic, a student, given a current list of agencies and an interagency agreement and protocol, will be able to develop an interagency network, clarify roles and responsibilities, establish the mission, interagency agreements, and interventions, and avoid the duplication of services.

Enabling Learning Objectives

1. Describe community resources and services provided
2. Facilitate meetings
3. Resolve conflicts
4. Build teams
5. Manage networks

Discussion Questions

1. How can interagency networks avoid duplication of services?
2. What role can a memorandum of understanding (MOU) play in building cohesion between different groups?

Activities

1. Students will create a survey to identify common goals and avoid potential overlap.

Instructor Notes

1. None.

Guide Reference: CTS 2-6

Topic 7-2: Developing and Selecting Approved JFIS Forms and Materials

Terminal Learning Objective

At the end of this topic, a student, given existing forms or the option to create your own, will be able to develop or select approved forms and materials to meet the needs of the program and follow program policies and procedures.

Enabling Learning Objectives

1. Review existing approved forms and materials
2. Review program needs, policies, and procedures
3. Develop and/or select approved forms and materials

Discussion Questions

1. Which of your agency's policies and procedures will affect the development of JFIS forms and materials?

Activities

1. To be determined by the instructor.

Instructor Notes

1. None

CTS Guide Reference: CTS 2-7

Topic 7-3: Designing a JFIS Training Program

Terminal Learning Objective

At the end of this topic, a student, given the curriculum and approved forms and materials, will be able to design a training program for JFIS personnel so they are able to perform intakes, interviews, and interventions, including education, referral, follow-up, and evaluation.

Enabling Learning Objectives

1. Review program policies and procedures
2. List resources
3. Schedule and manage programs

Discussion Questions

1. What are some resources available to develop a training program for a JFIS in your jurisdiction?
2. How would you gain and/or sustain support for the JFIS training program from internal management?

Activities

1. To be determined by the instructor.

Instructor Notes

1. Consider suggesting ways that personnel can debrief after one or a number of interventions to relieve stress.

CTS Guide Reference: CTS 2-8

Topic 7-4: Developing a JFIS Community Awareness Program

Terminal Learning Objective

At the end of this topic, a student, given a mission statement, program policies and procedures, and incident data, will be able to develop a community awareness program to promote recognition of juvenile firesetter issues and available intervention resources.

Enabling Learning Objectives

1. List media resources
2. Review marketing strategies
3. Identify method(s) of media dissemination
4. Analyze community demographics
5. List intervention resources
6. Develop and present program

Discussion Questions

1. How would you utilize your coalition to enhance the image of your JFIS community awareness program?
2. What intervention resources are available to your agency?
3. What elements should be addressed in an advertizing program with the goal of informing community members about the local juvenile firesetter intervention program?

Activities

1. To be determined by the instructor.

Instructor Notes

1. Consider showing clips of past PSAs and identify why these campaigns were successful (or not).

CTS Guide Reference: CTS 2-9

Topic 7-5: Creating and Maintaining JFIS Data Collection Systems

Terminal Learning Objective

At the end of this topic, a student, given all approved forms and materials, legal requirements, and program policies and procedures, will be able to create and maintain a consistent and accurate data collection system.

Enabling Learning Objectives

1. Describe data collection
2. Analyze and organize data

Discussion Questions

1. What is the data collection mechanism in your agency? What are the strengths and weaknesses of these mechanisms?
2. What are the legal responsibilities regarding data collection?

Activities

1. To be determined by the instructor.

Instructor Notes

1. None

CTS Guide Reference: CTS 2-10

Unit 8: JFIS Education and Implementation

Topic 8-1: Delivering an Internal JFIS Training Program

Terminal Learning Objective

At the end of this topic, a student, given the curriculum and approved forms and materials, will be able to deliver a training program for JFIS personnel to ensure they are able to perform intakes/interviews, interventions, referrals, follow-ups, and evaluations.

Enabling Learning Objectives

1. Describe instructional techniques
2. Schedule and deliver programs

Discussion Questions

1. Why is teaching interpersonal skills important for conflict resolution?
2. What are successful interview techniques?
3. What should you do prior to, during, and after training to keep JFIS personnel up-to-date?
4. What strategy or technique should be used to evaluate the JFIS training program?
5. What aspects of the training program meet the needs of the audio, visual, and kinesthetic learner?

Activities

1. To be determined by the instructor.

Instructor Notes

1. None

CTS Guide Reference: CTS 3-6

Topic 8-2: Maintaining JFIS Interagency Networks

Terminal Learning Objective

At the end of this topic, a student, given established interagency agreements, will be able to maintain a current interagency network to meet responsibilities and program goals.

Enabling Learning Objectives

1. Review community resources and program goals
2. Facilitate meetings
3. Resolve conflicts
4. Build teams

Discussion Questions

1. What are some methods for recruiting, retaining, and motivating members of a team?
2. What are some challenges to maintaining a team?
3. What are some team-building exercises that work for this specific group?

