

COMMUNITY RISK OFFICER

CERTIFICATION TRAINING STANDARDS



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STEAC

State Fire Training

Mission Statement

The mission of State Fire Training is to enable the California fire service to safely protect life and property through education, training, and certification.

California Fire Service 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.

The role of CFSTES is one of facilitating, coordinating, and assisting in the development and implementation of standards and certification for the California fire service. CFSTES manages the California Fire Academy System by providing standardized curriculum and tests; accredited courses leading to certification; approved standardized training programs for local and regional delivery; administering the certification system; and publishing Career Development Guides, Instructors Guides, Student Manuals, Student Supplements, and other related support materials. This system is as successful and effective as the people involved in it are. It is a fire service system developed by the fire service, for the fire service... and we believe it is the best one in the country.

Acknowledgments

State Fire Training coordinated the development of the material contained in this guide. Before its publication, the Statewide Training and Education Advisory Committee (STEAC) and the State Board of Fire Services (SBFS) recommended this guide for adoption by the State Fire Marshal (SFM). This guide is appropriate for fire service personnel and for personnel in related occupations that are pursuing State Fire Training certification.

Ruben Grijalva Director of CAL FIRE	
Kate Dargan State Fire Marshal	Tonya Hoover Assistant State Fire Marshal
Mike Richwine Chief, State Fire Training	Ron Coleman Chair, STEAC

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Alicia Hamilton Fire Service Training Specialist III	Ramiro Rodriguez Deputy State Fire Marshal III
----------------------------------------------------------------	----------------------------------------------------------

The material contained in this document was compiled and organized through the cooperative effort of numerous professionals within, and associated with, the California fire service. We gratefully acknowledge the individuals who served as principal developers for this document.

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Steve Knuckles Morro Bay Fire Department	Penni Overstreet-Murphy San Bernardino County Fire Department
Ken Shockley, Team Leader Fresno Fire Department	

"We gratefully acknowledge the hard work and accomplishments of those before us who built the solid foundation on which this program continues to grow."

Introduction

A Certification Training Standards (CTS) Guide is developed for each rank in the fire service – fire fighter, driver/operator, fire instructor, fire officer, etc. The CTS Guide lists every responsibility a person is expected to complete and a student performance goal that includes a measurable minimum performance standard. In addition, a comprehensive list of reference resources is provided. The CTS Guide has several valuable uses:

1. It is the foundation for the certification programs recommended for adoption by the SBFS. Any certification program must be based upon job-related knowledge and measurable objectives.
2. It provides measurable minimum performance standards. The validity and reliability of fire service entrance and promotional examinations can be more easily defended when such measurable standards are utilized.

These performance standards will need to be augmented by additional training in order to master the knowledge and skills needed for specialized operations.

3. It lists a variety of reference resources that may be studied in order to enhance job performance. A student can be confident that any eventual testing will be based upon the authoritative resources being studied. It is this fostering of individual confidence and initiative, which may become the most important accomplishment of the CTS Guide.

Format

The following is the standardized format for a Certification Training Standards Guide.

Title

The title should be written as concise as possible and provides the first indication that the standard is cognitive, psychomotor, or both. This indication is accomplished by using corresponding verbs. A task title might be, "Describe and Demonstrate the Use of Ropes." This shows that there are both cognitive and psychomotor requirements.

Authority

Each CTS is keyed, when possible, to a subsection of the appropriate National Fire Protection Association (NFPA) Professional Qualifications. Because of this correlation between the CTS Guide and the NFPA standard, it can be said that each fire service position in California's certification system meets or exceeds the corresponding NFPA standard. In order to achieve this and satisfy the desired performance for California fire service personnel, a standard that the NFPA has designated for a particular level (Juvenile Firesetter Intervention Specialist I for example) may be included in California's Public Education Instructor requirements. Moreover, in some instances, because of repetition in the NFPA standard, several subsections might be cited for a single CTS.

In other instances, California may have a requirement that has been overlooked or neglected by the NFPA. When there is no NFPA subsection in the standard to cite, the authority requiring the standard, or a performance within the standard, is listed. In these cases, the authority cited is the State Fire Marshal and the requirements are printed in *italics*.

Level

Two levels of learning are used in a CTS Guide. These levels are defined as:

Level I: Knowledge

The ability to recall or recognition of previously learned material (facts, theories, etc.) in essentially the same form as taught. Students will be able to name, match, list, and identify a concept, principle, or object.

Level II: Comprehension

The ability to use information within a limited context, use abstractions in particular situations, and break information into its parts to clarify relationships. Students will be able to describe and demonstrate the use of an identified concept, principle, or object.

Performance Goal

The heart of the CTS Guide is contained in the performance goals. They attempt to specifically measure what a student knows or is capable of doing at the end of the instructional period by defining the amount of technical knowledge required or the skill of the psychomotor performance. The performance goal provides the instructor or testing agency with these guidelines.

1. What the student should be given to accomplish the CTS.
2. What the student should be able to accomplish.
3. How well the student should perform.
4. The authoritative reference resources being employed.

Given

Technically, the performance goal differs from a student behavioral objective (in a lesson plan) because the "Given" or "Condition" sections are not the same. In a behavioral objective, the "Condition" contains what the student is given at the time of testing. In a performance goal, the "Given" contains a block of information necessary for a student to study and accomplish the corresponding performance.

Performance

The "Performance" section of the performance goal lists, in detail, what a student must accomplish in order to satisfy the CTS. Three operative verbs are used in this section:

1. **Identify** indicates a **Level I** cognitive response (written or verbal) is required from the student.
2. **Describe** indicates a **Level II** cognitive response (written or verbal) is required from the student.
3. **Demonstrate** indicates a physical response is required so that the student's psychomotor skills or cognitive product can be judged, and is not necessarily tied to a level of learning.

To cut down on the sheer size of the CTS Guide, the many details included in the "Performance" section precluded the necessity of writing a series of task analyses on closely related subjects. For example, when talking about leadership styles, it became possible to write:

1. Describe the procedures for processing and scheduling a community service request, which **shall** include:
 - Securing necessary resources, equipment, and props
 - Securing facility appropriate for the venue
 - Scheduling personnel
 - Avoiding conflicts
 - Documenting on master activity calendar

Generally, but not always, each numbered item in the "Performance" is a job. Sometimes, however, many jobs are included in a single numbered item. In this case, each bullet represents a single job.

Standard

The "Standard" section of the performance goal identifies how the student will be evaluated. For cognitive requirements, the standard will be with a minimum 80% accuracy on a written exam. For psychomotor requirements, the standard will be by completing all operations on a performance test. In the cases where the CTS has both psychomotor and cognitive performance goals, the standard will list both the written exam and a performance test.

Learning Resources

A list of available authoritative reference resources supporting the performance goal.

STEAR

COMMUNITY RISK EDUCATOR

#1. Identify The Role Of The Community Risk Educator

AUTHORITY: State Fire Marshal

LEVEL: I

PERFORMANCE GOAL

GIVEN:

1. A summary of the terms that are commonly used by the Community Risk Educator
2. A summary of the need for a community risk program
3. A summary of the two programs a Community Risk Educator has involvement
4. A summary of the legal or jurisdictional responsibilities and empowerment related to the performance of the duties of a Community Risk Educator
5. A summary of basic public education and public relations efforts
6. A summary of the program's standard operating guidelines

PERFORMANCE:

Under the direction of the Community Risk Specialist (or equivalent):

1. Identify the definition of terms that are commonly used by the Community Risk Educator
2. Identify the need for a community risk program, which, at a minimum, **shall** include:
 - The role of the Community Risk Educator
3. Identify the two programs a Community Risk Educator has involvement, which, at a minimum, **shall** include:
 - Fire and life safety education
 - Juvenile firesetter intervention
4. Identify the legal or jurisdictional responsibilities and empowerment related to the performance of the duties of a Community Risk Educator
5. Identify basic public education and public relations efforts

STANDARD:

By completing all assignments and activities, and passing all written tests and quizzes with a minimum of 80% accuracy

REFERENCE RESOURCES

- Creating A Fire-Safe Community: A Guide For Fire Safety Educators, Tom Kiurski
- Fire and Life Safety Educator, IFSTA/FPP
- Fire Prevention: A Comprehensive Approach, Jim Crawford

#2. Describe And Demonstrate Scheduling And Documenting Educational Activities

AUTHORITY: NFPA 1035 Standard for Professional Qualifications for Public Fire and Life Safety Educator (2005): Sections 5.2.1, 5.2.2, and 5.2.3

LEVEL: II

PERFORMANCE GOAL

GIVEN:

1. A summary of the components in an activity report
2. A summary of the purpose and process for documenting public fire and life safety educational activities
3. A summary of the procedures for processing and scheduling a community service request
4. A summary of the program's standard operating guidelines
5. Sample activity reports

PERFORMANCE:

1. Describe the components in an activity report, which, at a minimum, **shall** include:
 - Specific forms or formats
 - Information on activities
2. Describe and demonstrate preparing an activity report, which, at a minimum, **shall** include:
 - Documenting all noneducational activities or tasks
3. Describe the purpose and process for documenting public fire and life safety educational activities, which, at a minimum, **shall** include:
 - List of events
 - Activity requests
 - Pre-activity requirements
 - Time allotments
4. Describe the procedures for processing and scheduling a community service request, which, at a minimum, **shall** include:
 - Identifying the proper forms or formats
 - Reporting procedures
 - Securing necessary resources, equipment, and props
 - Securing facility appropriate for the venue
 - Scheduling personnel
 - Avoiding conflicts
 - Documenting on master activity calendar

STANDARD:

By completing all assignments and activities, and passing all written tests and quizzes with a minimum of 80% accuracy

REFERENCE RESOURCES

- Creating A Fire-Safe Community: A Guide For Fire Safety Educators, Tom Kiurski
- Fire and Life Safety Educator, IFSTA/FPP
- Fire Prevention: A Comprehensive Approach, Jim Crawford
- Safe Kids USA/Safe Kids Worldwide
- Sample department forms and reports

STEADFAST

#3. Describe And Demonstrate Establishing Public Fire And Life Safety Education Priorities For Identified Risks

AUTHORITY: NFPA 1035 Standard for Professional Qualifications for Public Fire and Life Safety Educator (2005): Sections 5.3.1., 6.3.1, and the *State Fire Marshal*

LEVEL: II

PERFORMANCE GOAL

GIVEN:

1. A summary of relevant local loss and injury data
2. A list of fire and life safety partners
3. A definition of a fire and life safety collaborative partnership
4. A summary of methods for establishing program priorities
5. A summary of the community risk assessment process
6. A summary of prevention interventions
7. *A summary of possible budgetary and staff constraints*
8. A summary of the program's standard operating guidelines

PERFORMANCE:

1. Identify partners to address current fire and life safety issues
2. Recognize a fire and life safety collaborative partnership from resources and organizations with common fire and life safety goals, which, at a minimum, **shall** include:
 - Opportunities for shared efforts
3. Describe and demonstrate establishing public fire and life safety education priorities within a program, which, at a minimum, **shall** include:
 - A community risk assessment process
 - Collecting, analyzing, and interpreting data to confirm identified risks
 - Prevention interventions
 - *Budgetary and staffing constraints*

STANDARD:

By completing all assignments and activities, and passing all written tests and quizzes with a minimum of 80% accuracy

REFERENCE RESOURCES

- Creating A Fire-Safe Community: A Guide For Fire Safety Educators, Tom Kiurski
- Fire and Life Safety Educator, IFSTA/FPP
- Fire Prevention: A Comprehensive Approach, Jim Crawford
- Safe Kids USA/Safe Kids Worldwide
- www.cdc.gov

#4. Describe The Procedures For Recognizing And Developing A Community Resources List Available To The Public

AUTHORITY: NFPA 1035 Standard for Professional Qualifications for Public Fire and Life Safety Educator (2005): Section 5.2.4

LEVEL: II

PERFORMANCE GOAL

GIVEN:

1. A summary of current community resources, services, and organizations available to the public
2. A summary of identified community need(s)
3. A summary of the procedures for communicating to the public, orally or in writing
4. A summary of the program's standard operating guidelines

PERFORMANCE:

1. Identify and describe a list of current community resources, services, and organizations available to the public
2. Describe the procedures for communicating to the public, orally or in writing, the applicable community resources

STANDARD:

By completing all assignments and activities, and passing all written tests and quizzes with a minimum of 80% accuracy

REFERENCE RESOURCES

- Creating A Fire-Safe Community: A Guide For Fire Safety Educators, Tom Kiurski
- Fire and Life Safety Educator, IFSTA/FPP
- Safe Kids USA/Safe Kids Worldwide
- www.citizencorps.gov

#5. Describe The Instructor's Role, Responsibilities, And Obligations

AUTHORITY: NFPA 1035 Standard for Professional Qualifications for Public Fire and Life Safety Educator (2005): Section 5.4.2 and the *State Fire Marshal*

LEVEL: II

PERFORMANCE GOAL

GIVEN:

1. A summary of the role, responsibilities, and obligations of a training instructor
2. An organizational flowchart of the entity in which the training instructor is employed and a summary of the instructor's role within that organization
3. A summary of the program's standard operating guidelines

PERFORMANCE:

1. Describe the role of the training instructor within the organization
2. Describe the qualities, characteristics, and traits of a good training instructor
3. Describe the responsibilities and obligations of the training instructor
4. Describe the components of ethical conduct, which, at a minimum, **shall** include:
 - Personal ethics origins
 - Personal justifications
 - Unethical conduct causes
5. Describe the liability risk factors for the training instructor, which, at a minimum, **shall** include:
 - Basic affirmative action, equal employment opportunity, and the Americans with Disabilities Act
 - Hazardous training
 - Laws and legal issues
 - Purpose of NFPA 1403 and 1500 as they relate to training
 - Site evaluations for safety compliance

STANDARD:

By completing all assignments and activities, and passing all written tests and quizzes with a minimum of 80% accuracy

REFERENCE RESOURCES

- Fire and Emergency Services Instructor, IFSTA/FPP
- Fire and Life Safety Educator, IFSTA/FPP
- Fire Service Instructor: Principles and Practice, Jones and Bartlett

#6. Describe Instructional Delivery Elements And Methods

AUTHORITY: NFPA 1035 Standard for Professional Qualifications for Public Fire and Life Safety Educator (2005): Sections 5.4.1(A), 5.4.3(A), 5.4.3(B), 5.4.4(B), 5.4.5 (B), 5.4.6, and the *State Fire Marshal*

LEVEL: II

PERFORMANCE GOAL

GIVEN:

1. A summary of the reasons for cognitive and psychomotor training
2. A summary of various teaching methods and techniques, their use and limitations
3. A summary of lesson plan delivery methods *using the laws and principles of learning*
4. A summary of lesson plan elements, terminology, and definitions
5. A summary of elements in the communication process
6. A summary of communication techniques
7. A summary of learning styles considering student abilities and behaviors
8. A summary of basic coaching and motivational technique
9. A summary of the program's standard operating guidelines

PERFORMANCE:

1. Describe the reasons for cognitive and psychomotor training
2. Describe the use and limitations of the various teaching methods and techniques
3. Describe the laws and principles of learning
4. Describe lesson plan elements, terminology, and definitions
5. Describe the elements of the communication process
6. Describe communication techniques
7. Describe adjusting to differences in learning styles, abilities, and behaviors, which, at a minimum, **shall** include:
 - Modifying a lesson plan or materials to meet student needs
8. Describe motivational and coaching techniques, which, at a minimum, **shall** include:
 - Disruptive and unsafe student behavior
 - Learning styles
 - Types of learning disabilities

STANDARD:

By completing all assignments and activities, and passing all written tests and quizzes with a minimum of 80% accuracy

REFERENCE RESOURCES

- Fire and Emergency Services Instructor, IFSTA/FPP
- Fire and Life Safety Educator, IFSTA/FPP
- Fire Service Instructor: Principles and Practice, Jones and Bartlett

#7. Describe The Elements Of The Learning Environment

AUTHORITY: NFPA 1035 Standard for Professional Qualifications for Public Fire and Life Safety Educator (2005): Sections 5.4.2 and the *State Fire Marshal*

LEVEL: II

PERFORMANCE GOAL

GIVEN:

1. A summary of the use of instructional media and materials
2. A summary of classroom, laboratory, or outdoor learning environment management and safety considerations
3. A summary of the program's standard operating guidelines

PERFORMANCE:

