Date: July 14, 2017

To: Ronny J. Coleman, Chairman
    c/o State Fire Training
    1131 S. Street,
    Sacramento, California 95811

From: Andrew Henning, Acting Chief, State Fire Training

Subject/Agenda Action Item: Fire Marshal Standards and Curriculum

Recommended Actions: Information/Discussion

Background Information:

The first Fire Marshal program was released in 1997 but was revised in 1998 when the Fire Prevention Officers Association clarified the intent of the Fire Marshal track resulting in replacing the series 500 seminar courses with the International Fire Code Institute (IFCI) Uniform Fire Code Inspector certification.

In 2002, reference to IFCI was removed and a requirement for current Fire Code Inspector certification from the Uniform Fire Code Association (UFCA) or the International Code Council (ICC) in the fire code adopted by the State of California was added. In 2009, State Fire Training revised the Fire Management 2E course.

In 2010, State Fire Training (SFT) convened a cadre with representation from northern and southern California with the goal of updating the Fire Inspector I and II, Plan Examiner, and Fire Marshal curriculum, envisioning the four certifications as a fire prevention career track. The cadres met once a month for three-days at a time between January and August, alternating between Sacramento and different southern California locations. The cadre's work was put on hold due to the new curriculum development method being devolved by State Fire Training.

In 2012, State Fire Training updated its curriculum development process, streamlining document templates, training additional curriculum development cadre leaders, and bringing in technical editors. Because the Fire Marshal curriculum was completed just prior to this organizational shift, it represented a hybrid between the former curriculum style and the 2012 SFT Curriculum Development Model (CDM). The fire marshal development was placed on hold in order to see the final content of the Plan Review and Chief Fire Officer courses that were also being developed.

In 2015, SFT convened a cadre to fully transition the 2010 curriculum into the 2012 SFT CDM. Anticipating the 2016 release of NFPA 1037: Standard on Fire Marshal Professional Qualifications, the cadre also incorporated pending NFPA changes using the available public comment documents. The most significant
shift was the NFPA reorganization of the job performance requirements into core and mission-specific categories.

**Analysis/Summary of Issue:**

In February 2017, SFT convened a cadre to update the Fire Marshal certification curriculum. The cadre consisted of: Mark Romer, Training Specialist III, OSFM State Fire Training; Tim Annis, Fire Marshal/Division Chief, Davis Fire Department; Robert Marshall, Fire Marshal / Public Information Officer, Contra Costa County Fire Protection District; Randall Metz, Fire Marshal, Carlsbad Fire Department; Rocque Yballa, Division Chief / Fire Marshal, Preparedness & Prevention District, Central County Fire Department; with additional contributions from Mike Mentink, Fire Marshal (Retired), Moraga-Orinda Fire District, and editorial services provided by Allison L. Shaw, editor, California State University, Sacramento.

This development cadre met for three days to develop a CTS Guide, five Course Plans with associated Activities, and a Certification Task Book with Application.

Fire Marshal is now considered a stand-alone certification (it was previously seen as the culmination of the Inspector I and II, Plans Examiner, Fire Marshal track) as NFPA does not require any prerequisite certifications for its completion. The curriculum is divided into five courses, two that represent the Fire Marshal's core responsibilities and three that focus on mission-specific activities (per NFPA 1037).

**Courses:**

- Fire Marshal 1A: Administration and Professional Development
- Fire Marshal 1B: Community Relations & Fire and Life Safety Education
- Fire Marshal 1C: Fire Investigation Program Management
- Fire Marshal 1D: Community Risk Reduction Program Management
- Fire Marshal 1E: Regulatory Programs Management

There is no Fire Marshal textbook that is currently in print. In 2012, the *Fire Marshal's Handbook* by Tim Bradley was published by Cengage Learning. The cadre wanted to require the textbook for the Fire Marshal courses, but because it is out of print we are not able to reference it. If a new textbook becomes available in the future that would be beneficial for the instructor and student, SFT will consider adding it to the course.
Fire Marshal

Certification Training Standards Guide

[Month Year]

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

Certification Training Standards Guide

This CTS guide utilizes NFPA 1037 Standard for Fire Marshal Professional Qualifications (2016) to provide the qualifications for State Fire Training’s Fire Marshal 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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Cover photo courtesy of [name, organization]
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State Fire Training

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

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

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

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

- **Dennis Mathisen**  
  *State Fire Marshal*

- **Mike Richwine**  
  *Assistant State Fire Marshal*

- **Andrew Henning**  
  *Acting Chief, State Fire Training*

- **Ron Coleman**  
  *Chair, STEAC*

**Cadre Leadership**

- **Mark Romer**  
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  *Fire Service Training Specialist III*  
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- **Allison L. Shaw**  
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  *California State University, Sacramento*
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*Central County Fire Department*

Partners

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The development and publication of this CTS guide was funded in part by the Assistance to Firefighters Grant Program from the U.S. Department of Homeland Security. State Fire Training is grateful to the U.S. Department of Homeland Security for its financial contribution toward the completion of this project.
How to Read a CTS Guide

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

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

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

Format

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

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

**Supplemental Tracking History**
This table documents any revisions made to the CTS guide since the documents original creation. It includes changes due to new editions of NFPA professional qualifications, or changes made outside of the five-year NFPA revision cycle.
Fire Marshal

Section 1: Definition of Duties

1-1: Fire Marshal Definition of Duties

Authority
NFPA 1037 Standard for Fire Marshal Professional Qualifications (2016)
• Paragraph 4.1.1, 4.1.2, 4.1.3, 4.2, 4.3, 4.4, 4.5, 4.5.1
• Paragraph 5.1.1, 5.1.2, 5.2, 5.2.1, 5.3, 5.3.1, 5.4, 5.4.1

Given
1. Standard Fire Marshal job performance requirements
2. Applicable safety standards
3. Applicable codes, standards, and jurisdictional requirements
4. Mission-specific Fire Marshal job performance requirements

Requisite Knowledge and Skills
1. Describe the Fire Marshal’s role as it pertains to:
   • Administrative duties
   • Community risk reduction, including recommending, creating, and evaluating jurisdictional requirements that reduce community risks
   • Community relations, including developing and maintaining effective relationships within the community
   • Professional development, including recommending, creating, and evaluating jurisdictional requirements for professional development
     o Training and professional development principles, guides, and standards
2. Describe the Fire Marshal’s mission-specific roles as they pertain to:
   • Regulatory programs, including developing, managing, and applying regulatory programs
     o Codes, standards, and jurisdictional requirements applicable to the management of the regulatory environment, including, but not limited to, fire, building, environmental, and life safety codes
   • Fire and life safety education, including managing fire and life safety educational programs
     o Fire and life safety education planning and evaluation processes
     o Management of educational programs
     o Professional development requirements
   • Investigation, including managing a variety of investigation types
Fire Marshal
Section 1: Definition of Duties

- Codes, standards, and jurisdictional requirements applicable to the investigative process

**Job Performance Requirements**

There are no job performance requirements identified for this training standard.
Section 2: Administration

2-1: Administering Jurisdictional Requirements

Authority
NFPA 1037 Standard for Fire Marshal Professional Qualifications (2016)
- Paragraph 4.2.1

Given
1. Regulations and organizational goals and objectives pertaining to personnel and labor management

Requisite Knowledge and Skills
1. Describe the organizational structure of a fire prevention bureau within a fire agency
2. Describe the organizational mission of a fire prevention bureau
3. Describe staffing positions, roles, and responsibilities within a fire prevention bureau
4. Describe intra- and inter-organizational relationships
5. Use verbal and written communication skills
6. Consolidate information and data from a variety of sources for short- and long-term planning purposes
7. Forecast staffing, capital, and budgetary needs to support the roles and responsibilities of the Fire Marshal
8. Establish an organizational structure to include both existing and future staffing positions, to implement the roles and responsibilities of the Fire Marshal consistent with the overall organizational structure
9. Integrate relationships, functions, and needs of stakeholders

Job Performance Requirements
Administer jurisdictional requirements related to the roles and responsibilities of the Fire Marshal so that the Fire Marshal functions in a manner consistent with the organizational mission and complies with applicable personnel management laws and regulations
2-2: Establishing Personnel Assignments

Authority
   • Paragraph 4.2.2
2. Office of the State Fire Marshal

Given
1. Knowledge, training, and experience of the members available
2. Federal, state, and local equal opportunity employment requirements

Requisite Knowledge and Skills
1. Identify minimum staffing requirements
2. Identify available human resources
3. Identify jurisdictional requirements
4. Describe considerations used to include individuals of diverse backgrounds in establishing work assignments
5. Use interpersonal skills
6. Use verbal and written communication skills

Job Performance Requirements
Establish personnel assignments to maximize efficiency in order to meet organizational roles and responsibilities and legal requirements with the allocated resources and in accordance with jurisdictional requirements
2-3: Establishing a Strategic and Operational Plan

Authority
   - Paragraph 4.2.3
2. Office of the State Fire Marshal

Given
1. Organizational goals and objectives
2. Legal requirements
3. Available resources

Requisite Knowledge and Skills
1. Describe the organizational structure of a prevention bureau
2. Describe the legal requirements of a prevention bureau
3. Describe the organizational mission of a prevention bureau
4. Describe fundamental strategic planning processes
5. Describe operational planning processes
6. Identify organizational staffing roles and responsibilities
7. Identify stakeholder relationships
8. Use verbal and written communication skills
9. Consolidate information and data from a variety of sources for short- and long-term planning purposes
10. Forecast staffing, capital, and budgetary needs to support the roles and responsibilities of the Fire Marshal
11. Establish an organizational structure, to include both existing and future staffing positions, to implement the roles and responsibilities of the Fire Marshal consistent with the overall organizational structure
12. Integrate relationships, functions, and needs of stakeholders

Job Performance Requirements
Establish a strategic and operational plan in order to meet organizational roles and responsibilities and legal requirements with the allocated resources
2-4: Establishing a Budget

Authority
NFPA 1037 Standard for Fire Marshal Professional Qualifications (2016)
   • Paragraph 4.2.4

Given
1. Available resources

Requisite Knowledge and Skills
1. Describe organizational budgeting processes
2. Describe basic accounting requirements
3. Carry out the organizational budgeting process (i.e., forms, orders, etc.) as related to the roles and responsibilities of the Fire Marshal
4. Communicate the budgetary needs to support the roles and responsibilities of the Fire Marshal

Job Performance Requirements
Establish a budget in order to implement the roles and responsibilities of the Fire Marshal within organizational goals and objectives
2-5: Monitoring a Budget

Authority
   • Paragraph 4.2.5
2. Office of the State Fire Marshal

Given
1. Available resources
2. Budgetary requirements

Requisite Knowledge and Skills
1. Describe the budgetary monitoring process
2. Track and analyze financial data trends pertinent to the roles and responsibilities of the Fire Marshal

Job Performance Requirements
Monitor the condition of the approved budget during the budgeting period in order to implement the roles and responsibilities of the Fire Marshal within organizational goals and objectives
2-6: Developing, Maintaining, and Evaluating Record-keeping and Management Systems

Authority
   • Paragraph 4.2.6
2. Office of the State Fire Marshal

Given
1. Policies and procedures

Requisite Knowledge and Skills
1. Identify record-management systems associated with prevention activities
2. Recognize principles involved in information acquisition, entry, and extraction
3. Identify the capabilities, limitations, and maintenance of information management systems
4. Describe the Public Records Act Request process
5. Identify archival requirements for different types of records
6. Apply evaluative methods
7. Use verbal and written communication skills
8. Organize data

Job Performance Requirements
Guide the development, maintenance, and evaluation of a department record and management system that is complete and accurate
Section 3: Community Risk Reduction

3-1: Evaluating Target Risks and Emergency Incident Data

Authority
NFPA 1037 Standard for Fire Marshal Professional Qualifications (2016)
• Paragraph 4.3.2

Given
1. Community profile levels of protection
2. Occupancy types
3. Percent of responses by occupancy type
4. Perspectives of risk
5. Available data and information including loss

Requisite Knowledge and Skills
1. Describe risks associated with occupancy types and uses
2. Describe levels of protection
3. Describe emergency response capability
4. Evaluate loss history
5. Identify potential impact of unique hazards associated with the community
6. Compare hazards, probability of occurrence, and consequence to established risk
7. Rank risks based on the effect to and in the community

