

Community Risk Specialist

Certification Training Standards Guide November 2014



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

Community Risk Specialist

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 Specialist certification.

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



Published by State Fire Training
1131 S Street, Sacramento, CA 95811
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Cover photo courtesy of Karen Guillemín-Kanawyer, Madera-Mariposa-Merced Unit

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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 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.

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

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

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

Acknowledgments

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

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

CAL FIRE

Ken Pimlott
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Deputy Fire Marshal, Heartland Fire and Rescue

Brian Springer

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

** Members who served in both development and validation

Partners

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

How to Read a CTS Guide

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

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

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

Format

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

Section Heading

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

Training Standard Title

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

Authority

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

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

Given

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

Requisite Knowledge and Skills

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

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

Job Performance Requirements

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

Content

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

State Fire Training Content

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

Errata

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

Community Risk Specialist

Section 1: Administration

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

Authority

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

- Paragraph 6.2.1

Given

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

Requisite Knowledge and Skills

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

Job Performance Requirements

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

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

Authority

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

- Paragraph 6.2.2

Given

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

Requisite Knowledge and Skills

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

Job Performance Requirements

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

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

Authority

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

- Paragraph 6.2.3

Given

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

Requisite Knowledge and Skills

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

Job Performance Requirements

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

1-4: Evaluating Fire and Life Safety Subordinate Performance

Authority

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

Given

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

Requisite Knowledge and Skills

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

Job Performance Requirements

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

1-5: Assembling JFIS Intake Forms and Materials

Authority

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

- Paragraph 9.2.1

Given

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

Requisite Knowledge and Skills

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

Job Performance Requirements

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

1-6: Assembling JFIS Interview Tools and Materials

Authority

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

- Paragraph 9.2.2

Given

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

Requisite Knowledge and Skills

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

Job Performance Requirements

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

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

Authority

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

- Paragraph 9.2.3

Given

1. Contact names
2. Requested time

Requisite Knowledge and Skills

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

Job Performance Requirements

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

1-8: Reporting JFIS Case Information to a Supervisor

Authority

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

- Paragraph 9.2.4

Given

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

Requisite Knowledge and Skills

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

Job Performance Requirements

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

1-9: Recording and Securing JFIS Data

Authority

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

- Paragraph 9.2.5

Given

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

Requisite Knowledge and Skills

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

Job Performance Requirements

1. Record and secure data and complete statistical analysis.

Section 2: Planning and Development

2-1: Establishing Fire and Life Safety Education Priorities

Authority

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

- Paragraph 6.3.1

Given

1. Relevant local loss and injury data

Requisite Knowledge and Skills

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

Job Performance Requirements

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

2-2: Facilitating Fire and Life Safety Collaborative Partnerships

Authority

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

- Paragraph 6.3.2

Given

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

Requisite Knowledge and Skills

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

Job Performance Requirements

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

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

Authority

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

- Paragraph 6.3.3

Given

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

Requisite Knowledge and Skills

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

Job Performance Requirements

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

Section 3: Education and Implementation

3-1: Developing Fire and Life Safety Informational Material

Authority

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

- Paragraph 6.4.1

Given

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

Requisite Knowledge and Skills

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

Job Performance Requirements

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

3-2: Developing Fire and Life Safety Lesson Plans

Authority

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

- Paragraph 6.4.2

Given

1. Learning objectives
2. Specified audience(s)

Requisite Knowledge and Skills

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

Job Performance Requirements

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

3-3: Developing Fire and Life Safety Educational Materials

Authority

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

- Paragraph 6.4.3

Given

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

Requisite Knowledge and Skills

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

Job Performance Requirements