Activities

1. To be determined by the instructor.

Instructor Notes

1. None

CTS Guide Reference: CTS 3-7

Topic 8-3: Delivering JFIS Community Awareness Training

Terminal Learning Objective

At the end of this topic, a student, given the training program, will be able to deliver community awareness training to current interagency network members, maintain continued support for the juvenile firesetter intervention program, and identify and refer juvenile firesetters to the program.

Enabling Learning Objectives

1. Describe instructional techniques
2. Schedule and deliver programs

Discussion Questions

1. What are some considerations when preparing to deliver a training program for interagency network members involved in a JFIS program?

Activities

1. To be determined by the instructor.

Instructor Notes

1. None

CTS Guide Reference: CTS 3-8

Unit 9: JFIS Evaluation

Topic 9-1: Evaluating JFIS Programs

Terminal Learning Objective

At the end of this topic, a student, given program goals, feedback, records, and case files, will be able to evaluate the program to define and meet program outcomes.

Enabling Learning Objectives

1. Describe data analysis and evaluation methods
2. Analyze information and statistics

Discussion Questions

1. What is the process for evaluating a JFIS program to determine if program outcomes are being met?
2. What processes should be used to determine if JFIS programs are effective in reducing the incidence of juvenile-set fires?

Activities

1. Students will prepare a report to submit to the community on JFIS program results.

Instructor Notes

1. Consider referencing tools and techniques from the National Juvenile Justice Evaluation Center (www.jrsa.org/njiec).
2. Refer to NFPA 1035 Annex A, Section 10.3.2 for ways to measure program successes.

CTS Guide Reference: CTS 4-3

Topic 9-2: Analyzing JFIS Program Effectiveness

Terminal Learning Objective

At the end of this topic, a student, given the evaluations and the data collected, including information on recidivism will be able to analyze the effectiveness of the program and make any necessary changes.

Enabling Learning Objectives

1. Describe data analysis and evaluation methods
2. Analyze information and statistics

Discussion Questions

1. What is the process for evaluating a JFIS intervention program to determine if program outcomes are being met?
2. How would you determine what changes to make in the program, based on the data evaluation?
3. How do recidivism rates change based on the youth firesetter profile and how can evaluation outcomes become skewed?

Activities

1. Students will analyze data, report findings, and make suggestions based on those findings on how to improve the program.

Instructor Notes

1. None

CTS Guide Reference: CTS 4-4

Topic 9-3: Preparing JFIS Program Reports

Terminal Learning Objective

At the end of this topic, a student, given evaluation results and program goals, will be able to prepare a program report to inform the community and current interagency network and generate support for the program.

Enabling Learning Objectives

1. Identify components of report writing
2. Write report

Discussion Questions

1. What is the procedure for preparing a report for the community and the interagency network on JFIS program results and outcomes?
2. What information will and will not spark controversy within the community?
3. How are controversies addressed?

Activities

1. Given a specific format and information, students will prepare a written report.

Instructor Notes

1. Consider providing samples of successful program reports.

CTS Guide Reference: CTS 4-5

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Time Table

The hours listed in the timetable are the minimum required to complete the lectures and activities included. These hours do not include any additional activities added by the instructor. Please keep in mind that this timetable is a guideline and does not allot any time for breaks or lunches. Please plan accordingly.

Segment	Lecture Time	Activity Time	Total Unit Time
Unit 1: Introduction			
Topic 1-1: Orientation and Administration			
Lecture	1:00		
Activity 1-1: To be determined by instructor		00:00	
Topic 1-2: Community Risk Certification Process			
Lecture	0:30		
Activity 1-2: To be determined by instructor		00:00	
Unit 1 Totals	1:30	00:00	1:30
Unit 2: FLSE Administration			
Topic 2-1: Developing a Fire and Life Safety Education Budget			
Lecture	1:30		
Activity 2-1: Recommended by SFT		1:00	
Topic 2-2: Formulating Alternate Fire and Life Safety Program Development and Delivery Systems			
Lecture	2:00		
Activity 2-2: To be determined by instructor		00:00	
Unit 2 Totals	3:30	1:00	4:30
Unit 3: FLSE Planning and Development			
Topic 3-1: Developing a Comprehensive Fire and Life Safety Education Strategy			
Lecture	2:00		
Activity 3-1: Recommended by SFT		2:00	
Topic 3-2: Creating a Fire and Life Safety Coalition			
Lecture	1:00		
Activity 3-2: To be determined by instructor		00:00	