Job Performance Requirements
Evaluate target risks and emergency incident data in order to develop a community risk profile based on an acceptable level of risk
3-2: Managing a Data and Information Management Program

Authority
NFPA 1037 Standard for Fire Marshal Professional Qualifications (2016)
  • Paragraph 4.3.3

Given
1. Identified inputs and outputs
2. Data collection system
3. Personnel

Requisite Knowledge and Skills
1. Describe target risks
2. Describe available input and output
3. Describe strengths and weaknesses of available data management systems
4. Identify available personnel
5. Identify organizational policies related to data and information management
6. Establish the parameters for data and information collection
7. Maintain data management and storage systems

Job Performance Requirements
Manage a data and information management program that collects, processes, stores, and maintains data and information
3-3: Interpreting Data and Information to Conduct Risk Analysis

Authority
NFPA 1037 Standard for Fire Marshal Professional Qualifications (2016)
  • Paragraph 4.3.4

Given
1. Output from a data/information management system

Requisite Knowledge and Skills
1. Identify facts, trends, and high-risk areas
2. Analyze and interpret data and information

Job Performance Requirements
Interpret data and information so that the data and information provide an adequate basis of knowledge to conduct risk analysis
3-4: Conducting Risk Analysis

Authority
NFPA 1037 Standard for Fire Marshal Professional Qualifications (2016)
  • Paragraph 4.3.5

Given
1. Data and information trends
2. Target risks
3. Community input
4. Available resources

Requisite Knowledge and Skills
1. Evaluate data and information trends
2. Identify community perceptions of risk
3. Identify available resources
4. Analyze potential solutions and constraints
5. Evaluate risk
6. Compare risk to an established or perceived level of risk
7. Identify potential solutions

Job Performance Requirements
Conduct risk analysis in order to develop a risk profile and management solutions
3-5: Evaluating Risk Management Solutions

Authority
NFPA 1037 Standard for Fire Marshal Professional Qualifications (2016)
  • Paragraph 4.3.6

Given
1. Risk analysis
2. Organizational and community constraints
3. Regulatory requirements
4. Available resources
5. Financial impacts

Requisite Knowledge and Skills
1. Describe the effects of external and internal influences on risk management solutions, available resources, and costs
2. Identify and evaluate the effects of internal and external influences on the risk management solutions

Job Performance Requirements
Evaluate risk management solutions in order to establish the most beneficial and cost-effective solution(s)
3-6: Integrating Risk Management Solutions with Related Governmental Organizations

Authority
   - Paragraph 4.3.7
2. Office of the State Fire Marshal

Given
1. Organizational structure and constraints

Requisite Knowledge and Skills
1. Identify governmental agencies with risk management roles and responsibilities
2. Describe the roles, responsibilities, and authority of other governmental organizations
3. Describe how the proposed risk management solution(s) affect those organizations
4. Recognize the applicability of risk management solution(s) to the roles and responsibilities of the other governmental organizations

Job Performance Requirements
Integrate the risk management solutions with related governmental organizations in order to use the analysis and solution(s) for organizational planning, development, and implementation
3-7: Integrating Risk Management Solutions with Community Stakeholders

Authority
   • Paragraph 4.3.8
2. Office of the State Fire Marshal

Given
1. Interface with community individuals and organizations

Requisite Knowledge and Skills
1. Identify community stakeholders (non-governmental organizations) with risk management roles and responsibilities
2. Describe the roles and responsibilities of community stakeholders
3. Describe how the proposed risk management solution(s) affect those stakeholders
4. Recognize the applicability of risk management solution(s) to the roles and responsibilities of the other community stakeholders

Job Performance Requirements
Integrate the risk management solution(s) with community stakeholders in order to use the analysis and solution(s) for community planning, development, and implementation
3-8: Designing and Implementing Facilitation Plans

Authority
   • Paragraph 4.3.10
2. Office of the State Fire Marshal

Given
1. An identified fire safety problem

Requisite Knowledge and Skills
1. Identify applicable codes, standards, and jurisdictional requirements and their development process
2. Describe how to develop an implementation plan
3. Describe consensus-building techniques
4. Use evaluative methods
5. Use consensus-building techniques
6. Use verbal and written communication skills
7. Organize plans
8. Develop an implementation plan

Job Performance Requirements
Design and implement a plan in order to facilitate a new program, piece of legislation, or fire safety code
3-9: Evaluating Risk Management Programs

Authority
NFPA 1037 Standard for Fire Marshal Professional Qualifications (2016)
  • Paragraph 4.3.9

Given
1. Existing risk analysis
2. Implemented solution(s)
3. Data and information applications

Requisite Knowledge and Skills
1. Describe risk management program goals and objectives
2. Identify available information
3. Identify established level of risk
4. Describe evaluation methodologies
5. Interpret and analyze data on the impact of the risk management program

Job Performance Requirements
Evaluate the risk management program in order to monitor and achieve continued improvement of program goals and objectives
Section 4: Community Relations

4-1: Developing Relationships with Community Groups

Authority
NFPA 1037 Standard for Fire Marshal Professional Qualifications (2016)
- Paragraph 4.4.1

Given
1. A description of local groups and organizational policies for relationships with community groups
2. Attendance at community meetings
3. Participation at community events

Requisite Knowledge and Skills
1. Identify community demographics
2. Identify formal and informal community leaders
3. Identify community groups
4. Describe community and civic issues
5. Describe effective customer service methods
6. Describe organizational policies for community relations
7. Use verbal and written communication skills

Job Performance Requirements
Develop relationships with community groups to establish a schedule for ongoing contact
4-2: Presenting Safety Proposals

Authority
   - Paragraph 4.4.2
2. Office of the State Fire Marshal

Given
1. A list of groups with shared concerns
2. An understanding of relevant safety measures
3. Effective presentation tips and techniques

Requisite Knowledge and Skills
1. Identify community demographics
2. Identify formal and informal community leaders
3. Identify community groups
4. Describe community and civic issues
5. Describe effective customer service methods
6. Describe organizational policies for community relations
7. Describe how to develop and present effective presentations
8. Use verbal and written communication skills
9. Develop and present effective safety proposal presentations

Job Performance Requirements
Present safety proposals to community groups that justify the safety proposal, explain issues, and state the solutions, impacts, and benefits
4-3: Creating Media Communication Strategies and Policies

Authority
NFPA 1037 Standard for Fire Marshal Professional Qualifications (2016)
- Paragraph 4.4.3

Given
1. A list of media outlets such as newspaper, radio, web pages, television, and social media platforms
2. Characteristics of local media including deadlines
3. Resources to provide media with accurate information

Requisite Knowledge and Skills
1. Describe methods of disseminating information to the media
2. Describe media needs
3. Describe organizational policies and practices for media relations
4. Maintain a constructive relationship with media groups
5. Provide written and verbal information

Job Performance Requirements
Create media communication strategies and policies that disseminate consistent and accurate prevention information in an understandable manner
4-4: Participating in Media Interviews

Authority
NFPA 1037 Standard for Fire Marshal Professional Qualifications (2016)
  • Paragraph 4.4.4

Given
1. Information about organizational goals and prevention practices and strategies
2. Knowledge of interview techniques

Requisite Knowledge and Skills
1. Describe interview methodology and techniques
2. Describe organizational policies and practices for media relations
3. Use verbal and written communication skills
4. Demonstrate proper interview techniques

Job Performance Requirements
Participate in media interviews to disseminate consistent and accurate information in an understandable manner
Section 5: Professional Development

5-1: Identifying and Prioritizing Professional Development Needs

Authority
NFPA 1037 Standard for Fire Marshal Professional Qualifications (2016)
  • Paragraph 4.5.2

Given
1. Jurisdictional requirements

Requisite Knowledge and Skills
1. Describe how to conduct a needs analysis
2. Describe how to conduct a task analysis
3. Describe jurisdictional requirements associated with professional development
4. Describe lesson planning methodologies
5. Describe different instructional methods
6. Describe characteristics of adult learners
7. Identify types instructional media
8. Describe curriculum development processes
9. Describe how to develop of evaluation instruments
10. Conduct research
11. Facilitate meetings
12. Facilitate needs and task analysis
13. Organize information in functional groupings
14. Interpret data

Job Performance Requirements
Identify and prioritize professional development needs within the department in order to establish professional development requirements
5-2: Prescribing Professional Development Programs

Authority
NFPA 1037 Standard for Fire Marshal Professional Qualifications (2016)
  • Paragraph 4.5.3

Given
1. The results of a professional development needs analysis

Requisite Knowledge and Skills
1. Describe organizational goals and requirements associated with professional development
2. Describe principles of instructional design
3. Describe adult learning principles
4. Describe performance-based education principles
5. Conduct instructional planning
6. Evaluate training options

Job Performance Requirements
Prescribe professional development programs that use job-related knowledge and skills, performance-based training, and adult learning principles, and meet organizational goals and requirements
5-3: Implementing Professional Development Programs

Authority
NFPA 1037 Standard for Fire Marshal Professional Qualifications (2016)
  • Paragraph 4.5.4

Given
1. Selected options
2. Available resources

Requisite Knowledge and Skills
1. Describe organizational goals and objectives associated with professional development
2. Identify available resources
3. Describe instructional methods
4. Assign responsibility
5. Conduct research
6. Facilitate meetings
7. Organize information and data
8. Use verbal and written communication skills
9. Interpret data

Job Performance Requirements
Implement professional development programs that meet organizational goals and objectives
5-4: Evaluating Professional Development Programs

Authority
NFPA 1037 Standard for Fire Marshal Professional Qualifications (2016)
- Paragraph 4.5.5

Given
1. Organizational goals and objectives,

Requisite Knowledge and Skills
1. Describe organizational goals and objectives associated with professional development
2. Describe professional development record-keeping systems
3. Describe data acquisition techniques
4. Describe instructional methods
5. Analyze and evaluate data

Job Performance Requirements
Evaluate organizational professional development programs to ensure that programs meet organizational goals and objectives
5-5: Forecasting Professional Development Needs

Authority
NFPA 1037 Standard for Fire Marshal Professional Qualifications (2016)
  • Paragraph 4.5.6

Given
1. Professional trends
2. Emerging technologies
3. Future organizational goals and objectives

Requisite Knowledge and Skills
1. Identify professional development trends
2. Identify emerging technologies
3. Identify future organizational constraints
4. Identify future resources
5. Conduct research
6. Evaluate trends
7. Forecast needs

Job Performance Requirements
Forecast organizational professional development needs in order to plan for future organizational and individual professional development needs
Section 6: Regulatory Programs

6-1: Managing the Adoption, Modification, and Maintenance of Codes, Standards, and Jurisdictional Requirements

Authority
NFPA 1037 Standard for Fire Marshal Professional Qualifications (2016)
  • Paragraph 5.2.2

Given
1. Fire loss data and/or demonstrated need or deficiency

Requisite Knowledge and Skills
1. Describe applicable jurisdictional requirements
2. Describe applicable legal and administrative processes in the jurisdiction for the adoption and modification of codes, standards, and jurisdictional requirements
3. Describe how to conduct statistical analysis
4. Describe the model codes and standards development process
5. Describe identified facts, trends, and high-risk areas
6. Apply the required knowledge to the organizational jurisdictional requirements
7. Apply the required knowledge to the codes, standards, and jurisdictional requirements development and modification process
8. Apply statistical analysis to a problem

Job Performance Requirements
Manage a process for the adoption, modification, and maintenance of codes, standards, and jurisdictional requirements, so that the code, standards, or jurisdictional requirement is written and addresses the identified need or deficiency
6-2: Managing Inspection Processes

Authority
   - Paragraph 5.2.3
2. Office of the State Fire Marshal

Given
1. Applicable codes, standards, and jurisdictional requirements and/or an identified issue

Requisite Knowledge and Skills
1. Identify applicable codes, standards, and jurisdictional requirements
2. Identify inspection functions and programs
3. Describe implementing documents and methods
4. Describe technological tools to aid compliance inspections
5. Develop jurisdictional requirements for the administration of the inspection functions and programs