1. Describe organizing the classroom, laboratory, or outdoor learning environment, which may include:
 - Access
 - Audiovisual equipment
 - Climate control
 - Distractions/noise control
 - Environmental laws and codes
 - Exposures
 - Lighting and light levels
 - Seating
 - Site space
 - Teaching aids
 - Terrain
 - Vehicle and machine noise
 - Vehicle traffic
 - Weather conditions
2. Describe classroom, laboratory, or outdoor learning environment management and safety considerations, which, at a minimum, **shall** include:
 - Advantages and limitations of audiovisual equipment and teaching aids
 - Classroom/site arrangement
 - Methods and techniques of instruction
 - Difficult/problem students
 - Adjunct instructors
 - Site evaluation for safety compliance

3. Describe laboratory or outdoor learning environment management and safety considerations, which, at a minimum, **shall** include:
 - Site evaluation for safety compliance
4. *Describe adjusting the presentation of a cognitive lesson plan and psychomotor lesson plan, which may include:*
 - *Audiovisual distractions*
 - *Equipment failure*
 - *Limited resources*
 - *Presentation location*
 - *Safety*
 - *Weather*
5. *Describe using instructional media and materials*

STANDARD:

By completing all assignments and activities, and passing all written tests and quizzes with a minimum of 80% accuracy

REFERENCE RESOURCES

- Fire and Emergency Services Instructor, IFSTA/FPP
- Fire and Life Safety Educator, IFSTA/FPP
- Fire Service Instructor: Principles and Practice, Jones and Bartlett

#8. Describe And Demonstrate Preparing For And Presenting A Lesson Plan To Meet The Needs Of A Target Audience

AUTHORITY: NFPA 1035 Standard for Professional Qualifications for Public Fire and Life Safety Educator (2005): Sections 5.4.1, 5.4.3, 5.4.4, and 5.4.6

LEVEL: II

PERFORMANCE GOAL

GIVEN:

1. A summary of the different types of learners in a target audience
2. A summary of the concepts of the learning process for each target audience
3. A summary of the stages of learning and developmental phases of the appropriate audience
4. A summary of the steps required to prepare for and present a lesson plan to meet the needs of the target audience
5. A summary of the program's standard operating guidelines

PERFORMANCE:

1. Describe the different types of learners in a target audience, which, at a minimum, **shall** include:
 - Preschool
 - Elementary (K-5)
 - Middle school (6-8)
 - High school (9-12)
 - Adult
 - Older adult
 - High risk
 - ◆ Children under 5
 - ◆ Cultural considerations
 - ◆ Language barriers
 - ◆ Disabled
 - ◆ Lower-socio economic status
2. Describe the concepts of the learning process for each target audience, which, at a minimum, **shall** include:
 - Different theories on learning
 - Motivation techniques for each target audience
 - Appropriate messages for each target audience
3. Describe the stages of learning and developmental phases of the appropriate audiences
4. Describe and demonstrate preparing for and presenting a lesson plan to meet the needs of the target audience, which, at a minimum, **shall** include:
 - Choosing the appropriate lesson plan
 - Adapting the lesson plan to meet the needs of the target audience when needed

- Applying appropriate methods of presentation
- Selecting the appropriate educational materials
- Meeting the allotted time frame
- Practicing the appropriate safety procedures during a presentation

STANDARD:

By completing all operations on a performance test, completing all assignments and activities, passing all written tests and quizzes with a minimum of 80% accuracy

REFERENCE RESOURCES

- Educational Psychology, Anita Woolfolk
- Fire and Emergency Services Instructor, IFSTA/FPP
- Fire and Life Safety Educator, IFSTA/FPP
- Fire Service Instructor: Principles and Practice, Jones and Bartlett
- K-12 Classroom Teaching, Andrea Guillaume
- Safe Kids USA/Safe Kids Worldwide

STEAC

#9. Describe And Demonstrate Developing Instructional Materials

AUTHORITY: NFPA 1035 Standard for Professional Qualifications for Public Fire and Life Safety Educator (2005): Section 5.4.1(A) and the *State Fire Marshal*

LEVEL: II

PERFORMANCE GOAL

GIVEN:

1. A summary of the reasons for the development of instructional materials for lesson plans
2. State Fire Training cognitive lesson plan formats
3. A summary of the elements of cognitive lesson plans
4. A summary of lesson plan utilization techniques
5. A summary of instructional methods and techniques
6. A summary of the components of learning objectives
7. A summary of the characteristics of adult learners
8. A summary of the psychology of learning
9. A summary of developing and employing supplemental materials
10. A summary of the program's standard operating guidelines
11. Examples of various target audiences
12. Examples of worksheets, information sheets, and study sheets
13. Examples of student, instructor, and course evaluations

PERFORMANCE:

1. Describe the elements of the instructional process, which, at a minimum, **shall** include:
 - Application techniques
 - Characteristics of adult learners
 - Four-step method of instruction
 - Evaluation techniques
 - Levels of instruction
 - Psychology of learning
 - Sources of references and materials

STANDARD:

By completing all operations on a performance test, completing all assignments and activities, passing all written tests and quizzes with a minimum of 80% accuracy

REFERENCE RESOURCES

- Educational Psychology, Anita Woolfolk
- Fire and Emergency Services Instructor, IFSTA/FPP
- Fire and Life Safety Educator, IFSTA/FPP
- Fire Service Instructor: Principles and Practice, Jones and Bartlett
- K-12 Classroom Teaching, Andrea Guillaume

#10. Describe And Demonstrate Presenting Psychomotor And Cognitive Lesson Plans

AUTHORITY: NFPA 1035 Standard for Professional Qualifications for Public Fire and Life Safety Educator (2005): Sections 5.4.3, 5.4.4(B), 5.4.6, and the *State Fire Marshal*

LEVEL: II

PERFORMANCE GOAL

GIVEN:

1. A prepared psychomotor and cognitive lesson plan
2. A summary of teaching preparation components
3. A summary of delivery methods
4. A summary of the program's standard operating guidelines
5. Examples of various target audiences

PERFORMANCE:

1. Describe and demonstrate preparing for and presenting a prepared psychomotor lesson plan *with a performance test*
2. Describe and demonstrate preparing for and presenting a prepared cognitive lesson plan using an improved lecture

STANDARD:

By completing all operations on a performance test, completing all assignments and activities, passing all written tests and quizzes with a minimum of 80% accuracy

REFERENCE RESOURCES

- Educational Psychology, Anita Woolfolk
- Fire and Emergency Services Instructor, IFSTA/FPP
- Fire Service Instructor: Principles and Practice, Jones and Bartlett
- K-12 Classroom Teaching, Andrea Guillaume

#11. Describe And Demonstrate Assembling Instructional Materials

AUTHORITY: NFPA 1035 Standard for Professional Qualifications for Public Fire and Life Safety Educator (2005): Sections 5.4.1, 5.4.3(A), 5.4.4(A), 5.4.5(B), 5.4.6, and the *State Fire Marshal*

LEVEL: II

PERFORMANCE GOAL**GIVEN:**

1. A lesson plan
2. A summary of course materials, resources, and equipment needed to deliver the lesson plan
3. A summary of the program's standard operating guidelines

PERFORMANCE:

1. Describe and demonstrate assembling course materials needed to deliver a lesson, which may include:
 - A lesson plan
 - All supplemental materials
 - Equipment
 - *Procedures for procuring equipment and materials*
 - Resources

STANDARD:

By completing all operations on a performance test, completing all assignments and activities, passing all written tests and quizzes with a minimum of 80% accuracy

REFERENCE RESOURCES

- Educational Psychology, Anita Woolfolk
- Fire and Emergency Services Instructor, IFSTA/FPP
- Fire and Life Safety Educator, IFSTA/FPP
- Fire Service Instructor: Principles and Practice, Jones and Bartlett
- K-12 Classroom Teaching, Andrea Guillaume

#12. Describe And Demonstrate Reviewing And Adapting Prepared Instructional Materials

AUTHORITY: NFPA 1035 Standard for Professional Qualifications for Public Fire and Life Safety Educator (2005): Sections 5.4.1(A), 5.4.3(A), and 5.4.4

LEVEL: II

PERFORMANCE GOAL

GIVEN:

1. A summary of prepared instructional materials
2. A summary of materials for a specific topic, target audience, and learning environment
3. A summary of the program's standard operating guidelines

PERFORMANCE:

1. Describe and demonstrate reviewing instructional materials, the learning environment, and resources (ancillary components) that need adaptation
2. Describe and demonstrate adapting a prepared cognitive and psychomotor lesson plan so that the needs of the student and the objectives of the lesson plan are achieved, which, at a minimum, **shall** include:
 - Adjustment of the learning environment
 - Analysis of resources, facilities, and materials
 - Elements of a lesson plan
 - Methods of instruction
 - Organizing the learning environment
 - Recognition of student limitations
 - Selection of instructional aids and methods
 - Types of resource materials (ancillary components)
3. Demonstrate adapting a prepared performance test

STANDARD:

By completing all operations on a performance test, completing all assignments and activities, passing all written tests and quizzes with a minimum of 80% accuracy

REFERENCE RESOURCES

- Creating A Fire-Safe Community: A Guide For Fire Safety Educators, Tom Kiurski
- Educational Psychology, Anita Woolfolk
- Fire and Emergency Services Instructor, IFSTA/FPP
- Fire and Life Safety Educator, IFSTA/FPP
- Fire Service Instructor: Principles and Practice, Jones and Bartlett
- K-12 Classroom Teaching, Andrea Guillaume

#13. Describe And Demonstrate Using Audiovisual Equipment And Materials

AUTHORITY: *State Fire Marshal*

LEVEL: II

PERFORMANCE GOAL**GIVEN:**

1. *A learning environment*
2. *Various types of audiovisual equipment and computers*
3. *A summary of the procedures for setting up and operating audiovisual equipment and computers*
4. *A summary of audiovisual media*
5. *A summary of resources available for audiovisual printing or packaging*
6. *A summary of the procedures for using audiovisual materials*
7. *A summary of the program's standard operating guidelines*

PERFORMANCE:

1. *Describe and demonstrate setting-up and operating audiovisual equipment and computers, which, at a minimum, **shall** include:*
 - *Safety and electrical precautions*
2. *Describe the use of simulators as a training device*
3. *Describe audiovisual media copyright violation*
4. *Describe resources available for audiovisual printing or packaging*
5. *Describe and demonstrate using audiovisual materials*

STANDARD:

By completing all operations on a performance test, completing all assignments and activities, passing all written tests and quizzes with a minimum of 80% accuracy

REFERENCE RESOURCES

- Fire and Emergency Services Instructor, IFSTA/FPP
- Fire and Life Safety Educator, IFSTA/FPP
- Fire Service Instructor: Principles and Practice, Jones and Bartlett
- K-12 Classroom Teaching, Andrea Guillaume

#14. Describe And Demonstrate The Testing Process

AUTHORITY: NFPA 1035 Standard for Professional Qualifications for Public Fire and Life Safety Educator (2005): Sections 5.5.1, 5.5.2, and the *State Fire Marshal*

LEVEL: II

PERFORMANCE GOAL

GIVEN:

1. A self-prepared cognitive lesson plan
2. A summary of agency testing policies and procedures
3. *A summary of laws related to grading and maintaining confidentiality of scores*
4. A summary of oral and written tests
5. A summary of grading criteria for oral and written tests
6. *A summary of ethical conduct*
7. A summary of training records, report forms, policies, procedures, and forms
8. A summary of the program's standard operating guidelines
9. Samples of student grading and testing instruments

PERFORMANCE:

1. Describe oral and written tests, which, at a minimum, **shall** include:
 - Elements
 - Formats
 - Purposes of tests
 - Terminology
2. Describe the administration and grading of student test instruments, which, at a minimum, **shall** include:
 - Agency policies and testing procedures
 - *Ethical conduct*
 - *Laws affecting records and disclosure of training information*
 - *Maintaining confidentiality of scores*
 - *Rating factors*
 - *Test security*
3. *Describe and demonstrate creating and administering a performance test, which, at a minimum, shall include:*
 - *Considerations for establishing time standards*
 - *Liability of time standards*
 - *Purpose of time standards*
 - *Safety considerations in time standards*
4. Describe completing training records and report forms so that required reports are accurate and submitted in accordance with the procedures

STANDARD:

By completing all operations on a performance test, completing all assignments and activities, passing all written tests and quizzes with a minimum of 80% accuracy

REFERENCE RESOURCES

- Fire and Emergency Services Instructor, IFSTA/FPP
- Fire and Life Safety Educator, IFSTA/FPP
- Fire Service Instructor: Principles and Practice, Jones and Bartlett
- K-12 Classroom Teaching, Andrea Guillaume

STEAC #1

#15. Describe The Use Of Evaluation Instruments

AUTHORITY: NFPA 1035 Standard for Professional Qualifications for Public Fire and Life Safety Educator (2005): Sections 5.5.1, 5.5.2, and the *State Fire Marshal*

LEVEL: II

PERFORMANCE GOAL

GIVEN:

1. A summary of the purpose and importance of the evaluation process
2. A summary of the types of evaluation instruments
3. A summary of the advantages and disadvantages of each type of evaluation instrument
4. A summary of how to review, interpret, and document evaluation results
5. A summary of the program's standard operating guidelines

PERFORMANCE:

1. Describe the purpose and importance of the evaluation process
2. Identify the types of evaluation instruments
3. Describe the advantages and disadvantages of each
4. Describe reviewing, interpreting, and documenting evaluation results

STANDARD:

By completing all operations on a performance test, completing all assignments and activities, passing all written tests and quizzes with a minimum of 80% accuracy

REFERENCE RESOURCES

- Educational Psychology, Anita Woolfolk
- Fire and Emergency Services Instructor, IFSTA/FPP
- Fire and Life Safety Educator, IFSTA/FPP
- Fire Prevention: A Comprehensive Approach, Jim Crawford
- Fire Service Instructor: Principles and Practice, Jones and Bartlett

#16. Describe And Demonstrate Providing Feedback To The Students

AUTHORITY: State Fire Marshal

LEVEL: II

PERFORMANCE GOAL

GIVEN:

1. A summary of reporting procedures and the interpretation of test results
2. A summary of feedback techniques for students
3. A summary of the program's standard operating guidelines

PERFORMANCE:

1. Describe reporting test results, which may include:
 - Accurately recording the results
 - Forwarding the forms according to policies and procedures
 - Reporting unusual circumstances
2. Describe and demonstrate providing feedback to students, which, at a minimum, **shall** include:
 - Evaluation data
 - Clear, relevant, and objective suggestions
 - Timely feedback

STANDARD:

By completing all operations on a performance test, completing all assignments and activities, passing all written tests and quizzes with a minimum of 80% accuracy

REFERENCE RESOURCES

- Educational Psychology, Anita Woolfolk
- Fire and Emergency Services Instructor, IFSTA/FPP
- Fire and Life Safety Educator, IFSTA/FPP
- Fire Prevention: A Comprehensive Approach, Jim Crawford
- Fire Service Instructor: Principles and Practice, Jones and Bartlett
- K-12 Classroom Teaching, Andrea Guillaume
- Safe Kids USA/Safe Kids Worldwide

#17. Describe And Demonstrate Evaluating Student Instructor Presentations

AUTHORITY: *State Fire Marshal*

LEVEL: II

PERFORMANCE GOAL

GIVEN:

1. *A summary of procedures for evaluating student instructors*
2. *A summary of techniques for completing evaluation forms*
3. *A summary of the program's standard operating guidelines*
4. *Sample evaluation forms*

PERFORMANCE:

1. *Describe and demonstrate procedures for evaluating student instructors*
2. *Describe areas for instructor improvement, which may include:*
 - *Changes in instructional style*
 - *Communication methods*
 - *Strengths*
 - *Weaknesses*
3. *Describe methods for student evaluators to provide feedback to student instructors*
4. *Describe and demonstrate completing evaluation forms*

STANDARD:

By completing all operations on a performance test, completing all assignments and activities, passing all written tests and quizzes with a minimum of 80% accuracy

REFERENCE RESOURCES

- Fire and Emergency Services Instructor, IFSTA/FPP*
- Fire and Life Safety Educator, IFSTA/FPP*
- Fire Prevention: A Comprehensive Approach, Jim Crawford*
- Fire Service Instructor: Principles and Practice, Jones and Bartlett*

#18. Describe The Important Elements Of Juvenile Law

AUTHORITY: *State Fire Marshal*

LEVEL: II

PERFORMANCE GOAL

GIVEN:

1. *A description of juvenile law in California*
2. *A brief summary of interviewing juveniles*
3. *A summary of the program's standard operating guidelines*

PERFORMANCE:

1. *Describe the pertinent laws relating to juveniles*
2. *Describe how juvenile laws impact the interview process, which, at a minimum, shall include:*
 - *Before the interview*
 - *During the interview*
 - *After the interview*

STANDARD:

By completing all assignments and activities, and passing all written tests and quizzes with a minimum of 80% accuracy

