

# Community Risk Educator

## Certification Training Standards Guide November 2014



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

# Community Risk Educator

## Certification Training Standards Guide November 2014

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

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



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# State Fire Training

## Mission

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

## The California Fire Services Training and Education System

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

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

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

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

## Acknowledgments

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

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## Partners

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

## How to Read a CTS Guide

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

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

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

### Format

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

#### Section Heading

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

#### Training Standard Title

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

#### Authority

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

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

### **Given**

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

### **Requisite Knowledge and Skills**

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

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

### **Job Performance Requirements**

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

## **Content**

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

### **State Fire Training Content**

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

### **Errata**

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

## Community Risk Educator

### Section 1: Administration

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

##### Authority

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

- Paragraph 5.2.1

##### Given

1. Specific forms or formats

##### Requisite Knowledge and Skills

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

##### Job Performance Requirements

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

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

### **Authority**

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

- Paragraph 5.2.2

### **Given**

1. Specific forms or formats
2. Information on activities

### **Requisite Knowledge and Skills**

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

### **Job Performance Requirements**

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

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

#### Authority

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

- Paragraph 5.2.3

#### Given

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

#### Requisite Knowledge and Skills

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

#### Job Performance Requirements

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

## **1-4: Identifying Fire and Life Safety Community Resources**

### **Authority**

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

- Paragraph 5.2.4

### **Given**

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

### **Requisite Knowledge and Skills**

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

### **Job Performance Requirements**

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

## **Section 2: Planning and Development**

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

#### **Authority**

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

- Paragraph 5.3.1

#### **Given**

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

#### **Requisite Knowledge and Skills**

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

#### **Job Performance Requirements**

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

## Section 3: Education and Implementation

### 3-1: Selecting Fire and Life Safety Instructional Materials

#### Authority

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

- Paragraph 5.4.1

#### Given

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

#### Requisite Knowledge and Skills

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

#### Job Performance Requirements

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

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

#### **Authority**

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

- Paragraph 5.4.2

#### **Given**

1. A lesson plan
2. A list of equipment

#### **Requisite Knowledge and Skills**

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

#### **Job Performance Requirements**

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

### **3-3: Presenting Fire and Life Safety Lesson Plans**

#### **Authority**

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

- Paragraph 5.4.3

#### **Given**

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

#### **Requisite Knowledge and Skills**

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

#### **Job Performance Requirements**

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

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

#### **Authority**

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

- Paragraph 5.4.5

#### **Given**

1. A scheduled event

#### **Requisite Knowledge and Skills**

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

#### **Job Performance Requirements**

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

### **3-5: Disseminating Fire and Life Safety Educational Information**

#### **Authority**

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

- Paragraph 5.4.6

#### **Given**

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

#### **Requisite Knowledge and Skills**

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

#### **Job Performance Requirements**

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

## Section 4: Evaluation

### 4-1: Administering Fire and Life Safety Evaluation Methods

#### Authority

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

- Paragraph 5.5.1

#### Given

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

#### Requisite Knowledge and Skills

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

#### Job Performance Requirements

1. Administer an evaluation method to measure lesson outcomes.

## **4-2: Scoring Fire and Life Safety Evaluation**

### **Authority**

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

- Paragraph 5.5.2

### **Given**

1. Scoring procedures
2. Grading scale

### **Requisite Knowledge and Skills**

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

### **Job Performance Requirements**

1. Score an evaluation instrument to determine lesson outcomes.

## State Fire Training Content

### Code Key

#### Blocks

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

#### Sources

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

### Certification: Community Risk Educator

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

# Errata

[Month Year]

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

<b>Certification:</b>			
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