Job Performance Requirements
Manage a process for conducting compliance inspections in order to identify applicable codes, standards, and jurisdictional requirements; identify and document deficiencies; and determine compliance
6-3: Managing a Design Review Process

Authority
Office of the State Fire Marshal

Given
1. Policies of the jurisdiction requiring design reviews
2. A General Plan
3. A community risk analysis

Requisite Knowledge and Skills
1. Identify design review stakeholders
2. Identify applicable statutes, codes, standards, and jurisdictional requirements
3. Describe workflow processes of the jurisdiction
4. Develop jurisdictional requirements for administering a design review process
5. Assign tasks

Job Performance Requirements
Manage a process for project design reviews in order to complete project design review requirements in accordance with the policies of the jurisdiction
6-4: Managing a Plan Review Process

Authority
NFPA 1037 Standard for Fire Marshal Professional Qualifications (2016)
- Paragraph 5.2.4

Given
1. Policies of the jurisdiction requiring plan reviews

Requisite Knowledge and Skills
1. Identify applicable codes, standards, and jurisdictional requirements
2. Identify conditions of project approval
3. Describe workflow processes of the jurisdiction
4. Describe technological tools for the plan review process
5. Develop jurisdictional requirements for administering plan review functions and program
6. Assign tasks

Job Performance Requirements
Manage a process for plan reviews in order to complete plan review requirements in accordance with the policies of the jurisdiction
6-5: Managing an Appeals Process

Authority
NFPA 1037 Standard for Fire Marshal Professional Qualifications (2016)
  • Paragraph 5.2.5

Given
1. Codes, standards, and jurisdictional requirements

Requisite Knowledge and Skills
1. Describe administrative and legal processes for managing appeals
2. Manage appeals in conformance with the applicable codes, standards, and jurisdictional requirements

Job Performance Requirements
Manage an appeals process that resolves appeals in compliance with the intent of applicable codes, standards, and jurisdictional requirements
6-6: Managing a Record-keeping Process

Authority
NFPA 1037 Standard for Fire Marshal Professional Qualifications (2016)
- Paragraph 5.2.6

Given
1. The need to document the processes of the regulatory program

Requisite Knowledge and Skills
1. Describe the regulatory record-keeping requirements of the jurisdiction
2. Identify archival requirements for different regulatory records
3. Manage regulatory records according to the applicable requirements

Job Performance Requirements
Manage a process for record keeping that records regulatory actions
6-7: Managing a Permit Process

Authority
NFPA 1037 Standard for Fire Marshal Professional Qualifications (2016)
• Paragraph 5.2.7

Given
1. Applicable jurisdictional requirements

Requisite Knowledge and Skills
1. Describe legal processes for managing permits and/or certificates of fitness
2. Manage permit applications in conformance with the applicable codes, standards, and jurisdictional requirements

Job Performance Requirements
Manage a process for administering, evaluating, and issuing permits and/or certificates of fitness that meets applicable codes, standards, and jurisdictional requirements
6-8: Managing a Compliance Interpretation Process

Authority
   • Paragraph 5.2.8
2. Office of the State Fire Marshal

Given
1. Complex issues related to codes, standards, and jurisdictional requirements

Requisite Knowledge and Skills
1. Identify applicable codes, standards, and jurisdictional requirements
2. Identify code interpretation resources
3. Describe administrative and legal considerations of compliance interpretations
4. Evaluate prescriptive codes, standards, and jurisdictional requirements
5. Use verbal and written communication skills

Job Performance Requirements
Manage the compliance interpretation process for prescriptive codes, standards, and jurisdictional requirements that resolves issues while meeting the intent of the prescriptive codes, standards, and jurisdictional requirements
6-9: Managing an Alternative Means/Methods/Materials Program

Authority
NFPA 1037 Standard for Fire Marshal Professional Qualifications (2016)
• Paragraph 5.2.9

Given
1. The submittal of equivalencies, alternative methods, and performance-based design

Requisite Knowledge and Skills
1. Identify codes, standards, and jurisdictional requirements
2. Identify alternative means/methods/materials evaluation resources
3. Describe administrative and legal considerations of equivalencies, alternative methods, and performance-based design
4. Describe evaluation programs for objective analysis of alternative compliance measures
5. Describe technological solutions for alternative compliance measures
6. Evaluate and verify the validity of non-prescriptive design approaches
7. Develop jurisdictional requirements for the administration of alternative compliance programs

Job Performance Requirements
Manage a program for alternative means/methods/materials measures so that the final design meets the intent of the codes, standards, and jurisdictional requirements
6-10: Managing a Complaint Reconciliation Process

Authority
NFPA 1037 Standard for Fire Marshal Professional Qualifications (2016)
  • Paragraph 5.2.10

Given
1. The report of a situation or condition

Requisite Knowledge and Skills
2. Identify applicable codes, standards, and jurisdictional requirements
3. Describe administrative and legal considerations for management and resolving complaints
4. Evaluate and resolve complaints through use of the appropriate legal and administrative requirements

Job Performance Requirements
Manage the process for reconciling complaints that resolves complaints and takes appropriate action
6-11: Generating Jurisdictional Requirements

Authority
   • Paragraph 5.2.11
2. Office of the State Fire Marshal

Given
1. Management objectives

Requisite Knowledge and Skills
1. Describe jurisdictional requirements and management objectives for the regulatory management program
2. Identify resources used to generate jurisdictional requirements
3. Interpret jurisdictional requirements
4. Write jurisdictional requirements in accordance with administrative and legal guidelines

Job Performance Requirements
Generate jurisdictional requirements for administering a regulatory management program that defines concise requirements that meet the legal obligations of the jurisdiction
**6-12: Managing an Interagency Coordination Program**

**Authority**
   - Paragraph 5.2.12
2. Office of the State Fire Marshal

**Given**
1. Other agencies’ requirements that overlap the local jurisdictions’

**Requisite Knowledge and Skills**
1. Identify other regulatory agencies that affect the local jurisdiction
2. Identify administrative and legal authorities pertaining to the program
3. Describe record-keeping requirements of other agencies
4. Evaluate other regulatory agencies’ requirements
5. Negotiate and resolve conflicts

**Job Performance Requirements**
Manage a program to coordinate with other agencies that eliminates conflicts and develops clear lines of responsibility
Section 7: Fire and Life Safety Education

7-1: Managing a Comprehensive Fire and Life Safety Education Strategy

Authority
NFPA 1037 Standard for Fire Marshal Professional Qualifications (2016)

- Paragraph 5.3.2

Given
1. A planning process
2. Relevant information

Requisite Knowledge and Skills
1. Identify fire and life safety education issues
2. Describe program issues
3. Describe community risks
4. Identify community resources
5. Describe cost/benefit analysis methods
6. Design and apply program strategy
7. Select program components
8. Interact with community groups, partnerships, and collaborative efforts

Job Performance Requirements
Manage a comprehensive fire and life safety education strategy that includes program goals, design, resources, implementation, and evaluation methods
7-2: Creating a Collaborative Fire and Life Safety Education Partnership

Authority
NFPA 1037 Standard for Fire Marshal Professional Qualifications (2016)
- Paragraph 5.3.3

Given
1. A description of local community groups
2. A list of fire and injury priorities
3. Organizational policies for community partnerships

Requisite Knowledge and Skills
1. Identify potential community 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

Job Performance Requirements
Create a collaborative fire and life safety education partnership that mitigates a specific fire or injury priority
7-3: Managing an Organizational Awareness Campaign

Authority
NFPA 1037 Standard for Fire Marshal Professional Qualifications (2016)
- Paragraph 5.3.4

Given
1. Fire and life safety education goals and policies

Requisite Knowledge and Skills
1. Identify organizational mission statement, goals, policies, and education strategy
2. Develop an awareness campaign
3. Disseminate information within the organization
4. Implement a market strategy

Job Performance Requirements
Manage an awareness campaign within the organization that informs members of their role within the organization’s fire and life safety education strategy
7-4: Managing Fire and Life Safety Education Reports

Authority
NFPA 1037 Standard for Fire Marshal Professional Qualifications (2016)
- Paragraph 5.3.5

Given
1. Relevant information

Requisite Knowledge and Skills
1. Recognize the policy process of the organization
2. Evaluate educational activities and outcomes
3. Generate and compile reports
4. Interpret data

Job Performance Requirements
Manage fire and life safety education report(s) for policy makers that describe educational strategies, goals, objectives, activities, impact, budgets, and outcomes
7-5: Evaluating Fire and Life Safety Programs

Authority
NFPA 1037 Standard for Fire Marshal Professional Qualifications (2016)
- Paragraph 5.3.6

Given
1. Data to indicate risk reduction and loss reduction

Requisite Knowledge and Skills
1. Describe evaluation instruments
2. Describe survey policies and procedures
3. Apply evaluation practices and procedures

Job Performance Requirements
Evaluate fire and life safety programs in order to report measurable interpretations of educational efforts
7-6: Implementing a Comprehensive Fire and Life Safety Program

Authority
NFPA 1037 Standard for Fire Marshal Professional Qualifications (2016)
  • Paragraph 5.3.7

Given
1. A systematic development process

Requisite Knowledge and Skills
1. Describe program administration issues
2. Describe community concerns
3. Identify available resources
4. Select program components
5. Stimulate interest among community groups
6. Establish partnerships and collaborative efforts

Job Performance Requirements
Implement a comprehensive fire and life safety program that includes program goals, objectives, design, resources, and evaluation methods
Section 8: Fire Investigation

8-1: Administering Fire Investigation Requirements

Authority
NFPA 1037 Standard for Fire Marshal Professional Qualifications (2016)
- Paragraph 5.4.2

Given
1. Applicable codes, standards, and jurisdictional requirements for investigations

Requisite Knowledge and Skills
1. Identify local, state, federal, tribal, and provincial laws
2. Describe investigation methodology
3. Apply codes, standards, and jurisdictional requirements to conduct investigations
4. Manage the investigative process and evaluate the results

Job Performance Requirements
Administer applicable codes, standards, and jurisdictional requirements for investigations so that investigators are knowledgeable and operate within organizational policies
8-2: Reviewing Documentation Intended for Litigation or Resolution

Authority
NFPA 1037 Standard for Fire Marshal Professional Qualifications (2016)
• Paragraph 5.4.3

Given
1. Details of an investigation including evidence collected, reports, scene sketches, photographs, other related information
2. Data relevant to the investigation

Requisite Knowledge and Skills
1. Identify local, state, federal, tribal, and provincial laws related to investigation, codes, standards, and jurisdictional requirements
2. Identify other pertinent references
3. Write technical reports
4. Review fire investigation reports
5. Compile and analyze investigative data

Job Performance Requirements
Review and assess investigation reports and data to be submitted in anticipation of litigation or resolution in order to submit complete, accurate documents for possible legal action
8-3: Conducting Investigative Analysis

Authority
NFPA 1037 Standard for Fire Marshal Professional Qualifications (2016)
- Paragraph 5.4.4

Given
1. Reports compiled from investigation data

Requisite Knowledge and Skills
1. *Describe how to conduct* statistical analysis
2. *Use* verbal and written communication
3. Evaluate data
4. Communicate findings verbally or in writing

Job Performance Requirements
Conduct investigative analysis to recommend action that enhances fire prevention and other programs
8-4: Managing Technical Resources Required to Perform Fire Investigations

Authority
NFPA 1037 Standard for Fire Marshal Professional Qualifications (2016)
• Paragraph 5.4.5

Given
1. Personnel
2. Protective equipment
3. Jurisdictional requirements
4. Other necessary equipment, including investigation tools and resources for investigations

Requisite Knowledge and Skills
1. Identify local, state, federal, tribal, and provincial laws, regulations, and standards for the safety of employees
2. Demonstrate technical knowledge of equipment
3. Use personal protective ensemble and tools needed to conduct investigations
4. Coordinate tasks and people
5. Write procedures
6. Communicate
7. Utilize resources

Job Performance Requirements
Manage technical resources needed to perform investigations in order to protect and equip investigators and conduct investigations in accordance with safety requirements
8-5: Developing and Managing a Comprehensive Fire Investigation Program

Authority
NFPA 1037 Standard for Fire Marshal Professional Qualifications (2016)
- Paragraph 5.4.6