REFERENCE RESOURCES

- California Welfare and Institutions Code, Sections 300 through 324.5 and Sections 600 through 641
- Fire and Life Safety Educator, IFSTA/FPP
- Juvenile Firesetter Intervention Specialist I, NFA
- Juvenile Firesetter Intervention Specialist II, NFA
- NFPA 921: Guide to Fire and Explosive Investigations, NFPA

#19. Describe The Juvenile Firesetter

AUTHORITY: NFPA 1035 Standard for Professional Qualifications for Public Fire and Life Safety Educator (2005): Section 9.4.3(A) and the *State Fire Marshal*

LEVEL: II

PERFORMANCE GOAL

GIVEN:

1. A summary of firesetting levels
2. A summary of the reasons behind juvenile firesetter behavior
3. A summary of the characteristics of the three age levels of the juvenile firesetter
4. A summary of the common characteristics and myths of the juvenile firesetter and his or her family
5. A summary of the program's standard operating guidelines

PERFORMANCE:

1. Describe the three involvement levels of firesetting, which, at a minimum, **shall** include:
 - Fire play
 - Fire setting
 - Arson
2. Describe the reasons behind juvenile firesetter behavior
3. Describe the characteristics of the three age levels of the juvenile firesetter, which, at a minimum, **shall** include:
 - 0-7 years
 - 8-12 years
 - 13-18 years
4. Describe common characteristics of the juvenile firesetter and his or her family
5. Describe the common myths about juvenile firesetters

STANDARD:

By completing all assignments and activities, and passing all written tests and quizzes with a minimum of 80% accuracy

REFERENCE RESOURCES

- American Psychiatric Foundation website
- Fire and Life Safety Educator, IFSTA/FPP
- Juvenile Firesetter Intervention Specialist I, NFA
- Juvenile Firesetter Intervention Specialist II, NFA
- NFPA 921: Guide to Fire and Explosive Investigations, NFPA
- www.firefriends.org

#20. Describe The Juvenile Firesetter Intake Process

AUTHORITY: NFPA 1035 Standard for Professional Qualifications for Public Fire and Life Safety Educator (2005): Sections 9.4.1(A), 9.4.1(B), and 9.4.3(A)

LEVEL: II

PERFORMANCE GOAL**GIVEN:**

1. A list of juvenile firesetter referral options
2. A description of intake process components
3. A summary of the information needed to complete the child and family interview
4. A summary of applicable federal, state, and local legal requirements
5. A summary of the program's standard operating guidelines

PERFORMANCE:

1. Identify juvenile firesetter referral options, which may include:
 - Walk-in
 - Phone-in
 - Juvenile justice
 - Referral
 - Mandated reporter
2. Recognize the components of the intake process
3. Describe the information needed to complete the child and family interview
4. Describe standard operating guidelines
5. Describe the federal, state, and local legal requirements

STANDARD:

By completing all assignments and activities, and passing all written tests and quizzes with a minimum of 80% accuracy

REFERENCE RESOURCES

- Fire and Life Safety Educator, IFSTA/FPP
- Juvenile Firesetter Intervention Specialist I, NFA
- Juvenile Firesetter Intervention Specialist II, NFA
- www.firefriends.org

#21. Describe The Forms, Materials, And Interview Tools Used During The Juvenile Firesetter Intake Process

AUTHORITY: NFPA 1035 Standard for Professional Qualifications for Public Fire and Life Safety Educator (2005): Sections 9.2.1 and 9.2.2

LEVEL: II

PERFORMANCE GOAL

GIVEN:

1. A summary of the forms, materials, and interview tools needed to perform a juvenile firesetter intake process
2. A summary of the legal significance of confidentiality as it relates to forms, materials, and interview tools
3. A summary of the program's standard operating guidelines
4. Sections 200-223 of the Welfare and Institutions Code

PERFORMANCE:

1. Identify the forms, materials, and interview tools need to perform a juvenile firesetter intake process
2. Describe the legal significance of confidentiality as it relates to forms, materials, and interview tools
3. Describe the Welfare and Institution Code Sections 200-223 as they relate to legal requirements of a juvenile in California

STANDARD:

By completing all assignments and activities, and passing all written tests and quizzes with a minimum of 80% accuracy

REFERENCE RESOURCES

- Fire and Life Safety Educator, IFSTA/FPP
- Juvenile Firesetter Intervention Specialist I, NFA
- Juvenile Firesetter Intervention Specialist II, NFA
- Welfare and Institution Code Sections 200-223
- www.firefriends.org

#22. Describe Interviewing Techniques

AUTHORITY: State Fire Marshal

LEVEL: II

PERFORMANCE GOAL

GIVEN:

1. A summary of the legal definitions of "interview" and "interrogation"
2. A summary of the Miranda rule and Gladys R.
3. A summary of interviewing purpose, situational awareness, and body language
4. A summary of interviewing techniques
5. A summary of the cognitive interview technique
6. A summary on the techniques for interviewing children
7. A summary of the program's standard operating guidelines
8. Case studies related to interviewing and interrogating

PERFORMANCE:

1. Describe the Miranda/Gladys R. rule and their application for Community Risk Educators
2. Describe the difference between an interview and an interrogation
3. Describe the proper settings for interviewing versus interrogations
4. Describe the proper interviewing technique for the situation
5. Describe managing the confrontational interview

STANDARD:

By completing all assignments and activities, and passing all written tests and quizzes with a minimum of 80% accuracy

REFERENCE RESOURCES

- Fire and Life Safety Educator, IFSTA/FPP
- Juvenile Firesetter Intervention Specialist I, NFA
- Juvenile Firesetter Intervention Specialist II, NFA
- NFPA 921: Guide to Fire and Explosive Investigations, NFPA

#23. Describe And Demonstrate Preparing For And Conducting An Intake Interview

AUTHORITY: NFPA 1035 Standard for Professional Qualifications for Public Fire and Life Safety Educator (2005): Sections 9.4.1, 9.4.2, and 9.4.3

LEVEL: II

PERFORMANCE GOAL

GIVEN:

1. A summary of the steps in developing and/or reviewing a case file
2. A summary of the benefits of compiling all required documents
3. A summary of the intervention program, its benefits, and possible options
4. A summary of the process of building rapport
5. A summary of the program's standard operating guidelines
6. A summary of the purpose and limits of the intake interview
7. A summary of the steps to gathering relevant information
8. A summary of techniques for documenting the findings
9. A summary of the methods for recording and reporting observations
10. A summary of time management
11. A summary of professional interview techniques
12. A summary of life-threatening situations that require immediate intervention
13. A summary of the reporting procedures for suspected abuse or neglect
14. A summary of the scoring and/or evaluating an intake interview
15. A summary of the program's standard operating guidelines

PERFORMANCE:

1. Describe the steps in developing and/or reviewing a case file
2. Describe the benefits of compiling all required documents
3. Describe the intervention program, its benefits, and possible options
4. Describe the process of building rapport
5. Describe the purpose and limits of the intake interview
6. Describe and demonstrating conducting an intake interview, which, at a minimum, **shall** include:
 - Gathering relevant information
 - Documenting the findings
 - Recording and reporting observations
 - Managing your time
 - Using professional interview techniques
7. Identify and describe life-threatening situations that require immediate intervention

8. Describe the reporting procedures for suspected abuse or neglect
9. Describe scoring and/or evaluating an intake interview, which, at a minimum, *shall* include:
 - Summarizing the results for the family

STANDARD:

By completing all assignments and activities, and passing all written tests and quizzes with a minimum of 80% accuracy

REFERENCE RESOURCES

- Fire and Life Safety Educator, IFSTA/FPP
- Juvenile Firesetter Intervention Specialist I, NFA
- Juvenile Firesetter Intervention Specialist II, NFA
- www.firefriends.org

STEADFAST

#24. Describe And Demonstrate Determining And Implementing Intervention Options

AUTHORITY: NFPA 1035 Standard for Professional Qualifications for Public Fire and Life Safety Educator (2005): Sections 9.4.4, 9.4.5, and 9.4.6

LEVEL: II

PERFORMANCE GOAL

GIVEN:

1. A summary of the case file
2. A summary of the types of intervention options
3. A summary of the how to determine and implement the appropriate intervention option
4. A summary of how to analyze an intake interview
5. A summary of the legal consequences for each type of intervention
6. A summary of an effective referral process
7. A summary of prioritization
8. A summary of the need for confidentiality
9. A summary of the program's standard operating guidelines
10. A list of appropriate referral resources

PERFORMANCE:

1. Describe the types of intervention options, which, at a minimum, **shall** include:
 - Education
 - Juvenile court
 - Mental health
2. Identify and develop a list of appropriate referral resources
3. Describe and demonstrate implementing the appropriate intervention option, which, at a minimum, **shall** include:
 - Analyzing the intake interview
 - Explaining the legal consequences for each type of intervention
 - Following standard operating guidelines
4. Describe and demonstrate the referral process, which, at a minimum, **shall** include:
 - Prioritizing needs
 - Contacting other agencies
 - Ensuring availability and timely access
 - Maintaining confidentiality

STANDARD:

By completing all assignments and activities, and passing all written tests and quizzes with a minimum of 80% accuracy

REFERENCE RESOURCES

- Fire and Life Safety Educator, IFSTA/FPP
- Juvenile Firesetter Intervention Specialist I, NFA
- Juvenile Firesetter Intervention Specialist II, NFA
- www.firefriends.org

STEADFAST

#25. Describe And Demonstrate Collecting And Recording Intervention Feedback

AUTHORITY: NFPA 1035 Standard for Professional Qualifications for Public Fire and Life Safety Educator (2005): Sections 9.5.1 and 9.5.2

LEVEL: II

PERFORMANCE GOAL

GIVEN:

1. A summary of completed feedback forms
2. A summary of the procedures for collecting and recording feedback
3. A summary of time management
4. A list of approved forms and materials
5. A summary of how to measure and document the changes in a juvenile firesetter's behavior
6. A summary of the program's organizational and reporting structure
7. A summary of the program's standard operating guidelines

PERFORMANCE:

1. Describe and demonstrate the procedures for collecting and recording feedback, which, at a minimum, **shall** include:
 - Meeting designated timelines
 - Using approved forms and materials
2. Describe and demonstrate measuring and documenting the changes in a juvenile firesetter's behavior, which, at a minimum, **shall** include:
 - Referring to appropriate level when necessary

STANDARD:

By completing all assignments and activities, and passing all written tests and quizzes with a minimum of 80% accuracy

REFERENCE RESOURCES

- Fire and Life Safety Educator, IFSTA/FPP
- Juvenile Firesetter Intervention Specialist I, NFA
- Juvenile Firesetter Intervention Specialist II, NFA
- www.firefriends.org

#26. Describe The Management Of Case Files Used During The Juvenile Firesetter Intake Process

AUTHORITY: NFPA 1035 Standard for Professional Qualifications for Public Fire and Life Safety Educator (2005): Sections 9.2.3, 9.2.4, 9.2.5, 9.4.2, and 10.2.5

LEVEL: II

PERFORMANCE GOAL

GIVEN:

1. A summary of the components of a case file
2. A summary of the documentation required for process and content
3. A summary of the case information reporting process
4. A summary of the procedures for scheduling an interview
5. A summary of the procedures for recording and securing case information data
6. A summary of the procedures for maintaining records and case files
7. A summary of the program's standard operating guidelines

PERFORMANCE:

1. Describe the components of a case file
2. Describe documentation on process and content, which, at a minimum, **shall** include:
 - Consistent and accurate documentation for each case
3. Describe the case information reporting process, which may include:
 - Referring to appropriate level when necessary
 - Referring to appropriate managing agencies in your jurisdiction, which may include:
 - ◆ Child Protective Services
 - ◆ Mental health
 - ◆ Juvenile probation
4. Describe procedures for scheduling an interview, which, at a minimum, **shall** include:
 - Agreeable location, date, and time
 - Personal work schedule
 - Standard operating guidelines
5. Describe procedures for recording and securing case information data, which may include:
 - Approved forms
 - Database
 - Authorized staff
 - Standard operating guidelines

6. Describe procedures for maintaining records and case files, which, at a minimum, *shall* include:
- Legal requirements and liability
 - File management systems
 - Approved forms and materials
 - Standard operating guidelines

STANDARD:

By completing all assignments and activities, and passing all written tests and quizzes with a minimum of 80% accuracy

REFERENCE RESOURCES

- Fire and Life Safety Educator, IFSTA/FPP
- Juvenile Firesetter Intervention Specialist I, NFA
- Juvenile Firesetter Intervention Specialist II, NFA
- www.firefriends.org

STEADFAST

COMMUNITY RISK SPECIALIST

#1. Identify The Role Of The Community Risk Specialist

AUTHORITY: *State Fire Marshal*

LEVEL: I

PERFORMANCE GOAL

GIVEN:

1. *A summary of the terms that are commonly used by the Community Risk Specialist*
2. *A summary of the need for a community risk program*
3. *A summary of the two programs a Community Risk Specialist has involvement*
4. *A summary of the legal or jurisdictional responsibilities and empowerment related to the performance of the duties of a Community Risk Specialist*
5. *A summary of comprehensive public education and public relations efforts*

PERFORMANCE:

1. *Under the direction of the Community Risk Officer (or equivalent), identify the role of the Community Risk Specialist, which, at a minimum, **shall** include:*
 - *Department spokesperson*
 - *Formalizing policies and procedures*
 - *Initiating and developing collaborative partnerships*
 - *Managing the Community Risk Educator training, resources, and needed materials*
 - *Projecting budgets*
 - *Public information/relations*
 - *Standardizing the processes for the juvenile firesetter program*
2. *Identify the terms that are commonly used by the Community Risk Specialist*
3. *Identify additional legal or jurisdictional responsibilities and empowerment related to the performance of the duties of a Community Risk Specialist*

STANDARD:

By completing all assignments and activities, and passing all written tests and quizzes with a minimum of 80% accuracy

REFERENCE RESOURCES

- Advanced Public Information, EMI
- Basic Public Information, EMI
- Creating A Fire-Safe Community: A Guide For Fire Safety Educators, Tom Kiurski
- Crisis Communications and the Media (First Level Course), CSTI
- Crisis Communications and the Media (Second Level Course), CSTI
- Educational Psychology, Anita Woolfolk

- Fire and Life Safety Educator, IFSTA/FPP
- Fire Prevention: A Comprehensive Approach, Jim Crawford
- K-12 Classroom Teaching, Andrea Guillaume
- Media Relations For Public Safety Professionals, Leo M. Brown
- Public And Media Relations For The Fire Service, Tim Birr
- Public Information Officer, IFSTA

STEAC #1

#2. Describe The Development Of Program Policies And Procedures

AUTHORITY: NFPA 1035 Standard for Professional Qualifications for Public Fire and Life Safety Educator (2005): Section 10.2.1

LEVEL: II

PERFORMANCE GOAL

GIVEN:

1. A summary of a community needs assessment
2. A summary of community and agency resources
3. A summary of the agency structure and goals
4. A summary of the program's standard operating guidelines
5. Sample policy and procedure that supports a program's goals

PERFORMANCE:

1. Describe the procedures for maintaining an up-to-date library of community needs, resources, agency structure, and goals
2. Describe developing and maintaining policies and procedures that support the agency's goals, which, at a minimum, **shall** include:
 - Clearly defined and concise objectives
 - Consistent application
 - Identifying impact on the community and the agency
 - Meeting legal obligations of the agency

STANDARD:

By completing all assignments and activities, and passing all written tests and quizzes with a minimum of 80% accuracy

REFERENCE RESOURCES

- Creating A Fire-Safe Community: A Guide For Fire Safety Educators, Tom Kiurski
- Essentials of Fire Department Customer Service, Alan Brunacini
- Fire and Life Safety Educator, IFSTA/FPP
- Fire Prevention: A Comprehensive Approach, Jim Crawford
- Safe Kids USA/Safe Kids Worldwide

#3. Describe And Demonstrate Implementing The Incident Command System (ICS I-300)

AUTHORITY: State Fire Marshal

LEVEL: II

PERFORMANCE GOAL

GIVEN:

1. A summary of how the National Incident Management System Command and Management component supports the management of expanding incidents (ICS 300)
2. A summary of the incident/event management process for supervisors and expanding incidents as prescribed by the ICS
3. Simulated Type 3 incident

PERFORMANCE:

