

# Community Risk Officer

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## Certification Training Standards Guide November 2014



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

# Community Risk Officer

## 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 Officer 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

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# How to Read a CTS Guide

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

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

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

## Format

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

### Section Heading

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

### Training Standard Title

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

### Authority

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

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

### **Given**

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

### **Requisite Knowledge and Skills**

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

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

### **Job Performance Requirements**

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

## **Content**

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

### **State Fire Training Content**

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

### **Errata**

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

# Community Risk Officer

## Section 1: Administration

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

#### Authority

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

- Paragraph 7.2.1

#### Given

1. Schedules and guidelines concerning budget preparation

#### Requisite Knowledge and Skills

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

#### Job Performance Requirements

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

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

### **Authority**

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

- Paragraph 7.2.2

### **Given**

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

### **Requisite Knowledge and Skills**

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

### **Job Performance Requirements**

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

### **1-3: Formulating JFIS Program Policies and Procedures**

#### **Authority**

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

- Paragraph 10.2.1

#### **Given**

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

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

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

#### **Job Performance Requirements**

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

## **1-4: Developing a JFIS Program Budget**

### **Authority**

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

- Paragraph 10.2.2

### **Given**

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

### **Requisite Knowledge and Skills**

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

### **Job Performance Requirements**

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

## **1-5: Identify and Assigning a JFIS I**

### **Authority**

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

- Paragraph 10.2.3

### **Given**

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

### **Requisite Knowledge and Skills**

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

### **Job Performance Requirements**

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

## **1-6: Supervising a JFIS I**

### **Authority**

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

- Paragraph 10.2.4

### **Given**

1. Program policies and procedures

### **Requisite Knowledge and Skills**

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

### **Job Performance Requirements**

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

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

### **Authority**

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

- Paragraph 10.2.5

### **Given**

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

### **Requisite Knowledge and Skills**

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

### **Job Performance Requirements**

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

## Section 2: Planning and Development

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

#### Authority

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

- Paragraph 7.3.1

#### Given

1. A systematic planning process
2. Relevant information

#### Requisite Knowledge and Skills

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

#### Job Performance Requirements

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

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

### **Authority**

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

- Paragraph 7.3.2

### **Given**

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

### **Requisite Knowledge and Skills**

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

### **Job Performance Requirements**

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

## **2-3: Projecting Future Fire and Life Safety Needs**

### **Authority**

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

- Paragraph 7.3.3

### **Given**

1. Current and emerging trends and issues

### **Requisite Knowledge and Skills**

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

### **Job Performance Requirements**

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

## **2-4: Proposing Fire and Life Safety Public Policy**

### **Authority**

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

- Paragraph 7.3.4

### **Given**

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

### **Requisite Knowledge and Skills**

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

### **Job Performance Requirements**

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

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

### **Authority**

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

- Paragraph 7.3.5

### **Given**

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

### **Requisite Knowledge and Skills**

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

### **Job Performance Requirements**

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

## **2-6: Developing JFIS Interagency Networks**

### **Authority**

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

- Paragraph 10.3.1

### **Given**

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

### **Requisite Knowledge and Skills**

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

### **Job Performance Requirements**

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

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

### **Authority**

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

- Paragraph 10.3.2

### **Given**

1. Existing forms or the option to create your own

### **Requisite Knowledge and Skills**

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

### **Job Performance Requirements**

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

## **2-8: Designing a JFIS Personnel Training Program**

### **Authority**

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

- Paragraph 10.3.3

### **Given**

1. The curriculum
2. Approved forms and materials

### **Requisite Knowledge and Skills**

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

### **Job Performance Requirements**

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

## **2-9: Developing a JFIS Community Awareness Program**

### **Authority**

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

- Paragraph 10.3.4

### **Given**

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

### **Requisite Knowledge and Skills**

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

### **Job Performance Requirements**

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

## **2-10: Creating and Maintaining JFIS Data Collection Systems**

### **Authority**

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

- Paragraph 10.3.5

### **Given**

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

### **Requisite Knowledge and Skills**

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

### **Job Performance Requirements**

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

## Section 3: Education and Implementation

### 3-1: Creating Fire and Life Safety Educational Messages

#### Authority

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

- Paragraph 7.4.1

#### Given

1. Identified community risk(s)

#### Requisite Knowledge and Skills

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

#### Job Performance Requirements

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

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

#### **Authority**

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

- Paragraph 7.4.2

#### **Given**

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

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

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

#### **Job Performance Requirements**

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

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

#### **Authority**

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

- Paragraph 7.4.3

#### **Given**

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

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

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

#### **Job Performance Requirements**

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

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

#### **Authority**

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

- Paragraph 7.4.4

#### **Given**

1. Identified fire and life safety education goals and policies

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

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

#### **Job Performance Requirements**

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

### **3-5: Creating Fire and Life Safety Education Reports**

#### **Authority**

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

- Paragraph 7.4.5

#### **Given**

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

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

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

#### **Job Performance Requirements**

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

### **3-6: Delivering an Internal JFIS Personnel Training Program**

#### **Authority**

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

- Paragraph 10.4.1

#### **Given**

1. The curriculum
2. Approved forms and materials

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

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

#### **Job Performance Requirements**

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

### **3-7: Maintaining JFIS Interagency Networks**

#### **Authority**

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

- Paragraph 10.4.2

#### **Given**

1. Established interagency agreements

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

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

#### **Job Performance Requirements**

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

### **3-8: Delivering JFIS Community Awareness Training**

#### **Authority**

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

- Paragraph 10.4.3

#### **Given**

1. The training program

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

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

#### **Job Performance Requirements**

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

## Section 4: Evaluation

### 4-1: Implementing Public Health Surveillance Systems

#### Authority

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

- Paragraph 7.5.1

#### Given

1. The community's fire and injury prevention programs

#### Requisite Knowledge and Skills

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

#### Job Performance Requirements

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

## 4-2: Evaluating Fire and Life Safety Educational Programs

### Authority

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

- Paragraph 7.5.2

### Given

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

### Requisite Knowledge and Skills

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

### Job Performance Requirements

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

### **4-3: Evaluating JFIS Programs**

#### **Authority**

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

- Paragraph 10.5.1

#### **Given**

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

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

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

#### **Job Performance Requirements**

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

## 4-4: Analyzing JFIS Program Effectiveness

### Authority

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

- Paragraph 10.5.2

### Given

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

### Requisite Knowledge and Skills

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

### Job Performance Requirements

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

## 4-5: Preparing JFIS Program Reports

### Authority

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

- Paragraph 10.5.3

### Given

1. Evaluation results and program goals

### Requisite Knowledge and Skills

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

### Job Performance Requirements

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

## 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 Officer

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>			
<b>CTS:</b>		<b>Block:</b>	
<b>Change:</b>			
<b>Task Book Impact:</b>			

<b>Certification:</b>			
<b>CTS:</b>		<b>Block:</b>	
<b>Change:</b>			
<b>Task Book Impact:</b>			

[Month Year]

<b>Certification:</b>			
<b>CTS:</b>		<b>Block:</b>	
<b>Change:</b>			
<b>Task Book Impact:</b>			

<b>Certification:</b>			
<b>CTS:</b>		<b>Block:</b>	
<b>Change:</b>			
<b>Task Book Impact:</b>			