Given
1. Reference materials and laws related to investigations, including due process

Requisite Knowledge and Skills
1. Identify technical writing formatting requirements
2. Identify policy issues
3. Identify resources
4. Describe laws and legal aspects of investigations
5. Identify codes, standards, and jurisdictional requirements
6. Use verbal and written communication skills

Job Performance Requirements
Develop and manage a comprehensive investigation program that meets legal mandates and formulates jurisdictional requirements for consistent, complete, and safe investigations
8-6: Constructing a Resource Plan for Fire Investigations with Allied Groups

Authority
NFPA 1037 Standard for Fire Marshal Professional Qualifications (2016)
- Paragraph 5.4.7

Given
1. Knowledge of the capabilities of available groups and resources

Requisite Knowledge and Skills
1. Identify local, state, federal, tribal, and provincial resources available for use
2. Use verbal and written communication skills
3. Utilize resources

Job Performance Requirements
Construct a resource plan for investigations with allied groups to adapt to incident needs in order to investigate responses to various types of incidents
### 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: Fire Marshal**

<table>
<thead>
<tr>
<th>CTS</th>
<th>Block</th>
<th>Addition</th>
<th>Justification</th>
<th>Source/Reference</th>
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<tbody>
<tr>
<td>2-2</td>
<td>G2</td>
<td>Added: <em>Federal, state, and local equal opportunity employment requirements</em></td>
<td>California has specific requirements for hiring public and private employees</td>
<td>California Fair Employment and Housing Act (1959) Unruh Civil Rights Act (1959)</td>
</tr>
<tr>
<td>2-2</td>
<td>RKS4</td>
<td>Added: <em>Describe considerations used to include individuals of diverse backgrounds in establishing work assignments</em></td>
<td>California has specific requirements for hiring public and private employees</td>
<td>California Fair Employment and Housing Act (1959) Unruh Civil Rights Act (1959)</td>
</tr>
<tr>
<td>2-3</td>
<td>RKS5</td>
<td>Added: <em>Describe operational planning processes</em></td>
<td>NFPA requests an operational plan in the JPR but doesn’t address it as a knowledge or skill component.</td>
<td></td>
</tr>
<tr>
<td>2-5</td>
<td>RKS1</td>
<td>Added: <em>Describe the budgetary monitoring process</em></td>
<td>NFPA requires monitoring the budgetary process in</td>
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<tr>
<td>2-6</td>
<td>RKS1</td>
<td>Added: <em>Identify record-management systems associated with prevention activities</em></td>
<td>Cadre requested additional information to enhance topic.</td>
<td></td>
</tr>
<tr>
<td>2-6</td>
<td>RKS4</td>
<td>Added: <em>Describe the Public Records Act Request process</em></td>
<td>Federal and state laws that individuals responsible for keeping records should be aware of.</td>
<td>California Public Records Act (Government Code §§ 6250 through 6276.48) Freedom of Information Act (US Department of State)</td>
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<tr>
<td>2-6</td>
<td>RKS5</td>
<td>Added: <em>Identify archival requirements for different types of records</em></td>
<td>Cadre requested additional information to enhance topic.</td>
<td></td>
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<tr>
<td>3-6</td>
<td>RKS1</td>
<td>Added: <em>Identify governmental agencies with risk management roles and responsibilities</em></td>
<td>Cadre wanted a more targeted focus on government organizations to distinguish from CTS 2-7 which focuses on other community stakeholders.</td>
<td></td>
</tr>
<tr>
<td>3-7</td>
<td>RKS1</td>
<td>Added: <em>Identify community stakeholders (non-governmental organizations) with risk management roles and responsibilities</em></td>
<td>Cadre wanted a more targeted focus on community stakeholders to distinguish from CTS 2-6, which now focuses on other governmental organizations.</td>
<td></td>
</tr>
<tr>
<td>3-8</td>
<td>RKS2</td>
<td>Added: <em>Describe how to develop an implementation plan</em></td>
<td>NFPA requests that participants design and implement a plan in the JPR but doesn’t address it as a component.</td>
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<td>knowledge or skill component.</td>
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<td>3-8</td>
<td>RKS3</td>
<td>Added: <em>Describe consensus-building techniques</em></td>
<td>Cadre requested additional information to enhance topic.</td>
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<tr>
<td>3-8</td>
<td>RKS8</td>
<td>Added: <em>Develop an implementation plan</em></td>
<td>NFPA requests that participants design and implement a plan in the JPR but doesn’t address it as a knowledge or skill component.</td>
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<tr>
<td>4-2</td>
<td>G3</td>
<td>Added: <em>Effective presentation tips and techniques</em></td>
<td>NFPA requests that participants present safety proposals in the JPR but doesn’t address it as a knowledge or skill component.</td>
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</tr>
<tr>
<td>4-2</td>
<td>RKS7</td>
<td>Added: <em>Describe how to develop and present effective presentations</em></td>
<td>NFPA requests that participants present safety proposals in the JPR but doesn’t address how to develop one as a knowledge or skill component.</td>
<td></td>
</tr>
<tr>
<td>4-2</td>
<td>RKS9</td>
<td>Added: <em>Develop and present effective safety proposal presentations</em></td>
<td>NFPA requests that participants present safety proposals in the JPR but doesn’t address it as a knowledge or skill component.</td>
<td></td>
</tr>
<tr>
<td>6-2</td>
<td>RKS2</td>
<td>Added: <em>Identify inspection functions and programs</em></td>
<td>Cadre requested additional information to enhance topic.</td>
<td></td>
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<tr>
<td>6-3</td>
<td>NCTS</td>
<td>Added: <em>Managing a Design Review Process</em></td>
<td>Cadre requested an additional standard to distinguish between the “design review”</td>
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<td>CTS</td>
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<td>process (CTS 6-3) and the “plan review” process (6-4).</td>
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<tr>
<td>6-8</td>
<td>RKS2</td>
<td>Added: <em>Identify code interpretation resources</em></td>
<td>Cadre requested additional information to enhance topic.</td>
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<td>6-9</td>
<td>RKS2</td>
<td>Added: <em>Identify alternative means/methods/materials evaluation resources</em></td>
<td>Cadre requested additional information to enhance topic.</td>
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<tr>
<td>6-11</td>
<td>RKS2</td>
<td>Added: <em>Identify resources used to generate jurisdictional requirements</em></td>
<td>Cadre requested additional information to enhance topic.</td>
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<tr>
<td>6-12</td>
<td>RKS3</td>
<td>Added: <em>Describe record-keeping requirements of other agencies</em></td>
<td>Cadre requested because this impacts how the Fire Marshal does their paperwork in order to meet the other agencies requirements.</td>
<td></td>
</tr>
</tbody>
</table>
# Supplemental Tracking History

## Code Key

**Blocks**
- **G** = Given
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- **JPR** = Job Performance Requirements
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## Changes
- New text shown in underline.
- Deleted text shown in strikeout.

### [Month Year]

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<td>[Given / RKS / JPR]</td>
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<td>Change:</td>
<td>[Describe change]</td>
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<tr>
<td>Task Book Impact:</td>
<td>[None] or [Describe change]</td>
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<td>Task Book Impact:</td>
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<td>Task Book Impact:</td>
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Course Details

Certification: Fire Marshal
CTS Guide: Fire Marshal CTS Guide (Month Year)
Description: This course provides an overview of the knowledge and skills needed to identify the roles and responsibilities of the Fire Marshal, carry out the administrative tasks of managing a fire prevention bureau, and implement and evaluate a professional development program.

Designed For: A current or future Fire Marshal pursuing SFT certification or anyone tasked with managing a fire prevention bureau.
Prerequisites: None
Standard: Complete all activities and formative tests.

Complete all summative tests with a minimum score of 80%.

Hours: Lecture: 16:15
Activities: 3:45
Testing: 2:00

Hours (Total): 22:00
Maximum Class Size: 30
Instructor Level: Primary Instructor
Instructor/Student Ratio: 1:30
Restrictions: None
SFT Designation: CFSTES
Required Resources

Instructor Resources

To teach this course, instructors need:

  - Tim Bradley
  - ASIN: B014Q1B2KA
- *Fire Department Strategic Planning: Creating Future Excellence* (2nd edition)
  - Mark Wallace
  - PenWell Books
  - SKU: 9781593700034
  - Robert L. Bland
  - ICMA Press
  - ISBN: 978-0873267670

Online Instructor Resources

The following instructor resources are available online at http://osfm.fire.ca.gov/training/SFTCurriculum

- Activity 2-1: Intra- and Inter-Organizational Fire Prevention Relationships
- Activity 3-1: Ideal Organizational Structure
- Activity 3-4: Establishing and Monitoring a Budget

Student Resources

To participate in this course, students need:

  - Tim Bradley
  - ASIN: B014Q1B2KA
  - Robert L. Bland
  - ICMA Press
  - ISBN: 978-0873267670
  - Physical copy or digital access
  - Physical copy or digital access
- Activity materials
  - A copy of your bureau or departmental budget (Activity 3-4)

Facilities, Equipment, and Personnel

The following facilities, equipment, or personnel are required to deliver this course:
- Standard classroom equipped for 30 students
- Whiteboards or easel pads with appropriate writing implements
- Projector with appropriate laptop connections
- Wifi/Internet access
Unit 1: Introduction

Topic 1-1: Orientation and Administration

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

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

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

Activities
1. To be determined by the instructor

Topic 1-2: Fire Marshal Certification Process

Terminal Learning Objective
At the end of this topic, a student will be able to identify different levels in the Fire Marshal certification track, the courses and requirements for Fire Marshal certification, and be able to describe the capstone task book and testing process.

Enabling Learning Objectives
1. Identify the different levels of certification in the Fire Marshal certification track
   • Fire Marshal (standalone certification)
2. Identify the courses required for Fire Marshal certification
   • [Short Course Title] Administration and Professional Development
   • [Short Course Title] Community Relations & Fire and Life Safety Education
   • [Short Course Title] Fire Investigation Program Management
   • [Short Course Title] Community Risk Reduction Program Management
   • [Short Course Title] Regulatory Programs Management
   • Chief Fire Officer 3A: Human Resource Management
   • Instructor I: Instructional Methodology
   • Statutes and Regulations
   • G290 Basic Public Information Officer Course
3. Identify any other requirements for Fire Marshal certification
   • International Code Council (ICC) Fire Inspector II certification
4. Describe the capstone task book process
   • Complete all prerequisites and course work
   • Submit application and fees to request capstone task book
   • Complete all job performance requirements included in the task book
   • Must have identified evaluator verify individual task completion via signature
   • Must have Fire Chief or authorized representative verify task book completion via signature
   • Must be employed by a California Fire Agency in the position prior to submitting completed task book to State Fire Training
5. Describe the capstone testing process
   • Complete course work
   • Schedule online capstone test
   • Schedule skills evaluation test

Discussion Questions
1. Do you have any questions about the requirements for SFT Fire Marshal certification?

Activities
1. To be determined by the instructor

Unit 2: Role of the Fire Marshal

Topic 2-1: Roles and Responsibilities

Terminal Learning Objective
At the end of this topic, a student, given standard Fire Marshal job performance requirements; applicable safety standards; and applicable codes, standards, and jurisdictional requirements, will be able to describe the roles and responsibilities of the Fire Marshal both within and outside of the fire prevention program.