1. Describe ICS fundamentals, which, at a minimum, **shall** include:
 - Differences between Deputies and Assistants
 - Flow of information within the organization
 - How ICS fits into the command and management component of NIMS
 - How incidents can best be managed to the lowest practical level
 - ICS positions that include Deputies and their roles and responsibilities
 - ICS reporting and working relationships for technical specialists and agency representatives
 - Matching responsibility statements to each ICS organizational element
 - Minimum staffing requirements within each organizational element for at least two incidents of different sizes
2. Describe ICS assessment and agency guidance in establishing incident objectives, which, at a minimum, **shall** include:
 - Methods and tools used to assess incident
 - Process for developing incident objectives, strategies, and tactics
 - Steps in transferring and assuming incident command
 - Types of agency policies and guidelines that influence management of incident or event activities
3. Demonstrate developing incident objectives for a simulated Type 3 incident
4. Describe unified command, which, at a minimum, **shall** include:
 - Advantages of unified command
 - How unified command functions on a multi-jurisdictional or multi-agency incident
 - Primary features of unified command

5. *Demonstrate roles and reporting relationships under a unified command that involves agencies within the same jurisdiction and under multi-jurisdiction conditions*
6. *Describe incident resource management, which, at a minimum, **shall** include:*
 - *Agency-specific aviation policies and procedures as they relate to safety*
 - *Basic principles of resource management*
 - *Basic steps involved in managing incident resources*
 - *How ICS Form 215, Operational Plan Worksheet, is used to manage incident or event*
 - *Differences between single- and multi-point resource ordering and the reasons for each*
 - *resources*
 - *How ICS Form 215A, Incident Safety Analysis, is used with the ICS Forms 215 to mitigate hazards to tactical operations*
 - *Importance of establishing proper span of control for aviation resources and facilities*
 - *Key considerations associated with resource management and the reason for each*
 - *Organizational elements at the incident that can order resources*
7. *Describe the planning process, which, at a minimum, **shall** include:*
 - *Appropriate strategies and tactics to meet simulated incident objectives*
 - *Criteria for determining when the Incident Action Plan (IAP) should be prepared in writing*
 - *Differences between planning for incidents or events*
 - *Importance of planning for incidents and events*
 - *Major planning steps including logistical concerns, cost-benefit analysis, understanding the situation, developing and implementing the plan, and evaluating the plan*
 - *Role and use of ICS forms and supporting materials included in an IAP for effective incident/event management*
 - *Strategy meeting, tactics meeting, planning meeting, operation period briefing, and team meeting*
8. *Demonstrate conducting a tactics meeting and completing an ICS Form 215, Operational Planning Worksheet, and an ICS Form 215A, Incident Safety Analysis, using the strategies and tactics from the scenario*
9. *Demonstrate conducting a planning meeting using the planning process and developing a written IAP for an incident/event using the appropriate ICS forms and supporting materials*
10. *Demonstrate conducting an operational period briefing using an IAP*
11. *Describe demobilization, transfer of command, and closeout, which, at a minimum, **shall** include:*
 - *ICS titles of personnel who have responsibilities in developing and implementing the demobilization plan and list their duties*
 - *Impact of agency-specific policies, procedures, and agreements upon demobilization planning*
 - *Importance of demobilization planning*

- *Major sections in a demobilization plan*
- *Need for transfer of command or closeout*
- *Process involved in a closeout meeting*

STANDARD:

By completing all operations on a performance test, completing all assignments and activities, passing all written tests and quizzes with a minimum of 80% accuracy

REFERENCE RESOURCES

- I-300: Intermediate ICS, for Single Resources and Initial Action Incidents, NWCG
- PMS 310-1 (CICCS) Wildland Fire Qualification System Guide, NWCG

STEADFAST

#4. Describe And Demonstrate The Public Information Officer's Roles And Responsibilities (ICS S-203)

AUTHORITY: NFPA 1035 Standard for Professional Qualifications for Public Fire and Life Safety Educator (2005): Sections 8.2.1, 8.2.2, 8.2.4, 8.2.6, 8.2.7, and the *State Fire Marshal*

LEVEL: II

PERFORMANCE GOAL

GIVEN:

1. Accurate incident information
2. *A summary of the roles and responsibilities of a Public Information Officer (PIO)*
3. *A summary of PIO preparation from mobilization to action*
4. A summary of the duties of a PIO in an incident information center
5. A summary of effective techniques for working with the media
6. A summary of how to prepare for an interview
7. A summary of public relations and outreach techniques
8. A summary of how to communicate with organizational personnel
9. A summary of media planning and strategy

PERFORMANCE:

1. *Describe and demonstrate the roles and responsibilities of a Public Information Officer (PIO)*
2. *Describe PIO preparation from mobilization to action, which, at a minimum, **shall** include:*
 - *A PIO's toolkit*
3. *Describe and demonstrate the duties of a PIO in an incident information center, which, at a minimum, **shall** include:*
 - *Joint Information Center*
4. *Describe and demonstrate accurate incident information, which, at a minimum, **shall** include:*
 - *Facts sheets*
 - *News releases*
 - *Incident log or summary*
5. *Describe and demonstrate effective techniques for working with the media*
6. *Describe and demonstrate preparing for an interview*
7. *Describe and demonstrate public relations and outreach techniques*
8. *Describe and demonstrate communicating with organizational personnel*
9. *Describe and demonstrate media planning and strategy*

STANDARD:

By completing all operations on a performance test, completing all assignments and activities, passing all written tests and quizzes with a minimum of 80% accuracy

REFERENCE RESOURCES

- PMS 310-1 (CICCS) Wildland Fire Qualification System Guide, NWCG
- S-203: Introduction to Incident Information, NWCG

STEADFAST

#5. Describe The Laws Regulating Media Access And The Release of Public Information

AUTHORITY: *State Fire Marshal*

LEVEL: II

PERFORMANCE GOAL

GIVEN:

1. *California Public Records Act, Government Code §6250-§6276.48*
2. *Freedom of Information Act (Federal)*
3. *Health Insurance Portability and Accountability Act [HIPAA] (Federal)*
4. *California Penal Code §409.5*
5. *A summary of the program's standard operating guidelines*

PERFORMANCE:

1. *Describe the legal requirements of the California Public Records Act when a request is received*
2. *Describe the legal requirements of the Freedom of Information Act when a request is received*
3. *Describe the legal requirements of the Health Insurance Portability and Accountability Act (HIPAA) when a request is received*
4. *Describe the legal requirements of California Penal Code §409.5 regarding media access*
5. *Describe the legal requirements of §91.137 FAA Flight Rule (air closure over an incident)*

STANDARD:

By completing all assignments and activities, and passing all written tests and quizzes with a minimum of 80% accuracy

REFERENCE RESOURCES

- Advanced Public Information, EMI
- Basic Public Information, EMI
- California Penal Code §409.5
- California Public Records Act
- Crisis Communications and the Media (First Level Course), CSTI
- Crisis Communications and the Media (Second Level Course), CSTI
- FAA Flight Rule §91.137
- Fire and Life Safety Educator, IFSTA/FPP
- Freedom of Information Act
- Health Insurance Portability and Accountability Act
- Media Relations For Public Safety Professionals, Leo M. Brown
- Public And Media Relations For The Fire Service, Tim Birr
- Public Information Officer, IFSTA

#6. Describe The Dissemination Of Information Using An Emergency Notification System

AUTHORITY: *State Fire Marshal*

LEVEL: II

PERFORMANCE GOAL

GIVEN:

1. *Incident information*
2. *A summary of the purpose and types of emergency notification systems*
3. *A summary of the advantages and disadvantages of each type of emergency notification system*
4. *A summary of the program's standard operating guidelines*

PERFORMANCE:

1. *Describe disseminating information using emergency notification system, which, at a minimum, **shall** include:*
 - *Purpose*
 - *Types*
 - ◆ *Emergency Alert System (EAS)*
 - ◆ *Reverse 911®*
 - ◆ *Voice/text messages*
 - ◆ *Emails*
 - ◆ *Faxes*
 - *Advantages and disadvantages*

STANDARD:

By completing all assignments and activities, and passing all written tests and quizzes with a minimum of 80% accuracy

REFERENCE RESOURCES

- Advanced Public Information, EMI*
- Basic and Advanced Public Information, EMI*
- Crisis Communications and the Media (First Level Course), CSTI*
- Fire and Life Safety Educator, IFSTA/FPP*

#7. Describe And Demonstrate Writing And Disseminating A Media Advisory

AUTHORITY: NFPA 1035 Standard for Professional Qualifications for Public Fire and Life Safety Educator (2005): Sections 8.2.3 and 8.2.5

LEVEL: II

PERFORMANCE GOAL

GIVEN:

1. Incident information
2. A summary of methods available for contacting other groups and organizations available to assist
3. A summary of media advisory formats
4. A summary of the characteristics of local media
5. A summary of methods available to reach the media
6. A summary of the program's standard operating guidelines

PERFORMANCE:

1. Describe the media requirements for a media advisory, which, at a minimum, **shall** include:
 - Deadline
 - Length
 - Format
 - Department contact information
2. Describe the need for target-specific messaging, which, at a minimum, **shall** include:
 - Public benefit
3. Demonstrate developing a media advisory
4. Describe the methods of disseminating information to nonmedia groups, which may include:
 - Electronic
 - Print
 - In person
 - Prerecorded messages

STANDARD:

By completing all assignments and activities, and passing all written tests and quizzes with a minimum of 80% accuracy

REFERENCE RESOURCES

- Advanced Public Information, EMI
- Basic and Advanced Public Information, EMI
- Crisis Communications and the Media (First Level Course), CSTI
- Crisis Communications and the Media (Second Level Course), CSTI

- Fire and Life Safety Educator, IFSTA/FPP
- Media Relations For Public Safety Professionals, Leo M. Brown
- Public And Media Relations For The Fire Service, Tim Birr
- Public Information Officer, IFSTA

STEAC #1

#8. Describe The Coordination Of A Press Conference

AUTHORITY: NFPA 1035 Standard for Professional Qualifications for Public Fire and Life Safety Educator (2005): Section 8.2.8

LEVEL: II

PERFORMANCE GOAL

GIVEN:

1. An event or issue
2. A summary of the characteristics of local media
3. A summary of methods available to reach the media
4. A summary of the need for scheduling a press conference
5. A summary of the elements of a press conference
6. A summary of the logistics needed for a press conference
7. A summary of the need for developing talking points to ensure concise and clear messaging
8. A summary of the program's standard operating guidelines

PERFORMANCE:

1. Describe the need for scheduling a press conference
2. Describe the elements of a press conference, which may include:
 - Site selection/location
 - Time
 - Media information packet
 - Press agenda
 - Invitees
3. Describe the logistics needed for a press conference, which may include:
 - Logos
 - Parking
 - Utilities
 - Refreshments
 - Seating
 - Podium and public address system
 - Audiovisual equipment
 - Background
 - Static displays
 - Translation and Americans with Disabilities Act (ADA) are met
4. Describe the need for developing talking points to ensure concise and clear messaging

STANDARD:

By completing all assignments and activities, and passing all written tests and quizzes with a minimum of 80% accuracy

REFERENCE RESOURCES

- Advanced Public Information, EMI
- Basic and Advanced Public Information, EMI
- Crisis Communications and the Media (Second Level Course), CSTI
- Fire and Life Safety Educator, IFSTA/FPP
- Media Relations For Public Safety Professionals, Leo M. Brown
- Public And Media Relations For The Fire Service, Tim Birr
- Public Information Officer, IFSTA

STEAC

#9. Describe And Demonstrate The Development Of Instructional Materials

AUTHORITY: NFPA 1035 Standard for Professional Qualifications for Public Fire and Life Safety Educator (2005): Sections 6.4.1, 6.4.2, 6.4.3, 6.4.5, and the *State Fire Marshal*

LEVEL: II

PERFORMANCE GOAL

GIVEN:

1. A summary of the reasons for the development of instructional materials for lesson plans
2. *State Fire Training psychomotor and cognitive lesson plan formats*
3. A summary of the elements of psychomotor and cognitive lesson plans
4. A summary of lesson plan utilization techniques
5. A summary of developing and employing supplemental materials
6. Examples of various target audiences
7. Examples of worksheets, information sheets, and study sheets
8. Examples of student, instructor, and course evaluations

PERFORMANCE:

1. Describe the reasons for lesson plan development
2. Describe and demonstrate developing an improved lecture cognitive lesson plan
3. Describe and demonstrate developing a psychomotor lesson plan
4. Describe and demonstrate developing and employing supplemental materials, which **shall** include:
 - Information Sheets
 - Study Sheets
 - Worksheets
5. Describe and demonstrate determining lesson plan effectiveness

STANDARD:

By completing all operations on a performance test, completing all assignments and activities, passing all written tests and quizzes with a minimum of 80% accuracy

REFERENCE RESOURCES

- Fire and Emergency Services Instructor, IFSTA/FPP
- Fire Service Instructor: Principles and Practice, Jones and Bartlett
- Instructional articles from publications or educational resources such as "Presentation Magazine," cities, counties, districts, or state relating to educational delivery

#10. Describe The Elements Of A Course Outline

AUTHORITY: NFPA 1035 Standard for Professional Qualifications for Public Fire and Life Safety Educator (2005): Section 6.4.4

LEVEL: II

PERFORMANCE GOAL

GIVEN:

1. A summary of the elements of a course outline
2. Examples of course outlines

PERFORMANCE:

1. Describe the elements of a course outline, which **shall** include:
 - Course content
 - Course objectives
 - Time frames

STANDARD:

By completing all operations on a performance test, completing all assignments and activities, passing all written tests and quizzes with a minimum of 80% accuracy

REFERENCE RESOURCES

- Fire and Emergency Services Instructor, IFSTA/FPP
- Fire Service Instructor: Principles and Practice, Jones and Bartlett
- Instructional articles from publications or educational resources such as "Presentation Magazine," cities, counties, districts, or state relating to educational delivery

#11. Describe And Demonstrate Developing Audiovisual Materials

AUTHORITY: NFPA 1035 Standard for Professional Qualifications for Public Fire and Life Safety Educator (2005): Sections 6.4.1 and 6.4.3

LEVEL: II

PERFORMANCE GOAL

GIVEN:

1. A summary of audiovisual media
2. A summary of developing audiovisual materials
3. A summary of resources available for audiovisual printing or packaging
4. A summary of the procedures for utilizing audiovisual materials
5. A summary of transition techniques occurring within and between media
6. A summary of audiovisual equipment cleaning and field level maintenance

PERFORMANCE:

1. Describe audiovisual media, which *shall* include:
 - Americans with Disabilities Act relationship
 - Copyright violation
 - Limitations
 - Restrictions
 - Selection criteria
2. Demonstrate developing audiovisual materials, which may include:
 - Models and mock-ups
 - Overhead transparencies
 - Photographs
 - Presentation software
 - Printed materials
 - Projected and nonprojected
 - Slides
3. Describe resources available for audiovisual printing or packaging
4. Describe and demonstrate using audiovisual materials
5. Describe and demonstrate transition techniques within and between media
6. Describe cleaning and field level maintenance of audiovisual equipment

STANDARD:

By completing all operations on a performance test, completing all assignments and activities, passing all written tests and quizzes with a minimum of 80% accuracy

REFERENCE RESOURCES

- Fire and Emergency Services Instructor, IFSTA/FPP
- Fire Service Instructor: Principles and Practice, Jones and Bartlett
- Instructional articles from publications or educational resources such as "Presentation Magazine," cities, counties, districts, or state relating to educational delivery

STEAC #1

#12. Describe And Demonstrate The Testing Process

AUTHORITY: NFPA 1035 Standard for Professional Qualifications for Public Fire and Life Safety Educator (2005): Section 6.4.3 and the *State Fire Marshal*

LEVEL: II

PERFORMANCE GOAL

GIVEN:

1. A self-prepared psychomotor and cognitive lesson plan
2. A summary of agency testing policies and procedures
3. A summary of laws related to grading and maintaining confidentiality of scores
4. A summary of oral, written, and performance tests
5. A summary of grading criteria for oral, written, or performance tests
6. *A summary of ethical conduct*
7. A summary of training records, report forms, policies, procedures, and forms
8. Samples of student grading and testing instruments

PERFORMANCE:

1. Describe oral, written, and performance tests, which **shall** include:
 - Elements
 - Formats
 - Purposes of tests
 - Terminology
2. Describe the administration and grading of student test instruments, which **shall** include:
 - Agency policies and testing procedures
 - *Ethical conduct*
 - Laws affecting records and disclosure of training information
 - Maintaining confidentiality of scores
 - Other grading systems and scoring methods
 - Rating factors
 - Test security
3. Describe the criteria for selecting the test instrument
4. Describe and demonstrate creating and administering an oral test, which **shall** include:
 - Oral questioning techniques
5. Describe and demonstrate creating and administering a written test
6. Describe and demonstrate creating and administering a performance test, which **shall** include:
 - *Considerations for establishing time standards*
 - *Liability of time standards*

- *Purpose of time standards*
- *Safety considerations in time standards*

7. Describe grading oral, written, and performance tests

STANDARD:

By completing all operations on a performance test, completing all assignments and activities, passing all written tests and quizzes with a minimum of 80% accuracy