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

3-4: Designing Fire and Life Safety Education Program

Authority

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

- Paragraph 6.4.4

Given

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

Requisite Knowledge and Skills

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

Job Performance Requirements

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

3-5: Revising Fire and Life Safety Educational Programs

Authority

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

- Paragraph 6.4.5

Given

1. Results of an evaluation process
2. Program objectives

Requisite Knowledge and Skills

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

Job Performance Requirements

1. Revise an educational program until objectives are achieved.

3-6: Reviewing JFIS Case Files

Authority

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

- Paragraph 9.4.1

Given

1. Intake information

Requisite Knowledge and Skills

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

Job Performance Requirements

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

3-7: Initiating JFIS Contact with Families

Authority

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

- Paragraph 9.4.2

Given

1. The case file

Requisite Knowledge and Skills

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

Job Performance Requirements

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

3-8: Conducting JFIS Intakes and Interviews

Authority

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

- Paragraph 9.4.3

Given

1. Approved forms and guidelines

Requisite Knowledge and Skills

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

Job Performance Requirements

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

3-9: Determining JFIS Intervention Options

Authority

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

- Paragraph 9.4.4

Given

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

Requisite Knowledge and Skills

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

Job Performance Requirements

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

3-10: Implementing JFIS Interventions

Authority

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

- Paragraph 9.4.5

Given

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

Requisite Knowledge and Skills

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

Job Performance Requirements

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

3-11: Implementing JFIS Referral Processes

Authority

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

- Paragraph 9.4.6

Given

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

Requisite Knowledge and Skills

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

Job Performance Requirements

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

Section 4: Evaluation

4-1: Developing Fire and Life Safety Evaluation Strategies

Authority

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

- Paragraph 6.5.1

Given

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

Requisite Knowledge and Skills

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

Job Performance Requirements

1. Develop an evaluation strategy to measure program outcomes.

4-2: Designing Fire and Life Safety Evaluation Instruments

Authority

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

- Paragraph 6.5.2

Given

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

Requisite Knowledge and Skills

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

Job Performance Requirements

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

4-3: Implementing Fire and Life Safety Evaluation Strategies

Authority

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

- Paragraph 6.5.3

Given

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

Requisite Knowledge and Skills

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

Job Performance Requirements

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

4-4: Collecting and Recording JFIS Feedback

Authority

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

- Paragraph 9.5.1

Given

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

Requisite Knowledge and Skills

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

Job Performance Requirements

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

4-5: Measuring and Documenting JFIS Intervention Results

Authority

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

- Paragraph 9.5.2

Given

1. Completed feedback forms

Requisite Knowledge and Skills

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

Job Performance Requirements

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

Section 5: Public Information Officer

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

Authority

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

- Paragraph 8.2.1, 8.2.4

Given

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

Requisite Knowledge and Skills

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

Job Performance Requirements

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

5-2: Establishing Media Areas

Authority

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

- Paragraph 8.2.2

Given

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

Requisite Knowledge and Skills

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

Job Performance Requirements

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

5-3: Disseminating Information to the Media

Authority

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

- Paragraph 8.2.6

Given

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

Requisite Knowledge and Skills

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

Job Performance Requirements

1. Disseminate timely and accurate information to the media.

5-4: Disseminating Information to Community Groups

Authority

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

- Paragraph 8.2.3

Given

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

Requisite Knowledge and Skills

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

Job Performance Requirements

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

5-5: Preparing Media Advisories

Authority

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

- Paragraph 8.2.5

Given

1. Incident or event information
2. Organizational policy

Requisite Knowledge and Skills

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

Job Performance Requirements

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

5-6: Disseminating Information Internally

Authority

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

- Paragraph 8.2.7

Given

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

Requisite Knowledge and Skills

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

Job Performance Requirements

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

5-7: Coordinating a News Conference

Authority

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

- Paragraph 8.2.8

Given

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

Requisite Knowledge and Skills

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

Job Performance Requirements

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

State Fire Training Content

Code Key

Blocks

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

Sources

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

Certification: Community Risk Specialist

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

Errata

[Month Year]

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

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

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

[Month Year]

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

Certification:			
CTS:		Block:	
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Task Book Impact:			