Enabling Learning Objectives
1. Describe the mission of fire prevention
2. Describe the general roles and responsibilities of the Fire Marshal
• Administration
• Community risk reduction
  o Recommending, creating, and evaluating jurisdictional requirements that reduce community risks
• Community relations
  o Developing and maintaining effective relationships within the community
• Professional development
  o Recommending, creating, and evaluating jurisdictional requirements for professional development
  o Training and professional development principles, guides, and standards

3. Describe the mission-specific roles and responsibilities of the Fire Marshal
• Regulatory programs
  o Developing, managing, and applying regulatory programs
  o Codes, standards, and jurisdictional requirements applicable to the management of the regulatory environment, including, but not limited to, fire, building, environmental, and life safety codes
• Fire and life safety education
  o Fire and life safety education planning and evaluation processes
  o Management of educational programs
  o Professional development requirements
• Investigation
  o Managing a variety of investigation types
  o Codes, standards, and jurisdictional requirements applicable to the investigative process

4. Identify different fire agency organizational structures
• City
• County
• District
  o Dependent
  o Independent
• State
• Joint powers agreement (JPA)
• Contract
• Shared services
• Private

5. Describe the Fire Marshal’s role in the inter- and intra-organizational relationships of the fire agency
• Inter-organizational
  o Within the jurisdiction
    ▪ Building department
    ▪ Community development or planning department
    ▪ Public works
- Human resources
- Finance
- Police department
- Outside the jurisdiction
  - City/county agencies
  - State agencies
    - Office of the State Fire Marshal (OSFM)
    - Building Standards Commission (cities)
    - Housing and Community Development (fire districts)
    - Other agencies
- Federal agencies
- Community groups and organizations
- Other
- Intra-organizational
  - Operations
  - Training
  - Emergency medical services
  - Public information
  - Administration
  - Emergency management

**Discussion Questions**
1. What is the Fire Marshal’s role in your jurisdiction?
2. To whom does the Fire Marshal report within your organization?
3. How large should your fire prevention bureau be?
4. What experience have you had with any roles and responsibilities referenced here?

**Activities**
1. Activity 2-1: Inter- and Intra-Organizational Fire Prevention Relationships

**Instructor Notes**
1. Use Activity 2-1 as the basis for discussing ELO 5.
2. NFPA 1730 is a good reference for Discussion Question 3.

**CTS Guide Reference: CTS 1-1**

## Unit 3: Administration

### Topic 3-1: Administering Personnel Management Jurisdictional Requirements

**Terminal Learning Objective**

At the end of this topic, a student, given regulations and organizational goals and objectives pertaining to personnel and labor management, will be able to administer jurisdictional requirements related to the roles and responsibilities of the Fire Marshal so that the Fire Marshal functions in a manner consistent with the organizational mission and complies with applicable personnel management laws and regulations.
Enabling Learning Objectives

1. Describe the organizational structure of a fire prevention bureau within a fire agency
   - Engineering
   - Enforcement
   - Education
   - Evaluation
   - Investigation

2. Describe staffing positions, roles, and responsibilities within a fire prevention bureau
   - Inspectors
   - Investigators
   - Plan reviewers
   - Support staff
   - Supervisors
   - Fire protection engineers
   - Public information officer
   - Community risk reduction officer
   - Fire Marshal
   - Contract services

3. Describe the role of the Fire Marshal in personnel management
   - Making personnel assignments
   - Developing employee/management relations and programs
   - Developing professional fire prevention staff
   - Conducting and overseeing job performance evaluations
   - Understanding employment-related legal responsibilities
   - Recruiting, hiring, and promoting professional staff

4. Identify the pros and cons of sworn (safety) vs. civilian (non-safety) personnel
   - Personnel assignments
   - Salaries and benefits
   - Employee recruitment and retention

5. Use verbal and written communication skills

6. Consolidate information and data from a variety of sources for short- and long-term planning purposes

7. Forecast staffing, capital, and budgetary needs to support the roles and responsibilities of the Fire Marshal
   - Forecasting for recession vs. growth

8. Establish an organizational structure to include both existing and future staffing positions, to implement the roles and responsibilities of the Fire Marshal consistent with the overall organizational structure

9. Integrate relationships, functions, and needs of stakeholders

Discussion Questions

1. What factors influence the size of a prevention bureau?
2. What resources are available to the Fire Marshal to assist with administering jurisdictional personnel (human resource) management?

Activities
1. Activity 3-1: Ideal Organizational Structure

Instructor Notes
1. Content from ELO 3 is covered more extensively in Chief Fire Officer 3A: Human Resources Management. Keep this brief.

CTS Guide Reference: CTS 2-1

Topic 3-2: Establishing Personnel Assignments

Terminal Learning Objective
At the end of this topic, a student, given the knowledge, training, and experience of the members available, and federal, state, and local equal opportunity employment requirements, will be able to establish personnel assignments to maximize efficiency in order to meet organizational roles and responsibilities and legal requirements with the allocated resources and in accordance with jurisdictional requirements.

Enabling Learning Objectives
1. Identify minimum staffing requirements
2. Identify available human resources
   • Full-time staff
   • Part-time staff
   • Volunteer
   • Intern
   • Retired annuitant
   • Contract personnel
   • Contract agency
3. Identify jurisdictional requirements
   • Authority for hiring, discipline, and termination
   • Authority for employee evaluations
   • Impact of MOUs
   • Impact of Firefighter Bill of Rights
4. Use interpersonal skills
5. Use verbal and written communication skills

Discussion Questions
1. How does NFPA 1730 impact minimum staffing requirements?
2. In your fire prevention bureau, does the Fire Marshal have the authority to hire, discipline, or terminate personnel?
3. How does rank impact personnel assignments?
Activities

1. Using the “ideal” employee organizational chart from Activity 3-1 identify what type of employee could be used for different assignments.

CTS Guide Reference: CTS 2-2

Topic 3-3: Developing a Strategic and Operational Plan

Terminal Learning Objective
At the end of this topic, a student, given organizational goals and objectives, legal requirements, and available resources, will be able to establish a strategic and operational plan in order to meet organizational roles and responsibilities and legal requirements with the allocated resources.

Enabling Learning Objectives

1. Describe the organizational structure of a prevention bureau
   - NFPA 1300 (on the horizon)

2. Describe the legal requirements of a prevention bureau
   - Health and Safety Code 13145 and 13146 (fire chief authority in prevention)
   - Health and Safety Code 13803, 13861, and 13862 (district authority in prevention)
   - Local ordinances

3. Describe the organizational mission of a prevention bureau

4. Describe fundamental strategic planning processes
   - Short range goals for long-range growth
   - Usually covers 5-10 years
   - Conduct SWOT analysis
   - Establish initiatives
   - Develop objectives
   - Develop tasks
     - Assignment
     - Budget
     - Completion date

5. Describe operational planning processes
   - Guide for day-to-day operations
   - Usually covers up to one year
   - Identify “must” do, “should” do, “could” do, “never” do

6. Identify stakeholders
   - Obtain input
   - Identify concerns
   - Obtain buy-in

Discussion Questions

1. What are the differences between a strategic plan and an operational plan?
2. When should you update or amend a strategic plan or an operational plan?
Activities
1. Using the “ideal” employee organizational chart from Activity 3-1, have students develop a strategic plan objective to achieve ideal staffing.
   a. Break the objective down into tasks with assignments, budget, completion dates.

Instructor Notes
1. Address ELO 3 from the perspective of using a strategic plan to advance organizational mission.

CTS Guide Reference: CTS 2-3

Topic 3-4: Establishing and Monitoring a Budget

Terminal Learning Objective
At the end of this topic, a student, given available resources and budgetary requirements, will be able to establish and monitor the condition of an approved budget to implement the roles and responsibilities of the Fire Marshal within organizational goals and objectives.

Enabling Learning Objectives
2. Identify funding considerations
   • Funding types
     o General fund
     o Enterprise
     o Grant
     o Benefit assessment
     o Fees / cost recovery
   • Funding districts
     o Community facilities districts (CFD)
     o Community service districts (CSD)
     o Mello-Roos
   • Funding restrictions
     o Human resources vs. capital outlay
     o Overtime pay
     o Grant money
3. Identify common budgetary needs
   • Personnel
   • Tools and equipment
   • Resources
     o Books
     o Software
     o Subscriptions
     o Memberships
   • Vehicles
   • Uniforms/PPE
   • Professional development
   • Public education and marketing
• Internal service fees
• Contract service fees
4. Describe organizational budgeting processes
  • Budgetary principles
    o Introduction to process
    o Budget cycle
  • Preparation and legislative approval
    o Preparation
    o Legislative approval process
    o Conflict / deliberations
    o Budgetary policy
  • Implementation
    o Financial controls
    o Communication
    o Compliance
    o Evaluating balances
    o Altering authority
  • Accounting and auditing
    o Budgeting vs. accounting
    o Framework
    o Process
    o Auditing
  • Capital improvement planning
    o Definition
    o Capital budget process
  • Improving performance
    o Measurement
    o Expectations
    o Limitations of performance measurement
5. Describe basic accounting requirements
6. Carry out the organizational budgeting process (i.e., forms, orders, etc.) as related to the roles and responsibilities of the Fire Marshal
7. Communicate the budgetary needs to support the roles and responsibilities of the Fire Marshal
8. Track and analyze financial data trends pertinent to the roles and responsibilities of the Fire Marshal

Discussion Questions
1. What budgetary challenges do fire agencies currently face?
2. How do these challenges specifically impact the fire prevention bureau?
3. What budgetary needs might be driven by an MOU?

Activities
1. Activity 3-4: Establishing and Monitoring a Budget
CTS Guide Reference: CTS 2-4 and 2-5

Topic 3-5: Developing, Maintaining, and Evaluating Record-keeping and Management Systems

Terminal Learning Objective
At the end of this topic, a student, given policies and procedures, will be able to guide the development, maintenance, and evaluation of a department record and management system that is complete and accurate.

Enabling Learning Objectives
1. Identify record-management systems associated with prevention activities
   - Types of record retention systems
     - Archival
     - Digital
     - Hard copy
     - Microfiche
     - Laserfiche
   - Records to maintain
     - Alternate material and methods approvals
     - Annual reports
     - Complaints
     - Fire reports
     - Hazardous materials release and exposure reports
     - Inspection reports, forms, and letters
     - Interpretations
     - Ordinances
     - Origin and cause fire investigation reports
     - Permits and certificates that have been issued
     - Plan review comments, approvals, and drawings
     - Policy and procedures manual
     - Resolution
     - Summons
     - Violation letters

2. Identify the capabilities, limitations, and maintenance of information management systems
   - Equipment and materials
   - Space management
   - Security
   - Staffing
   - Timeframes (turnaround time)
   - Timeframes for destroying or purging records
   - Workflow (process)
   - Archiving
• Retention requirements
  o Federal
  o State
  o Local
3. Recognize principles involved in information acquisition, entry, and extraction
4. Identify procedures for developing and administering a record-keeping system
5. Identify the protocol for accessing public records
  • Legal review for authorization to release
    o Freedom of Information Act
    o California Public Records Act
      ▪ Criteria involving trade secrets
    o Health Insurance Portability and Accountability Act (1996)
    o Criminal records
    o Records involving victims or minors
  • Requesting procedures
6. Apply evaluative methods
7. Use verbal and written communication skills
8. Organize data

Discussion Questions
1. Does your agency have a records retention policy?
2. If so, how long does it require fire prevention records to be retained?

Activities
1. To be determined by instructor

Instructor Notes
1. There is a helpful pocket guide to the California Public Records Act available at http://www.thefirstamendment.org/media/publicrecordsact.pdf

CTS Guide Reference: CTS 2-6

Unit 4: Professional Development

Topic 4-1: Identifying and Prioritizing Professional Development Needs

Terminal Learning Objective
At the end of this topic, a student, given jurisdictional requirements, will be able to identify and prioritize professional development needs within the department in order to establish professional development requirements.

Enabling Learning Objectives
1. Describe how to conduct a needs analysis
   • Job performance requirements
   • Organizational goals and objectives
   • Jurisdictional needs
   • Local, state, and federal mandates
2. Describe how to conduct a task analysis
• Generally addressed through NFPA standards and job qualifications

3. Describe jurisdictional requirements associated with professional development
   • Job specifications
   • Continuing education
   • Certifications
   • Personal improvement plans
   • MOUs

4. Conduct research
5. Facilitate meetings
6. Facilitate needs and task analysis
7. Organize information in functional groupings
8. Interpret data

Discussion Questions
1. How do budgetary constraints impact professional development?
2. How does your agency’s MOU impact professional development?
3. Why is professional development important?

Activities
1. To be determined by instructor

CTS Guide Reference: CTS 5-1

Topic 4-2: Prescribing Professional Development Programs

Terminal Learning Objective
At the end of this topic, a student, given the results of a professional development needs analysis will be able to prescribe professional development programs that use job-related knowledge and skills, performance-based training, and adult learning principles, and meet organizational goals and requirements.