REFERENCE RESOURCES

- Fire and Emergency Services Instructor, IFSTA/FPP
- Fire Service Instructor: Principles and Practice, Jones and Bartlett
- Instructional articles from publications or educational resources such as "Presentation Magazine," cities, counties, districts, or state relating to educational delivery

STEADFAST

#13. Describe And Demonstrate Developing Informational Materials Used For Community Outreach Education

AUTHORITY: NFPA 1035 Standard for Professional Qualifications for Public Fire and Life Safety Educator (2005): Section 6.4.1

LEVEL: II

PERFORMANCE GOAL

GIVEN:

1. A summary of the types of informational materials used to deliver a community outreach message
2. A summary of how to assess the characteristics of the target audience
3. A summary of how to develop a strategic outreach plan that meets the characteristics and needs of the target audience
4. A summary of the program's standard operating guidelines
5. An identified fire or life safety objective and characteristics of the target audience

PERFORMANCE:

1. Identify the types of informational materials used to deliver a community outreach message, which may include:
 - News releases
 - Print and broadcast public service announcements
 - Brochures
 - Video news releases
 - Newsletters
 - Flyers
 - Posters
 - Billboards
 - Websites
 - Blogs
2. Describe assessing the characteristics of the target audience to ensure the material meets their needs, which may include:
 - Language issues
3. Describe developing a strategic outreach plan that meets the characteristics and needs of the target audience, which, at a minimum, **shall** include:
 - Language issues
 - Special and at-risk population
 - Cultural sensitivities
 - Readability, layout, and font size
4. Demonstrate developing an outreach message

STANDARD:

By completing all assignments and activities, and passing all written tests and quizzes with a minimum of 80% accuracy

REFERENCE RESOURCES

- Creating A Fire-Safe Community: A Guide For Fire Safety Educators, Tom Kiurski
- Educational Psychology, Anita Woolfolk
- Essentials of Fire Department Customer Service, Alan Brunacini
- Fire and Life Safety Educator, IFSTA/FPP
- Fire Prevention: A Comprehensive Approach, Jim Crawford
- K-12 Classroom Teaching, Andrea Guillaume
- Safe Kids USA/Safe Kids Worldwide

STEADFAST

#14. Describe The Development And Maintenance Of An All-risk Collaborative Partnership

AUTHORITY: NFPA 1035 Standard for Professional Qualifications for Public Fire and Life Safety Educator (2005): Sections 6.3.2 and 6.3.3

LEVEL: II

PERFORMANCE GOAL

GIVEN:

1. A summary of the goals of the partnership and its organizational guidelines
2. A description of the resources needed
3. A summary of how to develop a partnership agreement
4. A summary of how to develop a project assessment with recommendations
5. A summary of the concepts of group dynamics
6. A summary of the program's standard operating guidelines
7. Information about the organizations in the partnership

PERFORMANCE:

1. Identify any existing partnerships used for community outreach purposes
2. Identify the roles and responsibilities of the partnership
3. Identify the goals of the partnership
4. Identify appropriate organizations to include
5. Describe the development of a partnership agreement, that may include:
 - Budget
 - Personnel
 - Equipment and materials
 - Standardized process
 - Available organizational resources
6. Describe the development of a project assessment with recommendations, which, at a minimum, **shall** include:
 - Data collection
 - Objectives met
 - Feedback
 - Success rate
 - Cost/benefit
7. Describe concepts of group dynamics, which, at a minimum, **shall** include:
 - Meeting facilitation
 - Conflict resolution
 - Team building

STANDARD:

By completing all assignments and activities, and passing all written tests and quizzes with a minimum of 80% accuracy

REFERENCE RESOURCES

- Creating A Fire-Safe Community: A Guide For Fire Safety Educators, Tom Kiurski
- Essentials of Fire Department Customer Service, Alan Brunacini
- Fire and Life Safety Educator, IFSTA/FPP

STEADFAST

#15. Describe And Demonstrate Developing A Written Collaborative Partnership Proposal

AUTHORITY: NFPA 1035 Standard for Professional Qualifications for Public Fire and Life Safety Educator (2005): Section 6.3.3(B)

LEVEL: II

PERFORMANCE GOAL

GIVEN:

1. A summary of the components of a written collaborative partnership proposal
2. A summary of the steps involved in a written collaborative partnership proposal
3. A summary of the need for and the process of justifying the proposal
4. A summary of the program's standard operating guidelines

PERFORMANCE:

1. Describe the components of a written collaborative partnership proposal, which, at a minimum, **shall** include:
 - Establishing timelines and deadlines
 - Management plan for resources
 - Record of past efforts
 - Resource needs
 - Statistical information
2. Describe the justification of a written proposal, which, at a minimum, **shall** include:
 - Ensuring compliance with all partner's standard operating guidelines
3. Demonstrate developing a written collaborative partnership proposal

STANDARD:

By completing all assignments and activities, and passing all written tests and quizzes with a minimum of 80% accuracy

REFERENCE RESOURCES

- Fire and Life Safety Educator, IFSTA/FPP
- Fire Prevention: A Comprehensive Approach, Jim Crawford

#16. Describe The Coordination of Standardized Case Management

AUTHORITY: NFPA 1035 Standard for Professional Qualifications for Public Fire and Life Safety Educator (2005): Sections 10.2.3, 10.2.4, and 10.2.5

LEVEL: II

PERFORMANCE GOAL

GIVEN:

1. A description of the situations that need certain interview techniques
2. A summary of how to select personnel best suited for a situation
3. A summary of the program's standard operating guidelines
4. Sample interview scenarios

PERFORMANCE:

1. Describe situations that need certain interview techniques
2. Identify and assign personnel best suited to conduct an interview based on the case file
3. Describe case management, which, at a minimum, **shall** include:
 - Ensuring a consistent body of information is collected
 - Providing continuous direction and feedback to assigned personnel
 - Ensuring legal issues are addressed
 - Tracking progress
 - Evaluating the program
 - Meeting documentation requirements

STANDARD:

By completing all assignments and activities, and passing all written tests and quizzes with a minimum of 80% accuracy

REFERENCE RESOURCES

- Fire and Life Safety Educator, IFSTA/FPP
- Juvenile Firesetter Intervention Specialist I, NFA
- Juvenile Firesetter Intervention Specialist II, NFA
- www.firefriends.org

#17. Describe The Selection Of Forms And Materials Based On The Needs Of The Juvenile Firesetter Program

AUTHORITY: NFPA 1035 Standard for Professional Qualifications for Public Fire and Life Safety Educator (2005): Section 10.3.2

LEVEL: II

PERFORMANCE GOAL

GIVEN:

1. A list of the program's forms and support materials
2. A summary of the procedures for reviewing and modifying existing forms and support materials
3. A summary of the methods used for program evaluation
4. A summary of the program's organizational and reporting structure
5. A summary of the program's standard operating guidelines

PERFORMANCE:

1. Describe forms and support materials that can be incorporated into the program, which, at a minimum, **shall** include:
 - Reviewing existing forms and support materials
 - Ensuring they meet program policies and procedures
 - Making modifications when necessary
 - Referring to the appropriate level for approval
2. Describe the purpose of using forms and support materials to evaluate the program

STANDARD:

By completing all assignments and activities, and passing all written tests and quizzes with a minimum of 80% accuracy

REFERENCE RESOURCES

- Fire and Life Safety Educator, IFSTA/FPP
- Juvenile Firesetter Intervention Specialist I, NFA
- Juvenile Firesetter Intervention Specialist II, NFA
- www.firefriends.org

#18. Describe The Development And Maintenance Of A Juvenile Firesetting Interagency Network

AUTHORITY: NFPA 1035 Standard for Professional Qualifications for Public Fire and Life Safety Educator (2005): Sections 10.3.1 and 10.4.2

LEVEL: II

PERFORMANCE GOAL

GIVEN:

1. A list of any existing networks used for juvenile firesetter intervention purposes
2. A summary of the roles and responsibilities of the network
3. A list of the network's goals
4. A summary of the components of and requirements for an interagency agreement
5. A summary of budget, personnel, equipment, and materials considerations
6. A summary of the need to avoid duplicate services
7. A summary of group dynamics
8. A summary of facilitation techniques
9. A summary of methods for resolving conflicts
10. A summary of team building
11. A summary of the program's standard operating guidelines

PERFORMANCE:

1. Identify any existing networks used for juvenile firesetter intervention purposes
2. Identify the roles and responsibilities of the network
3. Identify the goals of the network
4. Identify appropriate agencies to include
5. Describe the steps involved in developing and maintaining an interagency agreement, that may include:
 - Budget
 - Personnel
 - Equipment and materials
 - Standardized process
 - Avoiding duplicate services
6. Describe concepts of group dynamic, which, at a minimum, **shall** include:
 - Meeting facilitation
 - Conflict resolution
 - Team building

STANDARD:

By completing all assignments and activities, and passing all written tests and quizzes with a minimum of 80% accuracy

REFERENCE RESOURCES

- Fire and Life Safety Educator, IFSTA/FPP
- Juvenile Firesetter Intervention Specialist I, NFA
- Juvenile Firesetter Intervention Specialist II, NFA
- www.firefriends.org

STEADFAST

#19. Describe The Creation Of A Data Collection System

AUTHORITY: NFPA 1035 Standard for Professional Qualifications for Public Fire and Life Safety Educator (2005): Section 10.3.5

LEVEL: II

PERFORMANCE GOAL

GIVEN:

1. A summary of the different types of data collections systems
2. A summary of the advantages of a data collection system
3. A summary of the components of a data collection system based on approved forms and materials
4. A summary of the importance of consistent and accurate documentation
5. A summary of the steps utilized to create a data collection system
6. A summary of the program's standard operating guidelines

PERFORMANCE:

1. Describe the different types of data collections systems
2. Describe the advantages of a data collection system
3. Describe the components of a data collection system based on approved forms and materials
4. Describe the importance of consistent and accurate documentation
5. Describe how to create a data collection system

STANDARD:

By completing all assignments and activities, and passing all written tests and quizzes with a minimum of 80% accuracy

REFERENCE RESOURCES

- Fire and Life Safety Educator, IFSTA/FPP
- Juvenile Firesetter Intervention Specialist I, NFA
- Juvenile Firesetter Intervention Specialist II, NFA
- www.firefriends.org

#20. Describe An Intake/Interview Training Program For Personnel

AUTHORITY: NFPA 1035 Standard for Professional Qualifications for Public Fire and Life Safety Educator (2005): Sections 10.3.3 and 10.4.1

LEVEL: II

PERFORMANCE GOAL

GIVEN:

1. A summary of the components of an intake/interview training program
2. A summary of the steps used in the design of a training program
3. A summary of the steps involved in delivering a training program
4. A summary of scheduling and meeting timelines
5. A summary of current instructional techniques
6. A summary of management techniques for overseeing adjunct instructors
7. A summary of the program's standard operating guidelines

PERFORMANCE:

1. Describe the components of an intake/interview training program, which, at a minimum, **shall** include:
 - Curriculum
 - Approved forms and support materials
 - Program policies and procedures
2. Describe the steps used to design a training program
3. Describe the steps involved in delivering a training program for personnel, which, at a minimum, **shall** include:
 - Establishing delivery timelines
 - Using current instructional techniques
 - Overseeing adjunct instructors if utilized

STANDARD:

By completing all assignments and activities, and passing all written tests and quizzes with a minimum of 80% accuracy

REFERENCE RESOURCES

- Fire and Life Safety Educator, IFSTA/FPP
- Juvenile Firesetter Intervention Specialist I, NFA
- Juvenile Firesetter Intervention Specialist II, NFA
- www.firefriends.org

#21. Describe And Demonstrate Developing And Delivering A Juvenile Firesetter Community Awareness Program

AUTHORITY: NFPA 1035 Standard for Professional Qualifications for Public Fire and Life Safety Educator (2005): Sections 10.3.4 and 10.4.3

LEVEL: II

PERFORMANCE GOAL

GIVEN:

1. A summary of the program's mission statement
2. A summary of the elements of a juvenile firesetter community awareness program
3. A summary of the community's demographics
4. A summary of intervention resources
5. A summary of the various delivery methods
6. A summary of the program's standard operating guidelines

PERFORMANCE:

1. Describe the elements of a juvenile firesetter community awareness program, which, at a minimum, **shall** include:
 - Impact of the problem
 - Community demographics
 - Intervention resources
2. Describe and demonstrate developing a juvenile firesetter community awareness program
3. Describe the delivery methods of a community awareness program, which, at a minimum, **shall** include:
 - Media resources
 - Marketing strategies
 - Dissemination methods
 - Group presentations
 - Safety message during an incident
4. Describe and demonstrate delivering a juvenile firesetter community awareness program to both the community and the interagency network

STANDARD:

By completing all assignments and activities, and passing all written tests and quizzes with a minimum of 80% accuracy

REFERENCE RESOURCES

- Fire and Life Safety Educator, IFSTA/FPP
- Juvenile Firesetter Intervention Specialist I, NFA
- Juvenile Firesetter Intervention Specialist II, NFA
- www.firefriends.org

#22. Describe The Evaluation Process For A Community Risk Educational Program

AUTHORITY: NFPA 1035 Standard for Professional Qualifications for Public Fire and Life Safety Educator (2005): Sections 6.5.1, 6.5.3, 10.5.1, 10.5.2, and 10.5.3

LEVEL: II

PERFORMANCE GOAL

GIVEN:

1. A summary of the components of an evaluation instrument
2. A summary of the program's evaluation methods
3. A summary of the analysis of the program's effectiveness
4. A summary of report writing
5. A summary of methods for disseminating information
6. A summary of the program's standard operating guidelines

PERFORMANCE:

1. Describe the components of an evaluation instrument, which, at a minimum, **shall** include:
 - Recording benchmarks
 - Collecting data
 - Measuring customer satisfaction
 - Measuring educational gains
 - Tracking behavioral change
2. Describe developing and implementing an evaluation strategy to ensure program outcomes are measured
3. Describe program evaluation methods, which, at a minimum, **shall** include:
 - Data analysis
 - Feedback
4. Describe analyzing the effectiveness of the program, which, at a minimum, **shall** include:
 - Determining if program goals are met
 - Making modifications when necessary
5. Describe preparing a program report utilizing the evaluation results for dissemination to the community and interagency network

STANDARD:

By completing all assignments and activities, and passing all written tests and quizzes with a minimum of 80% accuracy

REFERENCE RESOURCES

- Educational Psychology, Anita Woolfolk
- Fire and Life Safety Educator, IFSTA/FPP
- Fire Prevention: A Comprehensive Approach, Jim Crawford
- K-12 Classroom Teaching, Andrea Guillaume

#23. Describe And Demonstrate Designing An Evaluation Instrument

AUTHORITY: NFPA 1035 Standard for Professional Qualifications for Public Fire and Life Safety Educator (2005): Section 6.5.2

LEVEL: II

PERFORMANCE GOAL

GIVEN:

1. A summary of measurable outcomes
2. A summary of the components of an evaluation instrument needed to measure outcomes
3. A summary of the types of evaluation instruments
4. A summary of the design techniques needed to create an evaluation instrument

PERFORMANCE:

1. Describe the components of an evaluation instrument needed to measure outcomes, which, at a minimum, **shall** include:
 - Characteristics of the target audience
 - Goals and objectives
 - Lesson plan objectives
2. Describe the types of evaluation instruments, which may include:
 - Surveys
 - Questions/answers
 - Quizzes/tests
 - Inspections/observations
3. Demonstrate designing an evaluation instrument

STANDARD:

By completing all assignments and activities, and passing all written tests and quizzes with a minimum of 80% accuracy

REFERENCE RESOURCES

- Educational Psychology, Anita Woolfolk
- Fire and Life Safety Educator, IFSTA/FPP
- Fire Prevention: A Comprehensive Approach, Jim Crawford
- K-12 Classroom Teaching, Andrea Guillaume

#24. Describe And Demonstrate Projecting Budgets

AUTHORITY: NFPA 1035 Standard for Professional Qualifications for Public Fire and Life Safety Educator (2005): Section 6.2.2

LEVEL: II

PERFORMANCE GOAL

GIVEN:

1. A summary of program needs
2. A summary of past expenditures
3. A summary of current materials
4. A summary of personnel cost
5. A summary of cost/benefit
6. A summary of the program's standard operating guidelines

PERFORMANCE:

1. Describe and demonstrate projecting program budget income/expenditures, which, at a minimum, **shall** include:
 - Program needs
 - Past expenditures
 - Current materials
 - Personnel cost
 - Cost/benefit analysis
 - Standard operating guidelines

STANDARD:

By completing all assignments and activities, and passing all written tests and quizzes with a minimum of 80% accuracy