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Segment	Lecture Time	Activity Time	Total Unit Time
Topic 3-3: Projecting Future Fire and Life Safety Needs			
Lecture	1:00		
Activity 3-3: To be determined by instructor		00:00	
Topic 3-4: Proposing Fire and Life Safety Public Policy			
Lecture	2:00		
Activity 3-4: To be determined by instructor		00:00	
Topic 3-5: Developing a Fire and Life Safety Marketing Plan			
Lecture	1:30		
Activity 3-5: To be determined by instructor		00:00	
Unit 3 Totals	6:30	2:00	8:30
Unit 4: FLSE Education			
Topic 4-1: Creating Fire and Life Safety Educational Messages			
Lecture	1:00		
Activity 4-1: Recommended by SFT		1:00	
Topic 4-2: Establishing Administration Policies for Fire and Life Safety Education			
Lecture	1:00		
Activity 4-2: To be determined by instructor		00:00	
Topic 4-3: Creating a Training Program for Fire and Life Safety Educators			
Lecture	1:30		
Activity 4-3: To be determined by instructor		00:00	
Topic 4-4: Creating a Fire and Life Safety Internal Awareness Campaign			
Lecture	1:00		
Activity 4-4: Recommended by SFT		1:00	
Topic 4-5: Creating Fire and Life Safety Education Reports			
Lecture	1:30		

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Segment	Lecture Time	Activity Time	Total Unit Time
Activity 4-5: To be determined by instructor		00:00	
Unit 4 Totals	6:00	2:00	8:00
Unit 5: FLSE Evaluation			
Topic 5-1: Implementing Public Health Surveillance Systems			
Lecture	1:30		
Activity 5-1: Recommended by SFT		1:00	
Topic 5-2: Evaluating Fire and Life Safety Educational Programs			
Lecture	1:00		
Activity 5-2: To be determined by instructor			
Unit 5 Totals	2:30	1:00	3:30
Unit 6: JFIS Administration			
Topic 6-1: Formulating JFIS Program Policies and Procedures			
Lecture	1:00		
Activity 6-1: To be determined by instructor		00:00	
Topic 6-2: Developing a JFIS Program Budget			
Lecture	1:00		
Activity 6-2: Recommended by SFT		0:30	
Topic 6-3: Assigning a JFIS I			
Lecture	0:30		
Activity 6-3: To be determined by instructor		00:00	
Topic 6-4: Supervising a JFIS I			
Lecture	0:30		
Activity 6-4: To be determined by instructor		00:00	
Topic 6-5: Maintaining Records and Case Files of Juvenile Firesetters			
Lecture	1:00		
Activity 6-5: To be determined by instructor		00:00	
Unit 6 Totals	4:00	0:30	4:30
Unit 7: JFIS Planning and Development			

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Segment	Lecture Time	Activity Time	Total Unit Time
Topic 7-1: Developing JFIS Interagency Networks			
Lecture	1:00		
Activity 7-1: Recommended by SFT		1:30	
Topic 7-2: Developing and Selecting Approved JFIS Forms and Materials			
Lecture	0:30		
Activity 7-2: To be determined by instructor		00:00	
Topic 7-3: Designing a JFIS Personnel Training Program			
Lecture	1:00		
Activity 7-3: To be determined by instructor		00:00	
Topic 7-4: Developing a JFIS Community Awareness Program			
Lecture	1:30		
Activity 7-4: To be determined by instructor		00:00	
Topic 7-5: Creating and Maintaining JFIS Data Collection Systems			
Lecture	0:30		
Activity 7-5: To be determined by instructor		00:00	
Unit 7 Totals	4:30	1:30	6:00
Unit 8: JFIS Education and Implementation			
Topic 8-1: Delivering an Internal JFIS Training Program			
Lecture	1:00		
Activity 8-1: To be determined by instructor		00:00	
Topic 8-2: Maintaining JFIS Interagency Networks			
Lecture	1:00		
Activity 8-2: To be determined by instructor		00:00	
Topic 8-3: Delivering JFIS Community Awareness Training			

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Segment	Lecture Time	Activity Time	Total Unit Time
Lecture	1:00		
Activity 8-3: To be determined by instructor		00:00	
Unit 8 Totals	3:00	00:00	3:00
Unit 9: JFIS Evaluation			
Topic 9-1: Evaluating JFIS Programs			
Lecture	1:00		
Activity 9-1: Recommended by SFT		1:00	
Topic 9-2: Analyzing JFIS Program Effectiveness			
Lecture	1:00		
Activity 9-2: Recommended by SFT		1:00	
Topic 9-3: Preparing JFIS Program Reports			
Lecture	1:00		
Activity 9-3: Recommended by SFT		1:00	
Unit 9 Totals	3:00	3:00	6:00
Lecture, Activity, and Unit Totals:	35:30	10:00	45:30

Course Totals

Total Lecture Time (LT)	35:30
Total Activity Time (AT)	10:00
Total Testing Time (TT)	1:00
Total Course Time	46:30