Enabling Learning Objectives
1. Describe organizational goals and requirements associated with professional development
   • Training availability
   • Cost effectiveness
   • Instructional delivery model
   • Delivery timeframe
   • Funding source (employee vs. agency)
   • Employee buy-in
   • Job specifications
   • Labor relations issues
   • Human resource related issues
   • Continuing education requirements

2. Describe components of a successful professional development program
   • Job related
   • Performance based
• Meets employee and organizational needs  
  o Professional growth  
  o Technological advances  
  o Succession planning  
• Incorporates adult learning principles  
• Measureable results  
3. Describe principles of instructional design  
4. Describe adult learning principles  
5. Describe performance-based education principles  
6. Conduct instructional planning  
7. Conduct research  
8. Organize information and data  
9. Interpret data  
10. Evaluate training options  

Discussion Questions  
1. Is experience equivalent to a degree?  
2. What components make up a successful professional development program?  

Activities  
1. To be determined by instructor  

Instructor Notes  
1. ELOs 3, 4, 5, and 6 are covered more extensively in Instructor I: Instructional Methodology. Just touch on them briefly here.  

CTS Guide Reference: CTS 5-2  

Topic 4-3: Implementing Professional Development Programs  

Terminal Learning Objective  
At the end of this topic, a student, given selected options and available resources, will be able to implement professional development programs that meet organizational goals and requirements.  

Enabling Learning Objectives  
1. Identify available resources  
   • Internal  
     o In-house instructors  
     o In-service training  
     o Mentoring  
     o On-the-job training  
   • External  
     o Private vendors  
     o Courses of instruction  
     o Academic institutions  
     o Government agencies  
     o Professional organizations
2. Assign responsibility
3. Facilitate meetings
4. Use verbal and written communication skills

Discussion Questions
1. What resistance might you encounter when implementing a professional development program?
2. How would you foster employee buy-in for a professional development program?

Activities
1. To be determined by instructor

CTS Guide Reference: 5-3

Topic 4-4: Evaluating Professional Development Programs

Terminal Learning Objective
At the end of this topic, a student, given organizational goals and objectives, will be able to evaluate organizational professional development programs to ensure that programs meet organizational goals and objectives.

Enabling Learning Objectives
1. Describe the importance of evaluating and forecasting organizational professional development needs
   • Budgeting
   • Meeting future training needs
   • Anticipate trends
   • Anticipate future staffing needs
   • Anticipate legislative or regulatory changes
   • Reduce risk and liability
2. Describe how to evaluate the effectiveness of a professional development program
   • Meets legal mandates
   • Meets jurisdictional needs
   • Meets training and development objectives
     o Employee participation and reaction
     o Employee learning
     o Changed on-the-job behavior
     o Increases quality and quantity of work
3. Describe professional development record-keeping systems
4. Describe data acquisition techniques
5. Analyze and evaluate data
   • Conduct research
   • Gather data and feedback
   • Evaluate resources
   • Evaluate trends and emerging technologies

Discussion Questions
1. How would you evaluate a subordinate on a topic unfamiliar to you?
2. How does your agency address professional development succession planning?

Activities
1. To be determined by instructor

CTS Guide Reference: CTS 5-4

Topic 4-5: Forecasting Professional Development Needs

Terminal Learning Objective
At the end of this topic, a student, given professional trends, emerging technologies, and future organizational goals and objectives, will be able to forecast organizational professional development needs in order to plan for future organizational and individual professional development needs.

Enabling Learning Objectives
1. Identify professional development trends
2. Identify emerging technologies
3. Identify future organizational direction and constraints
4. Identify future resources
5. Conduct research
6. Evaluate trends
7. Forecast needs

Discussion Questions
1. What emerging trends and technologies will have a future impact on fire service professional development?

Activities
1. To be determined by instructor

CTS Guide Reference: CTS 5-5
### Time Table

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**Course Totals**

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Inter- and Intra-Organizational Fire Prevention Relationships

Activity: 2-1

Format: Group

Time Frame: 30 minutes

Description
This activity provides students with an opportunity to observe and interpret fire stakeholder dynamics.

Materials
• Pen or pencil

Instructions
1. In groups, discuss the various internal and external organizations a fire marshal must work with.
   • Identify the criteria or context of when interaction might occur.
   • Include advantages to building relationships or disadvantages for failing to communicate.
2. Complete the attached matrix.
3. Be prepared to discuss your observations

Instructor Notes
1. For consideration of time restraints or class size, consider dividing matrix items among differing groups.
### Within a Jurisdiction

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<tr>
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## Intra-Organizational

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Ideal Organizational Structure

Activity 3-1

Format: Group (4 per group)

Time Frame: 1 hour

Description
This activity provides students with an opportunity to analyze the organizational structure of their own prevention bureau and establish an “ideal” organizational structure to fulfill their bureau’s needs and objectives.

Materials
• Paper and pen
• Organizational chart (provided by the student)

Instructions
1. Identify the roles that need to be filled in your department’s prevention operations.
2. Based on anticipated workload, determine the number of people needed for each position or role.
3. Create an “ideal” organizational chart detailing your vision for staffing your bureau.
4. Present your plan within your group. Be prepared to explain your rationale and answer questions from other group members.

Instructor Notes
1. Prepare a list of questions students may want to ask regarding the staffing models proposed.
2. Sample questions:
   • Does your plan account for future staffing needs due to growth or reduction?
   • Does your plan address all of your jurisdiction’s required service areas?
   • What timeframe is needed to fully implement your plan?
   • What obstacles do you anticipate while implementing you plan?
   • Are there any innovative ways to fill the roles in your plan? (i.e., shared positions, part time or seasonal workers, etc.)
   • While this is an “ideal” plan, what budgetary constraints might you face? Are there mitigations for the budget issues?
3. Monitor the groups and provide input as needed.
4. At the end of the activity, wrap up the discussion and provide real-world examples of plan implementation.
5. Delete these instructions before distributing activity sheet to students.
Ideal Organizational Structure

Notes and Brainstorming
Establishing and Monitoring a Budget

Activity 3-4

Format: Group (4 per group)

Time Frame: 1 hour

Description
This activity provides students with an opportunity to familiarize themselves with fire prevention bureau budgets and anticipate future budgetary needs.

Materials
- Prevention bureau budget (provided by student)
- Paper and pen
- Questions

Instructions
1. Using your organizations budget, answer the following questions:
   a. Are your revenue sources stable or volatile?
   b. Is your budget broken down into categories?
      i. Does it appear that you can move money from one category to another?
      ii. Does your budget show the amount expended in each category?
   c. Based on this budget, what strategies might you use to monitor revenue and spending?
   d. If you were required to cut 10% from your budget, which areas would you cut and which would you preserve?
   e. If your Chief wants to hire two additional people, what areas of the budget will need to increase?
      i. How might you fund these positions?
2. Be prepared to share your answers with the class during discussion.

Instructor Notes
1. Monitor the groups and provide input as needed.
2. At the end of the activity, wrap up the discussion and provide real-world examples of budgetary issues.
3. Delete these instructions before distributing activity sheet to students.
Establishing and Monitoring a Budget

Notes and Brainstorming
Community Relations & Fire and Life Safety Education
Course Plan

Course Details

Certification: Fire Marshal

CTS Guide: Fire Marshal CTS Guide (Month Year)

Description: This course provides an overview of the knowledge and skills needed to manage community relations and fire and life safety education programs including developing relationships; presenting safety proposals; creating media communication strategies and policies and participating in media interviews; creating a collaborative fire and life safety education partnership; managing a fire and life safety education strategy, an organizational awareness campaign, and reports; and implementing and evaluating fire and life safety programs.

Designed For: A current or future fire marshal pursuing SFT certification or anyone seeking an overview of community relations or fire and life safety education program management.

Prerequisites: None

Standard: Complete all activities and formative tests.
Complete all summative tests with a minimum score of 80%.

Hours:
Lecture: 8:30
Activities: 7:00
Testing: 2:00

Hours (Total): 17:30

Maximum Class Size: 30

Instructor Level: Primary Instructor

Instructor/Student Ratio: 1:30

Restrictions: None
SFT Designation: CFSTES
Required Resources

Instructor Resources
To teach this course, instructors need one of the following:
  • *Fire and Life Safety Educator (1st edition)*
    o Marsha Giesler
    o Delmar Cengage Learning
    o ISBN: 13-978-1-4283-0541-0
  • *Fire and Life Safety Educator (3rd edition)*
    o IFSTA
    o Fire Protection Publications
    o ISBN: 978-087939396-0

Online Instructor Resources
The following instructor resources are available online at [http://osfm.fire.ca.gov/training/SFTCurriculum](http://osfm.fire.ca.gov/training/SFTCurriculum)
  • Activity 2-2: Identifying Community Groups
  • Activity 2-3: Creating and Presenting Safety Proposals
  • Activity 2-4: Identifying Media Methods
  • Activity 3-2: Identifying Fire Safety Issues
  • Activity 3-2: Fire Department Annual Fire Incident Summary
  • Activity 3-3: Managing an Organizational Awareness Campaign
  • Activity 3-6: Evaluating a Fire and Life Safety Program
  • Coffee Break Training
    o PDF documents (5 total)

Student Resources
To participate in this course, students need one of the following (determined by instructor):
  • *Fire and Life Safety Educator (1st edition)*
    o Marsha Giesler
    o Delmar Cengage Learning
    o ISBN: 13-978-1-4283-0541-0
  • *Fire and Life Safety Educator (3rd edition)*
    o IFSTA
    o Fire Protection Publications
    o ISBN: 978-087939396-0
Facilities, Equipment, and Personnel

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

- Standard classroom equipped for 30 students
- Whiteboard or easel pads with appropriate writing implements
- Projector with appropriate laptop connections
- Wifi/Internet access
Unit 1: Introduction

Topic 1-1: Orientation and Administration

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

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

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

Activities
1. To be determined by the instructor

Topic 1-2: Fire Marshal Certification Process

Terminal Learning Objective
At the end of this topic, a student will be able to identify different levels in the Fire Marshal certification track, the courses and requirements for Fire Marshal certification, and be able to describe the capstone task book and testing process.

Enabling Learning Objectives
1. Identify the different levels of certification in the Fire Marshal certification track
   - Fire Marshal (standalone certification)
2. Identify the courses required for Fire Marshal certification
   - Administration and Professional Development
   - Community Relations & Fire and Life Safety Education
   - Fire Investigation Program Management
   - Community Risk Reduction Program Management
   - Regulatory Programs Management
   - Chief Fire Officer 3A: Human Resource Management
   - Instructor I: Instructional Methodology
   - Statutes and Regulations
   - G290 Basic Public Information Officer Course

3. Identify any other requirements for Fire Marshal certification
   - International Code Council (ICC) Fire Inspector II certification

4. Describe the capstone task book process
   - Complete all prerequisites and course work
   - Submit application and fees to request capstone task book
   - Complete all job performance requirements included in the task book
   - Must have identified evaluator verify individual task completion via signature
   - Must have Fire Chief or authorized representative verify task book completion via signature
   - Must be employed by a California Fire Agency in the position prior to submitting completed task book to State Fire Training

5. Describe the capstone testing process
   - Complete course work
   - Schedule online capstone test
   - Schedule skills evaluation test

Discussion Questions
1. Do you have any questions about the requirements for SFT Fire Marshal certification?

Activities
1. To be determined by the instructor

Unit 2: Community Relations

Topic 2-1: Community Relations Roles and Responsibilities

Terminal Learning Objective
At the end of this topic, a student, given an overview of the Fire Marshal’s community relations roles, will be able to articulate the importance of community leadership as it relates to the fire service.

Enabling Learning Objectives
1. Identify the role of the Fire Marshal as a community leader
   - Authority figure
   - Subject matter expert
• Economic vitality
  o Stimulate
  o Stifle
• Community vision
• Liaison
• Problem solver

2. Identify the responsibilities of the Fire Marshal in developing effective community relations
• Planning legislative and regulatory activities
• Understanding the importance of community leadership
• Receiving and evaluating public feedback
• Responding to inquiries and complaints
• Communicating public problems
• Identifying the need for and preparing community outreach programs
• Conveying messages to the community
• Proposing code changes
• Testifying at hearings
• Marketing the fire prevention bureau
• Serving as a bridge between government and the community by sharing community needs with government official and education the community about government mandates during the enforcement process

3. Articulate the importance of community leadership as it relates to the fire service and fire and life safety

Discussion Questions
1. What types of community relations issues do most fire agencies face?
2. What community groups in your jurisdiction can you utilize to convey a message to the public?
3. What types of issues might require the Fire Marshal to testify before a city or county council?