REFERENCE RESOURCES

- Fire and Life Safety Educator, IFSTA/FPP
- Fire Prevention: A Comprehensive Approach, Jim Crawford

COMMUNITY RISK OFFICER

#1. Identify The Role Of The Community Risk Officer

AUTHORITY: State Fire Marshal

LEVEL: I

PERFORMANCE GOAL

GIVEN:

1. A summary of the roles and responsibilities of the Community Risk Officer
2. A summary of the terms that are commonly used by the Community Risk Officer
3. A summary of the legal or jurisdictional responsibilities and empowerment related to the performance of the duties of a Community Risk Officer
4. A summary of the program's standard operating guidelines

PERFORMANCE:

1. Under the direction of a Chief Officer, identify the role of the Community Risk Officer, which, at a minimum, **shall** include:
 - Managing programs
 - Acting as spokesperson/public information officer
 - Developing public policy
 - Evaluating coaching, and motivating staff
 - Developing policies and procedures
 - Developing budgets
 - Standardizing the processes for community risk programs
 - Conducting department fire and life safety training for the Community Risk Specialist
2. Identify the terms that are commonly used by the Community Risk Officer
3. Identify additional legal or jurisdictional responsibilities and empowerment related to the performance of the duties of a Community Risk Officer

STANDARD:

By completing all assignments and activities, and passing all written tests and quizzes with a minimum of 80% accuracy

REFERENCE RESOURCES

- Advanced Public Information, EMI
- Crisis Communications and the Media (Second Level Course), CSTI
- Fire and Life Safety Educator, IFSTA/FPP
- Fire Prevention: A Comprehensive Approach, Jim Crawford
- Media Relations For Public Safety Professionals, Leo M. Brown
- Public And Media Relations For The Fire Service, Tim Birr
- Public Information Officer, IFSTA

#2. Describe The Evaluation Of A Community Risk Educational Program

AUTHORITY: NFPA 1035 Standard for Professional Qualifications for Public Fire and Life Safety Educator (2005): Section 7.5.2

LEVEL: II

PERFORMANCE GOAL**GIVEN:**

1. A summary of quantitative and qualitative evaluation
2. A summary of evaluation methods and statistical analyses used to determine program effectiveness
3. A summary of the program's standard operating guidelines

PERFORMANCE:

1. Describe the difference between a quantitative and qualitative evaluation
2. Describe the various evaluation methods and statistical analyses used to determine program effectiveness

STANDARD:

By completing all assignments and activities, and passing all written tests and quizzes with a minimum of 80% accuracy

REFERENCE RESOURCES

- Educational Psychology, Anita Woolfolk
- Fire and Life Safety Educator, IFSTA/FPP
- Fire Prevention: A Comprehensive Approach, Jim Crawford

#3. Describe The Formulation Of Alternate Systems For Program Development And Delivery

AUTHORITY: NFPA 1035 Standard for Professional Qualifications for Public Fire and Life Safety Educator (2005): Section 7.2.2

LEVEL: II

PERFORMANCE GOAL

GIVEN:

1. A list of interagency networks
2. A list of current programs developed through nontraditional approaches
3. A summary of funding sources
4. A summary of nontraditional approaches to secure funding and personnel resources
5. A summary of the benefits of not-for-profit foundations and grantors
6. A summary of the grant process
7. A summary of volunteer recruitment
8. A summary of the program's standard operating guidelines

PERFORMANCE:

1. Identify current programs that were developed through nontraditional approaches, which may include:
 - Fire Corps
 - Community Emergency Response Team (CERT)
 - Volunteers in Prevention (VIP)
2. Identify nontraditional approaches to secure funding and personnel resources
3. Describe the benefits of not-for-profit foundations and grantors
4. Describe the grant process

STANDARD:

By completing all assignments and activities, and passing all written tests and quizzes with a minimum of 80% accuracy

REFERENCE RESOURCES

- Fire and Life Safety Educator, IFSTA/FPP
- Local and private entities
- Volunteer centers
- www.citizencorps.gov
- www.usfa.dhs.gov

#4. Describe And Demonstrate Developing An All-risk Education Strategy

AUTHORITY: NFPA 1035 Standard for Professional Qualifications for Public Fire and Life Safety Educator (2005): Sections 7.3.1 and 7.3.3

LEVEL: II

PERFORMANCE GOAL

GIVEN:

1. A community risk issue
2. A summary of a systematic planning process
3. A summary of current and emerging trends and issues
4. A summary of the need for monitoring and analyzing trends and issues to project future all-risk strategies
5. A summary of the components of an all-risk education strategy
6. A summary of the program's standard operating guidelines

PERFORMANCE:

1. Describe the systematic planning process, which, at a minimum, **shall** include:
 - Program goals
 - Design
 - Resources needed
 - Implementation
 - Evaluation methods
2. Describe the need for monitoring and analyzing trends and issues to project future all-risk strategies, which, at a minimum, **shall** include:
 - Demographics
 - Statistical data
 - Emerging trends
 - Technological changes
 - Government regulations
3. Demonstrate developing an all-risk education strategy using the systematic planning process for an identified issue

STANDARD:

By completing all assignments and activities, and passing all written tests and quizzes with a minimum of 80% accuracy

REFERENCE RESOURCES

- Fire and Life Safety Educator, IFSTA/FPP
- Fire Prevention: A Comprehensive Approach, Jim Crawford
- Public Education Planning: A Five-step Process, USFA
- www.cdc.gov

#5. Describe The Development Of A Marketing Plan

AUTHORITY: NFPA 1035 Standard for Professional Qualifications for Public Fire and Life Safety Educator (2005): Section 7.3.5

LEVEL: II

PERFORMANCE GOAL

GIVEN:

1. A summary of the process of identifying the program's message and outreach goals based on need or risk
2. A summary of the benefits of branding and its role in effective marketing
3. A summary of the mediums utilized to reach the target audience
4. A summary of the techniques used to evaluate measurable outcomes
5. A summary of the program's standard operating guidelines

PERFORMANCE:

1. Describe the process of identifying the program's message and outreach goals based on need or risk
2. Describe the benefits of branding and its role in effective marketing
3. Describe the mediums utilized to reach the target audience, which, at a minimum, **shall** include:
 - Public service announcements (PSA)
 - Print literature
 - Advertising
 - Messaging through local media
4. Describe the techniques used to evaluate measurable outcomes

STANDARD:

By completing all assignments and activities, and passing all written tests and quizzes with a minimum of 80% accuracy

REFERENCE RESOURCES

- Creating A Fire-Safe Community: A Guide For Fire Safety Educators, Tom Kiurski
- Essentials of Fire Department Customer Service, Alan Brunacini
- Fire and Life Safety Educator, IFSTA/FPP
- Fire Prevention: A Comprehensive Approach, Jim Crawford

#6. Describe The Creation Of An All-risk Education Coalition

AUTHORITY: NFPA 1035 Standard for Professional Qualifications for Public Fire and Life Safety Educator (2005): Section 7.3.2

LEVEL: II

PERFORMANCE GOAL

GIVEN:

1. A working knowledge of multijurisdictional organizations and agencies
2. A list of fire and injury priorities
3. A summary of the purpose of an all-risk coalition
4. A list of the partners utilized in a coalition
5. A summary of the recruitment process of multi-jurisdictional agencies with common objectives
6. A summary of the formal components required of a coalition
7. A summary of the program's standard operating guidelines

PERFORMANCE:

1. Describe the purpose of an all-risk coalition
2. Identify the partners utilized in a coalition, which, at a minimum, **shall** include:
 - Public and private entities
 - Special and at-risk populations
3. Describe the recruitment process of multi-jurisdictional agencies with common objectives
4. Describe the formal components required of a coalition

STANDARD:

By completing all assignments and activities, and passing all written tests and quizzes with a minimum of 80% accuracy

REFERENCE RESOURCES

- Fire and Life Safety Educator, IFSTA/FPP
- Fire Prevention: A Comprehensive Approach, Jim Crawford
- Safe Kids USA/Safe Kids Worldwide

#7. Describe And Demonstrate Creating A Community Risk Education Report

AUTHORITY: NFPA 1035 Standard for Professional Qualifications for Public Fire and Life Safety Educator (2005): Section 7.4.5

LEVEL: II

PERFORMANCE GOAL**GIVEN:**

1. A summary of the purpose a community risk education report
2. A summary of the components of a community risk education report
3. A summary of data analysis to determine factors affecting the outcome
4. A summary of the steps involved in creating a community risk education report
5. A summary of the program's standard operating guidelines

PERFORMANCE:

1. Describe the purpose of a community risk education report
2. Describe the components of a community risk education report for policy makers, which, at a minimum, **shall** include:
 - Strategies
 - Goals and objectives
 - Activities
 - Budgets
 - Impact
 - Statistics
 - Outcomes
3. Describe the need to analyze data to determine factors affecting the outcome, which may include:
 - Legislation
 - Environment
 - Budgetary constraints
4. Demonstrate creating a community risk education report

STANDARD:

By completing all assignments and activities, and passing all written tests and quizzes with a minimum of 80% accuracy

REFERENCE RESOURCES

- Fire and Life Safety Educator, IFSTA/FPP
- Safe Kids USA/Safe Kids Worldwide

#8. Describe And Demonstrate Developing A Public Policy Recommendation

AUTHORITY: NFPA 1035 Standard for Professional Qualifications for Public Fire and Life Safety Educator (2005): Sections 6.2.3 and 7.3.4

LEVEL: II

PERFORMANCE GOAL**GIVEN:**

1. A fire or injury issue
2. A summary of the components of a public policy recommendation
3. A summary on how to develop a public policy recommendation
4. A summary of how to present a public policy direction
5. A summary of procedures for implementing legislation
6. A summary of the program's standard operating guidelines

PERFORMANCE:

1. Describe the purpose of a public policy
2. Describe the components of a public policy recommendation, which, at a minimum, *shall* include:
 - Explanation of the issue
 - Justification
 - Economic incentive
 - Solutions
 - Impact statement
 - Benefit of adoption
3. Demonstrate developing a public policy recommendation
4. Describe the presentation of a public policy direction
5. Describe procedures for legislative implementation at the jurisdictional level

STANDARD:

By completing all assignments and activities, and passing all written tests and quizzes with a minimum of 80% accuracy

REFERENCE RESOURCES

- Fire and Life Safety Educator, IFSTA/FPP
- Safe Kids USA/Safe Kids Worldwide
- www.cdc.gov
- www.iafc.org

#9. Describe And Demonstrate Developing Educational Messages

AUTHORITY: NFPA 1035 Standard for Professional Qualifications for Public Fire and Life Safety Educator (2005): Section 7.4.1

LEVEL: II

PERFORMANCE GOAL

GIVEN:

1. A summary of the steps involved in identifying risk based on data
2. A summary of the components of an educational message
3. A summary of the mediums used to develop an education message
4. A summary of the techniques used to evaluate measurable outcomes
5. A summary of the steps involved in developing an educational message
6. A summary of the program's standard operating guidelines

PERFORMANCE:

1. Identify the risk based on data
2. Identify the audience
3. Describe the components of an educational message, which, at a minimum, **shall** include:
 - An identified risk
 - Desired new behavior/call-to-action
 - Easy integration methodology
4. Describe the appropriate medium for the target audience
5. Describe the techniques used to evaluate measurable outcomes
6. Demonstrate developing an educational message

STANDARD:

By completing all assignments and activities, and passing all written tests and quizzes with a minimum of 80% accuracy

REFERENCE RESOURCES

- Creating A Fire-Safe Community: A Guide For Fire Safety Educators, Tom Kiurski
- Educational Psychology, Anita Woolfolk
- Fire and Life Safety Educator, IFSTA/FPP
- Fire Prevention: A Comprehensive Approach, Jim Crawford
- K-12 Classroom Teaching, Andrea Guillaume
- Safe Kids USA/Safe Kids Worldwide

#10. Describe The Creation Of An Interdepartmental Awareness Campaign

AUTHORITY: NFPA 1035 Standard for Professional Qualifications for Public Fire and Life Safety Educator (2005): Section 7.4.4

LEVEL: II

PERFORMANCE GOAL**GIVEN:**

1. A summary of a campaign's goals and objectives
2. A summary of campaign strategy
3. A summary of a campaign's relationship to the agency's mission statement
4. A summary of administrative dissemination techniques
5. A summary of the program's standard operating guidelines

PERFORMANCE:

1. Describe the campaign's goals and objectives
2. Describe campaign strategy
3. Describe the campaign's relationship to the agency's mission statement
4. Describe the administrative dissemination techniques, which, at a minimum, **shall** include:
 - Newsletters
 - Memorandum
 - Communication video
 - Electronic bulletin

STANDARD:

By completing all assignments and activities, and passing all written tests and quizzes with a minimum of 80% accuracy

REFERENCE RESOURCES

- Fire and Life Safety Educator, IFSTA/FPP
- Fire Prevention: A Comprehensive Approach, Jim Crawford
- www.cdc.gov

#11. Describe The Implementation Of A Public Health Surveillance Program

AUTHORITY: NFPA 1035 Standard for Professional Qualifications for Public Fire and Life Safety Educator (2005): Section 7.5.1

LEVEL: II

PERFORMANCE GOAL

GIVEN:

1. A summary of the public health surveillance process
2. A summary of the reasons for monitoring and analyzing trends and issues to project future all-risk strategies
3. A list of public health surveillance programs
4. A summary of the different surveillance methods
5. A summary of surveillance strategies
6. A summary of data collection and analysis to determine the effectiveness of the program
7. A summary of the program's standard operating guidelines

PERFORMANCE:

1. Describe the public health surveillance process, which, at a minimum, **shall** include:
 - Program goals
 - Design
 - Resources needed
 - Implementation
 - Evaluation methods
2. Describe the need for monitoring and analyzing trends and issues to project future all-risk strategies, which, at a minimum, **shall** include:
 - Demographics
 - Statistical data
 - Emerging trends
 - Technological changes
 - Government regulations
3. Identify the types of public health surveillance programs, which may include:
 - Seat belt use
 - Car seat use
 - Smoke/carbon monoxide alarm use
 - Pool barriers
 - Personal floatation device use

4. Describe surveillance methods, which, at a minimum, *shall* include:
 - Observation
 - Stop-and-ask
 - Door-to-door
 - Using appropriate forms for documentation, data collection, and recordkeeping
5. Describe implementing surveillance strategies
6. Describe analyzing the data collected to determine the effectiveness of the program

STANDARD:

By completing all assignments and activities, and passing all written tests and quizzes with a minimum of 80% accuracy

REFERENCE RESOURCES

- Creating A Fire-Safe Community: A Guide For Fire Safety Educators, Tom Kiurski
- Educational Psychology, Anita Woolfolk
- Fire and Life Safety Educator, IFSTA/FPP
- Safe Kids USA/Safe Kids Worldwide
- www.cdc.gov

STEAC

#12. Describe And Demonstrate Implementing The Incident Command System (ICS I-400)

AUTHORITY: State Fire Marshal

LEVEL: II

PERFORMANCE GOAL

GIVEN:

1. A summary of how the Incident Command System (ICS 400)
2. Simulated incident scenario information

PERFORMANCE:

1. Describe ICS Command and General staff principle responsibilities, which, at a minimum, **shall** include:
 - Primary guidelines related to command and general staff positions
 - Principal responsibilities for each command and general staff position
 - Purpose and responsibilities of agency representatives, reporting relationships and how they can be effectively used within the incident organization
 - Roles of deputies and assistants in incident management
 - Steps built into the ICS design to compensate for previous incident management problems
2. Describe Unified Command, which, at a minimum, **shall** include:
 - Advantages of unified command
 - Areas of cost sharing that might apply under unified command structure
 - Primary features of unified command
3. Describe how major incidents are managed, which, at a minimum, **shall** include:
 - List the expansion options for incident organization and under what conditions they would be applied
 - Principal factors often found in, or related to, major and/or complex incidents
4. Describe Area Command, which, at a minimum, **shall** include:
 - Area command organization
 - Defining area command
 - Differences between area command, unified command, multi-agency coordination system and emergency operation centers
 - Principals advantages of using area command
 - Six primary functional responsibilities of area command
5. Describe the Multi-agency Coordination (MAC), which, at a minimum, **shall** include:
 - Essential differences between area command, MAC and EOC
 - Guidelines for establishing and using MAC groups

- *Kinds of incident management problem that can occur due to the lack of MAC*
 - *Levels where MAC is commonly accomplished*
 - *Primary components and responsibilities of MAC*
 - *Principal position within a MAC system*
 - *Terms related to MAC*
6. *Demonstrate developing a command and general staff organization around a given incident scenario*
7. *Demonstrate developing an area command based on a given scenario*

STANDARD:

By completing all operations on a performance test, completing all assignments and activities, passing all written tests and quizzes with a minimum of 80% accuracy