Activities
1. To be determined by instructor

CTS Guide Reference: CTS N/A

Topic 2-2: Developing Relationships with Community Groups

Terminal Learning Objective
At the end of this topic, a student, given a description of local groups and organizational policies for relationships with community groups, attendance at community meetings, and participation at community events, will be able to develop relationships with community groups to establish a schedule for ongoing contact.

Enabling Learning Objectives
1. Identify community demographics
2. Identify formal and informal community leaders
3. Identify community groups
4. Identify opportunities for community interaction
   • Community meetings
     o Public meetings (fire board, city council, etc.)
     o Civic groups (Kiwanis, Rotary, Boy Scouts, etc.)
     o Special interest groups
   • Community events (street fairs, cultural celebrations, parades, etc.)
   • Fire prevention week
   • Volunteerism
   • Social media
5. Describe the value of creating meaningful relationships with community groups
   • Fosters community support for fire services
   • Establishes and maintains ongoing contacts
   • Strengthens communication
   • Creates fund-raising and philanthropic opportunities
   • Promotes fire and life safety education
   • Keeps your “enemies” close
6. Describe community and civic issues
7. Describe effective customer service methods
8. Describe organizational policies for community relations
9. Use verbal and written communication skills

Discussion Questions
1. Who are the formal and informal community leaders in your jurisdiction?
2. What are positive ways to use social media to interact with the community?
3. What types of community engagement does your agency currently participate in?

Activities
1. Activity 2-2: Identifying Community Groups

CTS Guide Reference: CTS 4-1

Topic 2-3: Presenting Safety Proposals

Terminal Learning Objective
At the end of this topic, a student, given a list of groups with shared concerns, an understanding of relevant safety measures, and effective presentation tips and techniques, will be able to present safety proposals to community groups that justify the safety proposal, explain issues, and state the solutions, impacts, and benefits.

Enabling Learning Objectives
1. Describe organizational policies for community relations
   • Informing organizational personnel/hierarchy before the public
   • Coordination with liaisons and public information officers
   • Coordination with other organizations/jurisdictions that address similar issues
     o Utilize joint information system
   • Selecting appropriate venues
2. Describe how to develop and present effective presentations
   - Develop
     - Research issue in context
     - Utilize five-step public education process
       - Conduct risk analysis
       - Develop community partnerships
       - Create intervention strategy
       - Implement strategy
       - Evaluate results
     - Draft proposal
   - Present
     - Explain the issue or need
     - Describe proposed solutions, impacts, and benefits
     - Solicit and receive feedback
     - Create community buy-in
     - Follow up as needed

3. Use verbal and written communication skills

4. Develop and present effective safety proposal presentations

Discussion Questions
1. Why is community buy-in important?
2. How would you present an inspection fee increase proposal to your Chamber of Commerce?

Activities
1. Activity 2-3: Creating and Presenting Safety Proposals

Instructor Notes
1. Utilize the Coffee Break Training – A Five-step Process material in the Community Relations & Fire and Life Safety Education Student Supplement for this topic.

CTS Guide Reference: CTS 4-2

Topic 2-4: Creating Media Communication Strategies and Policies

Terminal Learning Objective
At the end of this topic, a student, given a list of media outlets such as newspaper, radio, web pages, television, and social media; characteristics of local media including deadlines; and resources to provide media with accurate information, will be able to create media communication strategies and policies that disseminate consistent and accurate prevention information in an understandable manner.

Enabling Learning Objectives
1. Identify media outlets
   - Visual
   - Print
   - Digital
   - Social
2. Describe methods of disseminating information to the media
   • Develop contacts with media groups
   • Identify best media outlet for intended audience
   • Understand editorial calendars and publication cycles/deadlines
3. Describe media needs
   • Contact person for your organization
   • Clear and concise content
   • Format appropriate to media type
4. Describe organizational policies and practices for media relations
   • Who can release information to the media
   • Confidentiality requirements (HIPPA, juveniles, etc.)
   • Interagency coordination if applicable
5. Maintain a constructive relationship with media groups
   • Goal to transition from being an information provider to an information resource
6. Provide written and verbal information

Discussion Questions
1. What media methods does your bureau use to communicate with the community?
   • Do you feel these methods are effective?
2. What are the benefits of developing positive media relationships?

Activities
1. Activity 2-4: Identifying Media Methods

CTS Guide Reference: CTS 4-3

Topic 2-5: Participating in Media Interviews

Terminal Learning Objective
At the end of this topic, a student, given information about organizational goals and prevention practices and strategies, and knowledge of interview techniques, will be able to participate in media interviews to disseminate consistent and accurate information in an understandable manner.

Enabling Learning Objectives
1. Describe interview methodology and techniques
   • Presence
     o Appropriate uniform/dress and grooming
     o Eye contact
     o Follow directions for camera placement
   • Message
     o Clear and concise
     o Who, what, where, when, why, how
     o Incorporate public education
     o Follow up as information changes
   • Techniques
     o Crisis communications
o Speaking in 6-10 second segments
2. Describe organizational policies and practices for media relations
3. Use verbal and written communication skills
4. Demonstrate proper interview techniques

Discussion Questions
1. Who can be excluded from an emergency incident?

Activities
1. To be determined by instructor

Instructor Notes
1. Material from this topic is covered in depth in the G290 Basic Public Information Officer course. Keep this brief.

CTS Guide Reference: CTS 4-4

Unit 3: Fire and Life Safety Education

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

Terminal Learning Objective
At the end of this topic, a student, given a planning process and relevant information, will be able to manage a comprehensive fire and life safety education strategy that includes program goals, design, resources, implementation, and evaluation methods.

Enabling Learning Objectives
1. Identify the role of the Fire Marshal in fire and life safety education
   • Community leadership and interaction
   • Program development
     o Safety proposal presentations
     o Safety reports
2. Identify fire and life safety education issues
3. Describe fire and life safety program issues
   • Collect and evaluate data/feedback
   • Evaluate all-risk community concerns
   • Identify and prioritize problems
   • Establish goals and objectives
   • Determine budget and resource constraints
   • Identify solutions and alternatives
   • Establish collaborative partnerships with community groups, businesses, and other governmental agencies
   • Educate personnel on their roles
4. Describe community risks
5. Identify community resources
6. Describe cost/benefit analysis methods
7. Design and apply program strategy
8. Select program components
9. Interact with community groups, partnerships, and collaborative efforts

Discussion Questions
1. What are some of the most effective ways to reach the public with an educational message?
2. How would you select the personnel who will present a fire and life safety education program?
3. Why is it important to familiarize and educate agency personnel on their role within the education program strategy?

Activities
1. To be determined by instructor

CTS Guide Reference: CTS 7-1

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

Terminal Learning Objective
At the end of this topic, a student, given a description of local community groups, a list of fire and injury priorities, and organizational policies for community partnerships, will be able to create a collaborative fire and life safety education partnership that mitigates a specific fire or injury priority.

Enabling Learning Objectives
1. Identify stakeholders with shared concerns and resources
2. Describe team development dynamics
3. Facilitate meetings
4. Motivate partners to achieve goals
5. Manage and maintain teamwork

Discussion Questions
1. What stakeholders would you involve in a burn prevention campaign?
2. What stakeholders would you involve in a national Neighbors Night Out event?
3. When dealing with multiple stakeholders, how do you select a leader?

Activities
1. Activity 3-2: Identifying Fire Safety Issues

CTS Guide Reference: CTS 7-2

Topic 3-3: Managing an Organizational Awareness Campaign

Terminal Learning Objective
At the end of this topic, a student, given fire and life safety education goals and policies, will be able to manage an awareness campaign within the organization that informs members of their role within the organization's fire and life safety education strategy.

Enabling Learning Objectives
1. Identify organizational mission statement, goals, policies, and education strategy
2. Develop an awareness campaign
3. Disseminate information within the organization
4. Implement market strategy
Discussion Questions
1. What are the most effective ways to communicate the roles and responsibilities of a fire and life safety education campaign within your organization?

Activities
1. Activity 3-3: Managing an Organizational Awareness Campaign

CTS Guide Reference: CTS 7-3

Topic 3-4: Managing Fire and Life Safety Education Reports

Terminal Learning Objective
At the end of this topic, a student, given relevant information, will be able to manage fire and life safety education report(s) for policy makers that describe educational strategies, goals, objectives, activities, impact, budgets, and outcomes.

Enabling Learning Objectives
1. Recognize the policy process of the organization
2. Evaluate educational activities and outcomes
3. Generate and compile reports (to develop FLS education report)
   - Incident records management
   - Inspection violations reports
   - NFIRS (National Fire Incident Reporting System)
   - PCR (patient care report) injuries and fatalities
   - Personnel hours
4. Interpret data

Discussion Questions
1. What tools are available to identify or define fire and/or life safety concerns for developing fire and life safety education reports?

Activities
1. To be determined by instructor

CTS Guide Reference: CTS 7-4

Topic 3-5: Implementing a Comprehensive Fire and Life Safety Program

Terminal Learning Objective
At the end of this topic, a student, given a systematic development process, will be able to implement a comprehensive fire and life safety program that includes program goals, objectives, design, resources, and evaluation methods.

Enabling Learning Objectives
1. Describe program administration issues
2. Describe community concerns
3. Identify available resources
4. Select program components
5. Stimulate interest among community groups
6. Establish partnerships and collaborative efforts
7. Solicit feedback
Discussion Questions
1. What challenges might you face during implementation?
   • How would you address them?

Activities
1. To be determined by instructor

CTS Guide Reference: CTS 7-6

Topic 3-6: Evaluating Fire and Life Safety Programs

Terminal Learning Objective
At the end of this topic, a student, given data to indicate risk reduction and loss reduction, will be able to evaluate fire and life safety programs in order to report measurable interpretations of educational efforts.

Enabling Learning Objectives
1. Describe evaluation instruments
   • Identify loss reduction
   • Identify risk reduction
2. Describe survey policies and procedures
3. Apply evaluation practices and procedures
   • Measure outcomes against goals and objective and interpret results
   • Solicit feedback from participants
   • Determine program modification needs

Discussion Questions
1. How will you measure the outcomes specified in the program goals and objectives?
2. Why is it important to have an evaluation method in place before you start a program?
3. How would you redirect a campaign if it weren’t meeting your objectives?

Activities
1. Activity 3-6: Evaluating a Fire and Life Safety Program

CTS Guide Reference: CTS 7-5
### Time Table

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<tr>
<td>Topic 2-5: Participating in Media Interviews</td>
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<tr>
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<tr>
<td>Activity 2-5: Determined by instructor</td>
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<tr>
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<tr>
<td><strong>Unit 3: Fire and Life Safety Education</strong></td>
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<tr>
<td>Topic 3-1: Managing a Comprehensive Fire and Life Safety Education Strategy</td>
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<td>Activity 3-1: Determined by instructor</td>
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### Segment

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<th>Topic 3-2: Creating a Collaborative Fire and Life Safety Education Partnership</th>
<th>Lecture Time</th>
<th>Activity Time</th>
<th>Total Unit Time</th>
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<tbody>
<tr>
<td>Lecture</td>
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<tr>
<td>Activity 3-2: Identifying Fire Safety Issues</td>
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<table>
<thead>
<tr>
<th>Topic 3-3: Managing an Organizational Awareness Campaign</th>
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<th>Activity Time</th>
<th>Total Unit Time</th>
</tr>
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<table>
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<th>Topic 3-5: Implementing a Comprehensive Fire and Life Safety Program</th>
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<td>Lecture</td>
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<tr>
<th>Topic 3-6: Evaluating Fire and Life Safety Programs</th>
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<th>Total Unit Time</th>
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<td>Lecture</td>
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<th>4:00</th>
<th>8:00</th>
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</table>

| Lecture, Activity, and Unit Totals: | 8:30 | 7:00 | 15:30 |

### Course Totals

| Total Lecture Time (LT) | 8:30 |
| Total Activity Time (AT) | 7:00 |
| Total Testing Time (TT) | 2:00 |
| **Total Course Time** | **17:30** |
# Activity 2-2: Identifying Community Groups

**Format:** Individual or small group

**Time Frame:** 30 minutes

**Description**
This activity provides students with an opportunity to identify the benefits of building relationships with three different community groups.