REFERENCE RESOURCES

- I-400: Advanced ICS, for Command and General Staff Complex Incidents, NWCG
- PMS 310-1 (CICCS) Wildland Fire Qualification System Guide, NWCG

STEADFAST

#13. Describe And Demonstrate The Public Information Officer's Operational Role (ICS S-403)

AUTHORITY: State Fire Marshal

LEVEL: II

PERFORMANCE GOAL

GIVEN:

1. A summary of effective information dissemination
2. A summary of joint information center role assignment and responsibilities
3. A summary of developing a communications strategy
4. A summary of methods used to identify incident safety hazards
5. A summary of how to disseminate information to national media during an incident
6. A summary of how to manage an incident within an incident
7. A summary of a community relations analysis
8. A summary of documenting, demobilizing, and transitioning during an incident

PERFORMANCE:

1. Describe and demonstrate effective information dissemination
2. Describe and demonstrate information center role assignment and responsibilities
3. Describe and demonstrate developing a communications strategy
4. Describe methods used to identify incident safety hazards
5. Describe and demonstrate disseminating information to national media during an incident
6. Describe and demonstrate managing an incident within an incident
7. Describe and demonstrate community relations analysis
8. Describe and demonstrate documentation, demobilization, and transitioning during an incident

STANDARD:

By completing all operations on a performance test, completing all assignments and activities, passing all written tests and quizzes with a minimum of 80% accuracy

REFERENCE RESOURCES

- S-403: Information Officer, NWCG
- PMS 310-1 (CICCS) Wildland Fire Qualification System Guide, NWCG

#14. Describe The Establishment Of An Administrative/Organizational Policy

AUTHORITY: NFPA 1035 Standard for Professional Qualifications for Public Fire and Life Safety Educator (2005): Section 7.4.2

LEVEL: II

PERFORMANCE GOAL**GIVEN:**

1. A summary of the program areas where an administrative/organizational policy is needed or required
2. A summary of the elements of an administrative/organizational policy
3. A summary of policy impact analysis
4. A summary of the administrative distribution process
5. A summary of the administrative/organizational policy evaluation process
6. A summary of the need to establish standard operating guidelines for the an administrative/organizational policy
7. A summary of the program's standard operating guidelines

PERFORMANCE:

1. Identify the program areas where an administrative/organizational policy is needed or required
2. Describe the elements of an administrative/organizational policy
3. Describe the need to review the impact on other program policies
4. Describe the process for administrative distribution
5. Describe the evaluation process to maintain administrative/organizational policy effectiveness
6. Describe the need to establish standard operating guidelines for the an administrative/organizational policy

STANDARD:

By completing all assignments and activities, and passing all written tests and quizzes with a minimum of 80% accuracy

REFERENCE RESOURCES

- Fire and Life Safety Educator, IFSTA/FPP
- Fire Management 2A, Organizational Development and Human Relations, SFT

#15. Describe The Dissemination Of Information To Organizational Personnel

AUTHORITY: NFPA 1035 Standard for Professional Qualifications for Public Fire and Life Safety Educator (2005): Section 8.2.7

LEVEL: II

PERFORMANCE GOAL**GIVEN:**

1. Incident or event information
2. A summary of methods available to reach personnel
3. A summary of the time frames for releasing information
4. A summary of the different methods of communicating with personnel
5. A summary of the limits of information releases within an organization
6. A summary of the difference between incident and event specific information
7. A summary of the program's standard operating guidelines

PERFORMANCE:

1. Describe the different methods of communicating with personnel
2. Describe the limits of information releases within an organization
3. Describe the difference between incident and event specific information, which, at a minimum, **shall** include:
 - Limitations affecting the release of information

STANDARD:

By completing all assignments and activities, and passing all written tests and quizzes with a minimum of 80% accuracy

REFERENCE RESOURCES

- Advanced Public Information, EMI
- Basic and Advanced Public Information, EMI
- Crisis Communications and the Media (First Level Course), CSTI
- Fire and Life Safety Educator, IFSTA/FPP
- Fire Management 2A, Organizational Development and Human Relations, SFT
- Fire Prevention: A Comprehensive Approach, Jim Crawford

#16. Describe The Development Of A Staff Training Program

AUTHORITY: NFPA 1035 Standard for Professional Qualifications for Public Fire and Life Safety Educator (2005): Section 7.4.3

LEVEL: II

PERFORMANCE GOAL

GIVEN:

1. A summary of staff job performance requirements
2. A summary of staff training goals and resources
3. A summary of a training program budget
4. A summary of the instructional staff selection process
5. A summary of the components of a training program
6. A summary of the training program evaluation process
7. A summary of the program's standard operating guidelines

PERFORMANCE:

1. Identify staff job performance requirements
2. Identify staff training goals
3. Identify staff training resources
4. Identify the need for a training program budget
5. Describe the selection process for instructional staff, which, at a minimum, **shall** include:
 - Qualifications
 - Capabilities
 - Schedule
6. Describe the components of a training program
7. Describe the training program evaluation process

STANDARD:

By completing all assignments and activities, and passing all written tests and quizzes with a minimum of 80% accuracy

REFERENCE RESOURCES

- Basic Financial Management, Prentice-Hall
- Chief Fire Officer's Desk Reference, IAFC, Jones and Bartlett
- Chief Officer, IFSTA/FPP
- Effective Supervisory Practices, ICMA
- Fire and Life Safety Educator, IFSTA/FPP
- Fire Prevention: A Comprehensive Approach, Jim Crawford
- Fire Management 2B, Fire Service Financial Management, SFT
- Managing Fire and Rescue Services, ICMA

- Organizational Behavior, Stephen P. Robbins and Tim A. Judge, Pearson/Prentice Hall
- The Fire Chief's Handbook, PennWell Books/Fire Engineering

STEAC #1

#17. Describe Personnel Performance Evaluations And Coaching

AUTHORITY: NFPA 1035 Standard for Professional Qualifications for Public Fire and Life Safety Educator (2005): Sections 6.2.4, 10.2.4, and the *State Fire Marshal*

LEVEL: II

PERFORMANCE GOAL

GIVEN:

1. A summary of appropriate federal and state laws
2. A summary of the roles and responsibilities of program-specific personnel
3. A summary of written performance criteria
4. A summary of the performance evaluation process
5. A summary of coaching techniques
6. A summary of the disciplinary and appeal process
7. A summary of personnel records and evaluation forms
8. A summary of evaluation methods and techniques
9. A summary of common errors in evaluating
10. A summary of how to conduct a performance evaluation
11. A summary of goals and objectives of performance evaluation
12. A summary of types of performance evaluation instruments
13. A summary of common errors found in performance evaluations
14. A summary of the elements of a performance evaluation program
15. A summary of performance improvement plans and their use
16. A summary of the program's standard operating guidelines
17. Sample performance evaluation forms

PERFORMANCE:

1. Describe the roles and responsibilities of program-specific personnel
2. Describe the performance evaluation process for personnel
3. *Describe coaching techniques*
4. *Describe the disciplinary and appeal process*
5. *Identify options for deficiency resolution, which, at a minimum, shall include:*
 - *Referring to appropriate level when necessary*
6. Describe types of personnel records and evaluation forms
7. Describe evaluation methods and techniques, which, at a minimum, **shall** include:
 - *Agency policies*
 - *Human resource policies and procedures*
 - *Job requirements and descriptions*
 - *Supervisory notes*

8. Describe errors found in performance evaluations
9. Describe how to conduct a performance evaluation, which, at a minimum, **shall** include:
 - Oral and written communication
 - Planning the evaluation

STANDARD:

By completing all assignments and activities, and passing all written tests and quizzes with a minimum of 80% accuracy

REFERENCE RESOURCES

- Basic Financial Management, Prentice-Hall
- Chief Fire Officer's Desk Reference, IAFC, Jones and Bartlett
- Chief Officer, IFSTA/FPP
- Effective Supervisory Practices, ICMA
- Fire Administration I, Randy R. Bruegman
- Fire and Life Safety Educator, IFSTA/FPP
- Fire Management 2A, Organizational Development and Human Relations, SFT
- Fire Management 2B, Fire Service Financial Management, SFT
- Managing Fire and Rescue Services, ICMA
- Organizational Behavior, Stephen P. Robbins and Tim A. Judge, Pearson/Prentice Hall
- The Fire Chief's Handbook, PennWell Books/Fire Engineering

#18. Describe Budgetary Responsibilities

AUTHORITY: NFPA 1035 Standard for Professional Qualifications for Public Fire and Life Safety Educator (2005): Sections 6.2.1, 7.2.1, and 10.2.2

LEVEL: II

PERFORMANCE GOAL

GIVEN:

1. A summary of the principles of financial management
2. A summary of the basics of budgeting
3. A summary of the capital budgeting process
4. A summary of early financial warning signs and actions to avoid a crisis
5. A summary of the program's standard operating guidelines

PERFORMANCE:

1. Describe the budget process, which, at a minimum, **shall** include:
 - Budgetary guidelines
 - Governmental accounting procedures
 - Applicable federal, state, and local laws
 - Budget cycle
 - Revenue sources
 - Capital operating, and personnel costs
 - Bid process
 - Purchasing requests
 - Measuring a projects benefits and costs
2. Describe the basics of budgeting, which, at a minimum, **shall** include:
 - Budget presentation
 - Competition for resources
 - Examination of revenues
 - Justification of expenditures
 - Technology
 - Early financial warning signs and actions
3. Describe budget line items, which, at a minimum, **shall** include:
 - Personnel
 - Equipment
 - Supplies and materials
 - Specific programs or activities
 - Operating expenses
 - Travel
 - Training and education

4. Describe the components of a written budget, which, at a minimum, *shall* include:
 - Line items
 - Budget narrative
 - Projection of expenses
 - Alternate funding
 - Supporting financial documentation
5. Describe the justification of a written budget proposal
 - Ensuring compliance with the program's standard operating guidelines
6. Describe budget administration issues, which, at a minimum, *shall* include:
 - Reporting
 - Oversight
 - Fiscal responsibility
 - Budget stewardship
 - Program updates and receipting from personnel

STANDARD:

By completing all assignments and activities, and passing all written tests and quizzes with a minimum of 80% accuracy

REFERENCE RESOURCES

- Basic Financial Management, Prentice-Hall
- Chief Fire Officer's Desk Reference, IAFC, Jones and Bartlett
- Chief Officer, IFSTA/FPP
- Effective Supervisory Practices, ICMA
- Fire and Life Safety Educator, IFSTA/FPP
- Fire Management 2B, Fire Service Financial Management, SFT
- Managing Fire and Rescue Services, ICMA
- Organizational Behavior, Stephen P. Robbins and Tim A. Judge, Pearson/Prentice Hall
- The Fire Chief's Handbook, PennWell Books/Fire Engineering

NFPA 1035 MATRIX

NFPA 1035 PUBLIC FIRE AND LIFE SAFETY EDUCATOR I	CERTIFICATION TRAINING STANDARD		
	EDUCATOR	SPECIALIST	OFFICER
5.1 General Requirements.			
5.1.1 General Requisite Knowledge.			
5.1.2 General Requisite Skills.			
5.2 Administration.			
5.2.1 Document public fire and life safety educational activities so that all activities are recorded and each component of the form or format is completed.	#2		
5.2.2 Prepare activity reports so that all components of the forms or formats are completed with the correct information.	#2		
5.2.3 Maintain a work schedule, given a list of events, activity requests, pre-activity requirements, and time allotments, so that all activities are scheduled and completed without conflict.	#2		
5.2.4 Identify community resources, services, and organizations so that the public is referred to the applicable resource(s).	#4		
5.3 Planning and Development.			
5.3.1 Identify partners to address current fire and life safety issues so that information and resources are shared.	#3		
5.4 Education and Implementation.			
5.4.1 Select instructional materials so that the materials are specific to the audience and activity objectives.	#6*, #8, #9*, #11, #12*		
5.4.2 Practice safety during fire and life safety education activities so that public fire and life safety activities are conducted without injury to educator or participants.	#5, #7		
5.4.3 Present a lesson evaluation instruments, time allotment, setting, and identified audience, so that the lesson plan is followed and the objectives are met.	#6*, #8, #10, #11*, #12*		
5.4.4 Adapt a lesson plan so that the material presented meets the needs of the audience.	#6*, #8, #10*, #11, #12		
5.4.5 Notify the public so that the location, date, time, topic, and sponsoring agency are conveyed.	#6*, #11*		
5.4.6 Disseminate educational information so that the information reaches the audience within the specified time.	#6, #8, #10, #11		
5.5 Evaluation.			
5.5.1 Administer an evaluation instrument so that lesson outcomes are measured.	#14, #15		
5.5.2 Score an evaluation instrument so that lesson outcomes are known.	#14, #15		
PUBLIC FIRE AND LIFE SAFETY EDUCATOR II			
6.1 General Requirements.			
6.1.1 General Requisite Knowledge.			
6.1.2 General Requisite Skills.			
6.2 Administration.			
6.2.1 Prepare a written budget proposal for a specific program or activity so that all guidelines are followed and the budget identifies all program needs.			#18
6.2.2 Project program budget income/expenditures so that projections are within accepted guidelines and program needs are addressed in the projected income/expenditures.		#24	
6.2.3 Develop a public policy recommendation for management so that justification for the policy is provided, the issue is explained, the policy identifies solutions, and the impact or benefit from adopting the policy is stated.			#8
6.2.4 Evaluate subordinate performance so that the employee is evaluated objectively, feedback is provided to the employee, and the evaluation is completed according to organizational policy and procedures.			#17
6.3 Planning and Development.			
6.3.1 Establish public fire and life safety education priorities within a program so that local public fire and life safety education activities address identified risk priorities.	#3		
6.3.2 Facilitate a fire and life safety collaborative partnership, given information about the organizations in the partnership, the goals of the partnership, and organizational guidelines, so that fire and life safety education objectives for the partnership are achieved.		#14	

	CERTIFICATION TRAINING STANDARD		
	EDUCATOR	SPECIALIST	OFFICER
NFPA 1035 PUBLIC FIRE AND LIFE SAFETY EDUCATOR I			
6.3.3 Prepare a request for resources from an external organization so that the request identifies needed resources and conforms to department/agency policy and the requirements of the resource provider.		#14, #15*	
6.4 Education.			
6.4.1 Develop informational material so that information provided is accurate, relevant to the objective, and specific to the characteristics and needs of the target audience.		#9, #11, #13	
6.4.2 Develop a lesson plan so that the objectives are met and the needs of the target audience are addressed.		#9	
6.4.3 Develop educational materials so that the materials support the lesson plan and are specific to the audience.		#9, #11, #12	
6.4.4* Design a public fire and life safety education program so that the goals of the given strategy are addressed.		#10	
6.4.5 Revise an educational program so that the program is modified and objectives are achieved.		#9	
6.5 Evaluation.			
6.5.1 Develop an evaluation strategy so that program outcomes are measured.		#22	
6.5.2 Design an evaluation instrument so that the evaluation instrument measures the program outcome.		#23	
6.5.3 Implement an evaluation strategy so that educational program outcomes are measured.		#22	
PUBLIC FIRE AND LIFE SAFETY EDUCATOR III			
7.1 General Requirements.			
7.1.1 General Requisite Knowledge.			
7.1.2 General Requisite Skills.			
7.2 Administration.			
7.2.1 Develop a fire and life safety education budget so that capital operating and personnel costs are determined and justified.			#18
7.2.2 Formulate alternate systems of program development and delivery so that the fire and life safety strategy is sustained in the community through nontraditional approaches.			#3
7.3 Planning and Development.			
7.3.1 Develop a comprehensive organizational public fire and life safety education strategy so that program goals, design, resources, implementation, and evaluation methods are included.			#4
7.3.2 Create a fire and life safety education coalition so that targeted fires and/or injuries are mitigated.			#6
7.3.3 Project future fire and life safety needs so that proactive planning is accomplished within the organizational mission.			#4
7.3.4 Propose a public policy so that justification for the policy is provided; the issue is explained; and the policy identifies solutions, including economic incentives, impact and/or benefit from adopting the policy.			#8
7.3.5 Develop a marketing plan so that an awareness of the importance of fire and life safety is created within the community.			#5
7.4 Education and Implementation.			
7.4.1 Create educational messages so that the messages address the risk(s), are accurate, and are specific to the audience.			#9
7.4.2 Establish administrative policies for the public fire and life safety education program so that program policies are clearly stated and support the organizational mission.			#14
7.4.3 Create a training program for public fire and life safety educators so that the educators are able to carry out the job performance requirements and the training program goals are achieved.			#16
7.4.4 Create an awareness campaign within the organization so that all members are informed of their roles within the organization's fire and life safety education strategy.			#10
7.4.5 Create a comprehensive public fire and life safety education report(s) for policy makers so that educational strategies, goals, objectives, activities, impact, budgets, and outcomes are clearly described.			#7
7.5 Evaluation.			
7.5.1 Implement a public health surveillance system so that the effectiveness of the programs can be determined.			#11

	CERTIFICATION TRAINING STANDARD		
	EDUCATOR	SPECIALIST	OFFICER
NFPA 1035 PUBLIC FIRE AND LIFE SAFETY EDUCATOR I			
7.5.2 Evaluate the educational program quantitatively and qualitatively so that benchmarks are recorded, customer satisfaction and educational gain are measured, and behavioral change is tracked.			#2
PUBLIC INFORMATION OFFICER			
8.1 General Requirements.			
8.1.1 General Requisite Knowledge.			
8.1.2 General Requisite Skills.			
8.2 Administration.			
8.2.1 Conduct media interviews so that all information compiled on worksheets is disseminated to the media in a timely, accurate, and understandable manner.		#4	
8.2.2 Establish a media area at an emergency incident so that the area provides for the safety of all media, enables communication with incident commander, and is accessible and clearly visible.		#4	
8.2.3 Coordinate dissemination of information to specific nonmedia groups so that the information is communicated to the groups accurately and within the desired time frame.		#7	
8.2.4* Write news releases, given incident information, departmental policies, and news release format, so that the news releases are accurate, pertinent, and concise.		#4	
8.2.5* Write a media advisory so that the media advisories are accurate, pertinent, and concise.		#7	
8.2.6 Disseminate information to the media so that, prior to the deadline, the information reaches the media in a form usable to each specific local medium.		#4	
8.2.7 Disseminate information to organizational personnel so that the information reaches all desired personnel within the time frame and is accurate and concise.			#15
8.2.8 Coordinate a press conference for local media so that a site is obtained, desired media are notified, a press conference agenda is established, a media information package is produced, and participants in the press conference are notified.		#8	
JUVENILE FIRESETTER INTERVENTION SPECIALIST I			
9.1 General Requirements.			
9.1.1 Personnel.			
9.1.2 General Requisite Knowledge.			
9.1.3 General Requisite Skills.			
9.2 Administration.			
9.2.1 Assemble forms and materials so that the intake process is conducted according to those program policies and procedures.	#21		
9.2.2 Assemble interview tools and material resources so that an interview with a juvenile and his or her family can be conducted.	#21		
9.2.3 Utilize personal work schedule so that all interviews are conducted on time and in a location agreeable to all parties.	#26		
9.2.4 Report case information to supervisor so that the supervisor can ensure that the intervention process meets all required program policies and procedures.	#26		
9.2.5 Record and secure data so that statistical analysis can be completed.	#26		
9.3 Planning and Development. (No requirements at this level.)			
9.4 Education and Implementation.			
9.4.1 Review a case file so that before speaking with the child and his or her family, the juvenile firesetter intervention specialist becomes familiar with the circumstances of the firesetting incident(s).	#20*, #23		
9.4.2 Initiate contact with the family so that the juvenile firesetter intervention specialist contacts the family; explains the program and its benefits; schedules a time, date, and place for the intake/interview; and advises the family of possible intervention options.	#23, #26		
9.4.3 Conduct an intake/interview so that the juvenile firesetter intervention specialist can establish the purpose and limits of the intake/interview, establish rapport, gather relevant information, identify and intervene in any immediately life-threatening situations, report any suspected abuse or neglect, record and report observations, and summarize findings.	#19*, #20*, #23		
9.4.4 Determine intervention(s) and referral options with regard to educational, mental health, and/or possible legal consequences so that specific educational material can be selected, mental health options explored, and legal consequences explained.	#24		
9.4.5 Implement educational, mental health, and legal interventions so that the firesetter and his or her family complete the intervention(s).	#24		

	CERTIFICATION TRAINING STANDARD		
	EDUCATOR	SPECIALIST	OFFICER
NFPA 1035 PUBLIC FIRE AND LIFE SAFETY EDUCATOR I			
9.4.6 Implement referral process so that the juvenile firesetter and his or her family can expediently gain access to needed services and priority needs are met in a timely fashion.	#24		
9.5 Evaluation.			
9.5.1 Collect and record feedback from the juvenile firesetter and his or her family at designated intervals so that the firesetter and the family have the opportunity to provide feedback.	#25		
9.5.2 Measure changes in juvenile firesetter and family behavior so that program results are documented.	#25		
JUVENILE FIRESETTER INTERVENTION SPECIALIST II			
10.1 General Requirements.			
10.1.1 General Requisite Knowledge.			
10.1.2 General Requisite Skills.			
10.2 Administration.			
10.2.1 Formulate program policies and procedures so that the program policies and procedures match and support the goals of the program and the needs of the community.		#2	
10.2.2 Develop a program budget so that capital, operating, and personnel costs are determined and justified.			#18
10.2.3 Identify and assign a JFIS I or other qualified personnel trained to conduct the intake/interview so that intakes/interviews are conducted according to the program policies and procedures.		#16	
10.2.4 Supervise the JFIS I assigned to the case so that a consistent body of information is collected, performance is evaluated, and continuous direction and feedback are given.		#16	#17
10.2.5 Maintain records and case files of each juvenile firesetter so that consistent and accurate documentation on process and content is available for each case, legal issues are addressed, progress is tracked, the program is evaluated, and federal and state/provincial reporting requirements are met.	#26	#16	
10.3 Planning and Development.			
10.3.1 Develop an interagency network so that roles and responsibilities are clarified; the mission, interagency agreements, and intervention are established; and duplication of services is avoided.		#18	
10.3.2 Develop or select approved forms and materials so that the forms meet the needs of the program and follow the program policies and procedures.		#17	
10.3.3 Design a training program for program personnel so that program personnel are able to perform intakes/interviews and interventions, including education, referral, follow-up, and evaluation.		#20	
10.3.4 Develop a community awareness program so that the community recognizes juvenile firesetter issues and available intervention resources.		#21	
10.3.5 Create a data collection system so that consistent and accurate documentation is maintained.		#19	
10.4 Education and Implementation.			
10.4.1 Deliver a training program for program personnel so that program personnel are able to perform intakes/interviews, interventions, referrals, follow-ups, and evaluations.		#20	
10.4.2 Maintain a current interagency network so that responsibilities and program goals are met.		#18	
10.4.3 Deliver community awareness training to current interagency network members so that continued support is maintained for the juvenile firesetter program and juvenile firesetters are identified and referred to the program.		#21	
10.5 Evaluation.			
10.5.1 Evaluate the program so that program outcomes are determined and met.		#22	
10.5.2 Analyze the effectiveness of the program so that any necessary changes to the program can be made.		#22	
10.5.3 Prepare a program report so that the community and current interagency network are informed and support is generated for the program.		#22	

GLOSSARY

- Activity report**.....A report that clarifies what actions were taken for a specific event or activity
- Adjunct instructor**.....An individual who assists and supports the principal instructor in teaching a curriculum
- All-risk coalition**.....Alliance among individuals during which they cooperate in a joint action
- At-risk populations**.....Groups of people that may be endangered
- Benchmark**.....Any standard or reference that can be judged or measured
- Branding**A trademark or distinctive name identifying a product, program, or organization
- California Public Records Act**.....Access to information in possession of a California public agency (Government Code §6250-6276.48)
- Call-to-action**Implicit or explicit suggestion
- Campaign**.....A systematic course of aggressive activities for a specific purpose
- Case file**.....Detailed information contained in a personal file as it relates to every aspect of juvenile firesetter investigation
- CERT**.....Community Emergency Response Team
- Coalition**.....A mutual relationship between or among organizations who formalize agreements to help one another
- Cognitive training**Training/learning activities based on using mental the processes of perception, memory, judgment and reasoning
- Collaborative partnerships**Stakeholders who organize to accomplish similar goals

- Community Emergency Response Team**A program administered by FEMA's Community Preparedness Division that prepares people to help themselves, their families, and their neighbors in the event of a disaster in their community. Trained volunteers can provide critical support by giving immediate assistance to victims before emergency first responders arrive on scene. CERT volunteers also support the community year-round by participating in community preparedness outreach activities and distributing materials on disaster preparedness and education.
- Community outreach education**Educational activities and programs geared to reach the community to affect a change in behavior or attitude
- Community resources**Any program within a community that has similar goals and objectives in fire and life safety.
- Community risk**.....Exposure to the chance of injury or loss
- Community risk assessment**.....Evaluation tool to evaluate the types of risks that may affect fire and life safety issues
- Community Risk Educator**The first certification level in the SFT Community Risk Officer track. This individual provides information on delivering community risk education programs and juvenile firesetter intervention programs
- Community Risk Officer**.....The third and final certification level in the SFT Community Risk Officer track. This individual administers the
- Community risk program**A plan of action to accomplish reducing fire and life safety conditions
- Community Risk Specialist**The second certification level in the SFT Community Risk Officer track. This individual manages community risk education and juvenile firesetter invention programs, in addition to public information
- Community service request**.....A written record of information as it pertains to preparing and/or delivering a fire and life safety program
- Confidentiality**Limitations of authorized persons to use spoken or written information

- Cost benefit**.....Pertaining to or based on cost-effective analysis
- Crisis communication**.....Information designed to protect and defend an individual, company, or organization
- Data analysis**.....Process of looking at and summarizing data with the intent to extract useful information and develop conclusions
- Demographic**Profile that refers to a selected population's characteristics used in government, marketing, and broadcasting
- EAS**Emergency Alert System
- Economic incentive**.....Motivation to act or respond to receive or benefit from a financial or material reward
- Emergency Alert System**.....National system put in place in 1994; jointly coordinated by the Federal Communications Commission, Federal Emergency Management System, and the National Weather Service
Allows the President to speak to the entire country within 10 minutes
- Expanding incident**.....An incident that exceeds the capabilities of the normal first response
- Feedback**.....Process of sharing observations, concerns, and suggestions between persons or divisions of the organization with the intention of improving performance
- Fire and life safety education** ...Fire and injury prevention topics that are provided to the public to help prevent fires and injuries (such as vehicle safety, water safety, bike/pedestrian safety, etc.)
- Fire Corp**.....Promotes the use of citizen advocates (volunteers) to augment the resource-constrained fire/emergency service departments at all levels. Fire Corps is funded through the Department of Homeland Security and is managed and implemented through a partnership between the National Volunteer Fire Council and the International Association of Fire Chiefs, and with direction from the National Advisory Committee, a group of 15 national organizations representing the fire and emergency services, to provide the program with strategic direction and important feedback from the field.

Firesetting.....Purposeful setting of a fire; compulsive firesetting; pyromania

FPPFire Protection Publications

Freedom of Information Act....Signed into law by President Johnson in 1966 (amended in 2002) and went into effect the following year. This act allows for the full or partial disclosure of previously unreleased information and documents controlled by the United States government. The Act defines agency records subject to disclosure, outlines mandatory disclosure procedures and grants nine exemptions to the statute.

Funding sourcesIdentified groups, organizations, or foundations dedicated to providing financial support

GrantorsOne that makes a grant

Group dynamics.....Interactions that influence the attitudes and behavior of people when they are grouped with others through choice or accidental circumstances

Health Insurance Portability and Accountability Act ...Enacted by the U.S. Congress in 1996 and protects health insurance coverage for workers and their families when they change or lose their jobs. Title II of HIPAA, known as the Administrative Simplification (AS) provisions, requires the establishment of national standards for electronic health care transactions and national identifiers for providers, health insurance plans, and employers. The Administration Simplification provisions also address the security and privacy of health data. The standards are meant to improve the efficiency and effectiveness of the nation's health care system by encouraging the widespread use of electronic data interchange in the US health care system.

HIPAA.....Health Insurance Portability and Accountability Act

ICS.....Incident Command System

Identified risksA known problem or area of concern that is measured and requires action

IFSTAInternational Fire Service Training Association

- Impact statement**Brief narrative summarizing the outcomes of your programming to an identified audience
- Incident objectives**.....Clear and concise statements for managing a response; usually apply for the duration of the incident or period
- Incident resources**.....Any item requested or assigned to an incident
- Intake process**.....Information gathering
- Interagency network**.....Groups and/or organizations sharing and exchanging feedback
- Interrogate**.....To ask questions of a person to seek answers or information; to examine by formal questioning
- Intervention**The process of presenting choices or options to change a behavior
- Interview**.....A conversation between two or more people where questions are being asked to obtain information
- JIC**.....Joint Information Center
- Joint Information Center**A facility established to coordinate all incident-related public information activities. It is the central point of contact for all news media. Public information officials from all participating agencies should collocate at the JIC, as feasible.
- Jurisdiction**.....Responsible authority where there is governance of fire safety laws
The extent or territorial range of authority or control
- Juvenile**.....A youth under the age of 18
- Juvenile firesetter**.....Firesetting behavior exhibited by a juvenile
- Learner, adult**.....To acquire experience or an ability or skill in
- Learner, child**.....To acquire experience or an ability or skill in

- Learner, English second language**.....Children or adults with limited English proficiency and for whom English is a second language. Currently educators refer to these learners as English Language Learners (ELLs). This shift in language represents a more accurate reflection of the process of language acquisition. It is critical that educators see second language learners as individuals with prior knowledge and experience about language learning.
- Loss and injury data**Statistics collected based on acts that adversely affect health or appearance
Causes physical or mental distress
- Measurable outcomes**Reference standard or sample used for the quantitative comparison of properties
- Media information packet**.....A packet or folder of information including but not limited to press release, media advisory, agenda, map, supporting documentation, and contact information
- Mission statement**A statement that describes the department's philosophy
- Multi-jurisdictional**.....Consisting of more than one jurisdiction
- National Incident Management System**A system used in the United States to coordinate emergency preparedness and incident management among various federal, state, and local agencies
- NFA**National Fire Academy
- NIMS**National Incident Management System
- Outreach goal**.....A systematic attempt to provide services beyond conventional limits
- Partnership agreement**.....A relationship between individuals or groups that is characterized by mutual cooperation and responsibility; written rules or guidelines are a component
- Project assessment**Tool or plan to evaluate a project's effectiveness and/or limitations
- PSA**Public service announcement

- Psychomotor training**.....Training/learning activities based on physical skills involving both motor and psychological components

- PIO**.....Public Information Officer

- Public education**.....Any information that is imparted to the public by the fire department

- Public Information Officer's toolkit**.....A specific itemized inventory of resources, materials, and supplies utilized by the PIO for the delivery of information to the public and/or organizational personnel

- Public service announcement**...Information that is relayed to the public via the media

- Risk analysis/reduction**.....Estimating the chances of a specific set of events occurring and/or their potential consequences

- Shared efforts**.....Outcomes that are shared by various groups, organizations, departments, etc.

- Signage**.....A notice publicly displayed for advertising and/or informational purposes for giving direction or warning

- Special populations**.....Identifiable groups of people who meet a specific criteria that in the fire service may be identified as "high" or "at risk"

- Standard operating guidelines**.....Set of instructions that have the force of a directive covering those features that lend themselves to a definite or standardized procedure without loss of effectiveness

- Strategic Outreach Plan**.....A comprehensive written plan developed to address a department's direction or strategy regarding an identified risk, goal, or target population

- Strategic planning**.....Process of defining a strategy or direction and making decisions on allocating resources to pursue this strategy including its capital and people

- Systematic planning process**....A planning tool created in 1979 by the U.S. Fire Administration to assist fire and life safety educators in finding and targeting new resources for maximum educational impact. A step-by-step process involves: identification, selection, decision, implementation, and evaluation

Target audienceParticular group of people, identified as the intended recipient of an advertisement or message; also called target population

Type 3 incidentAn incident whose needs exceed the capability of the initially assigned resources and require the activation of some or all of the Command and General Staff positions, as well as Division/Group Supervisors and/or Unit Leader level positions. A Type 3 incident typically extends into multiple operational periods.
State and/or Federal resources may become involved in a Type 3 incident if it has the potential to grow into a Type 2 or Type 1 incident or if specialized resources that are outside the capabilities of local government are required.

Unified commandCommand structure that brings together the Incident Commanders of all major organizations involved in an incident in order to coordinate an effective response while at the same time carrying out their own jurisdiction's responsibilities

VIP.....Volunteers in Prevention

VIPS.....Volunteers in Police Service

Volunteers in Police Service.....Federal volunteer program that provides support and resources for agencies interested in developing or enhancing a volunteer program and for citizens who wish to volunteer their time and skills with a community law enforcement agency. The program's ultimate goal is to enhance the capacity of state and local law enforcement to utilize volunteers

Volunteers in Prevention.....A fire prevention and loss reduction education force of community volunteers that staff and operate many aspects of local fire prevention programs

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