**Instructions**
1. Brainstorm a list of three groups in your community to engage with.
2. Identify the key connection person and his or her contact information.
3. List potential advantages of each relationship.
4. Share your findings with the group.

<table>
<thead>
<tr>
<th>Group</th>
<th>Key Contact</th>
<th>Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Name:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Phone:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Email:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Name:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Phone:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Email:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Name:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Phone:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Email:</td>
<td></td>
</tr>
</tbody>
</table>
Activity 2-3: Creating and Presenting Safety Proposals

Format: Small Group

Time Frame: 2 hours

Description
This activity provides students with an opportunity to identify stakeholders in the fire service labor/management partnership.

Instructions
1. In your group, create a safety proposal to further a fire prevention topic within your organization.
   - Identify issue
   - Identify audience
   - Identify solution
   - Draft proposal
   - Present proposal

Notes / Brainstorming
Identifying Media Methods

Activity 2-4

Format: Group or Individual

Time Frame: 30 minutes

Description
This activity provides students with an opportunity to develop a fire and life safety message aimed at reaching a variety of audiences through multiple media outlets.

Materials
- Activity 2-4 worksheet
- www.nfpa.org website access
- Pen/pencil

Instructions
1. Visit the National Fire Protection Association website (www.nfpa.org) and identify a current national fire prevention theme or message.
2. Prepare a safety message presenting that theme to your community.
3. Identify how you would craft or present that message to any five combinations of the media formats and audiences listed below.
   - Examples:
     - TV PSA + Multi-family dwelling units
     - Newspaper + Senior citizens
     - Handouts in schools + Elementary school students

<table>
<thead>
<tr>
<th>Media Outlets</th>
<th>Potential Audiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newspaper (deadlines that must be met)</td>
<td>Elementary school students</td>
</tr>
<tr>
<td>Website</td>
<td>High school students</td>
</tr>
<tr>
<td>Social media (policies need to be formed)</td>
<td>College students living off campus</td>
</tr>
<tr>
<td>Email</td>
<td>Young families</td>
</tr>
<tr>
<td>Television Public Service Announcement (deadlines that must be met)</td>
<td>Multi family dwelling units</td>
</tr>
<tr>
<td>Radio (deadlines that must be met)</td>
<td>Single family dwelling units</td>
</tr>
<tr>
<td>Brochure</td>
<td>Young Adults</td>
</tr>
<tr>
<td>Handouts in schools (permission deadlines)</td>
<td>Middle age adults</td>
</tr>
<tr>
<td></td>
<td>Senior citizens</td>
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[Short Course Title]
Activity 2-4

Message #1

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Message #2

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Message #3

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[Month Year]
# Message #4

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# Message #5

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<tbody>
<tr>
<td></td>
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</tr>
<tr>
<td>Occupancy Type</td>
<td>Number of fires</td>
</tr>
<tr>
<td>---------------</td>
<td>----------------</td>
</tr>
<tr>
<td>A-2</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>A-3</td>
<td>3</td>
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<tr>
<td></td>
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<td></td>
<td></td>
</tr>
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<td></td>
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</tr>
<tr>
<td>B (Restaurants)</td>
<td>17</td>
</tr>
<tr>
<td>B (Other than restaurants)</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>7</td>
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<tr>
<td>F-2</td>
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*Calendar Year 2017*
# Fire Department Annual Fire Incident Summary

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<th>Code</th>
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<th>Number</th>
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<td>4</td>
<td>$2,525,350</td>
<td>$14,227,000</td>
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<tr>
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<td></td>
<td>Electrical Failure</td>
<td>2</td>
<td>$12,000.00</td>
<td>$6,245,000</td>
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<tr>
<td></td>
<td></td>
<td>Improper clearance to combustibles</td>
<td>14</td>
<td>$6,277,121</td>
<td>$27,233,000</td>
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<tr>
<td>R-1</td>
<td></td>
<td>2</td>
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<td>$131,000.00</td>
<td>$4,127,250</td>
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<tr>
<td>R-2</td>
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<td>42</td>
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<td>$102,145,590</td>
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<tr>
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<td></td>
<td>Drug Manufacturing</td>
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<td>$4,350,755</td>
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*Calendar Year 2017*
## Fire Department Annual Fire Incident Summary

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<td>3 Mowing</td>
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<td>1 Lightning Strike</td>
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<td>$15,000.00</td>
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<td>15 Animals in to wires</td>
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<td>67 Downed Wires</td>
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*Calendar Year 2017*
## Fire Department Annual Fire Incident Summary

<table>
<thead>
<tr>
<th>Occupancy Type</th>
<th>Number of fires</th>
<th>Fire Cause</th>
<th>Property Loss</th>
<th>Property Value</th>
<th>Deaths</th>
<th>Injuries</th>
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<tr>
<td>A-2</td>
<td>16</td>
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<td>6</td>
<td>2</td>
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<tr>
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<td>3</td>
<td>Intentional act</td>
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<td>$ 4,725,000.00</td>
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<td></td>
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<td>13</td>
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<td>B (Other than restaurants)</td>
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*Calendar Year 2017*
### Fire Department Annual Fire Incident Summary

<table>
<thead>
<tr>
<th>M</th>
<th>22</th>
<th>$ 30,814,471.00</th>
<th>$ 69,705,000.00</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Intentional Act</td>
<td>$ 2,525,350.00</td>
<td>$ 14,227,000.00</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Electrical Failure</td>
<td>$ 12,000.00</td>
<td>$ 6,245,000.00</td>
<td>1</td>
</tr>
<tr>
<td>14</td>
<td>Improper clearance to combustibles</td>
<td>$ 6,277,121.00</td>
<td>$ 27,233,000.00</td>
<td>1</td>
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<tr>
<td>2</td>
<td>Improper separation of Hazardous Materials</td>
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<td>$ 22,000,000.00</td>
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<table>
<thead>
<tr>
<th>R-1</th>
<th>2</th>
<th>$ 131,000.00</th>
<th>$ 4,127,250.00</th>
<th>1</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Intentional</td>
<td>$ 127,000.00</td>
<td>$ 2,705,250.00</td>
<td></td>
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<tr>
<td>1</td>
<td>Smoking Materials</td>
<td>$ 4,000.00</td>
<td>$ 1,422,000.00</td>
<td>1</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>R-2</th>
<th>42</th>
<th>$ 18,385,813.00</th>
<th>$ 102,145,590.00</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Intentional</td>
<td>$ 2,225,700.00</td>
<td>$ 31,500,000.00</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Undetermined</td>
<td>$ 1,275,000.00</td>
<td>$ 4,750,000.00</td>
<td>2</td>
</tr>
<tr>
<td>22</td>
<td>Cooking Related</td>
<td>$ 9,257,358.00</td>
<td>$ 46,274,835.00</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>Smoking Related</td>
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</tr>
<tr>
<td>2</td>
<td>Electrical Related</td>
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<td>$ 3,270,000.00</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Drug Manufacturing</td>
<td>$ 4,350,755.00</td>
<td>$ 4,350,755.00</td>
<td>6</td>
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</table>

<table>
<thead>
<tr>
<th>R-3</th>
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<th>$ 18,453,716.00</th>
<th>$ 42,259,921.00</th>
<th>4</th>
<th>8</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
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<td>$ 2,125,000.00</td>
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| R-4   | 1    | Smoking Related | $ 27,000.00 | $ 837,222.00 | 1 | 1 |   |

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**Calendar Year 2017**
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Calendar Year 2017
Managing an Organizational Awareness Campaign

**Format:** Individual/Small Group

**Time Frame:** 1 hour and 30 minutes

**Description**
This activity provides students with an opportunity to identify and develop the key components of an organizational awareness campaign.

**Instructions**
1. Building on Activity 3-2, develop a solution or program to resolve one of the three fire safety issues.
   - Identify objectives
   - Identify steps and tasks
   - Create a schedule
   - Develop a budget
   - Assign personnel
Managing an Organizational Awareness Campaign

Notes / Brainstorming
Evaluating a Fire and Life Safety Program

**Format:** Individual/Small Group

**Time Frame:** 1 hour

**Description**
This activity provides students with an opportunity to evaluate a fire and life safety program.

**Instructions**
1. Using Activity 3-3, determine whether or not the identified objectives, steps, and tasks can be measured.
2. If not, add measurement metrics to your plan.
3. How would you redirect the campaign if it weren’t meeting your objectives?
Evaluating a Fire and Life Safety Program

Notes / Brainstorming
# Fire Investigation Program Management

## Course Plan

### Course Details

<table>
<thead>
<tr>
<th>Certification</th>
<th>Fire Marshal</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTS Guide</td>
<td>Fire Marshal (Month Year)</td>
</tr>
<tr>
<td>Description</td>
<td>This course provides an overview of the knowledge and skills needed to administer fire investigation requirements, review documentation intended for litigation or resolution, conduct investigative analysis, manage technical resources, develop and manage a comprehensive investigation program, and construct a resource plan for investigations with allied groups.</td>
</tr>
<tr>
<td>Designed For</td>
<td>A current or future Fire Marshal pursuing SFT certification or anyone seeking an overview of fire investigation program management.</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>None</td>
</tr>
<tr>
<td>Standard</td>
<td>Complete all activities and formative tests. Complete all summative tests with a minimum score of 80%.</td>
</tr>
</tbody>
</table>
| Hours               | Lecture: 13:30  
Activities: 3:00  
Testing: 1:30  
Total: 18:00 |
| Maximum Class Size  | 30 |
| Instructor Level    | Primary Instructor |
| Instructor/Student Ratio | 1:30 |
| Restrictions        | None |
| SFT Designation     | CFSTES |
Required Resources

Instructor Resources
To teach this course, instructors need:
- NFPA 1033 Standard for Professional Qualifications for Fire Investigator (2014)
- Activity materials
  - Sample fire investigation reports (Activity 2-2)
  - A list of investigation equipment (Activity 2-4)

Online Instructor Resources
The following instructor resources are available online at http://osfm.fire.ca.gov/training/SFTCurriculum
- None at this time

Student Resources
To participate in this course, students need:
  - Physical copy or digital access
- NFPA 1033 Standard for Professional Qualifications for Fire Investigator (2014)
  - Physical copy or digital access
  - Physical copy or digital access
- Activity materials
  - Fire investigation policies from the student’s jurisdiction (Activity 2-1)

Facilities, Equipment, and Personnel
The following facilities, equipment, or personnel are required to deliver this course:
- Standard classroom equipped for 30 students
- Whiteboard or easel pads with appropriate writing implements
- Projector with appropriate laptop connections
- Wifi/Internet access
Unit 1: Introduction

Topic 1-1: Orientation and Administration

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

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

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

Activities
1. To be determined by the instructor

Topic 1-2: Fire Marshal Certification Process

Terminal Learning Objective
At the end of this topic, a student will be able to identify different levels in the Fire Marshal certification track, the courses and requirements for Fire Marshal certification, and be able to describe the capstone task book and testing process.

Enabling Learning Objectives
1. Identify the different levels of certification in the Fire Marshal certification track
   - Fire Marshal (standalone certification)
2. Identify the courses required for Fire Marshal certification
   • Administration and Professional Development
   • Community Relations & Fire and Life Safety Education
   • Fire Investigation Program Management
   • Community Risk Reduction Program Management
   • Regulatory Programs Management
   • Chief Fire Officer 3A: Human Resource Management
   • Instructor I: Instructional Methodology
   • Statutes and Regulations
   • G290 Basic Public Information Officer Course
3. Identify any other requirements for Fire Marshal certification
   • International Code Council (ICC) Fire Inspector II certification
4. Describe the capstone task book process
   • Complete all prerequisites and course work
   • Submit application and fees to request capstone task book
   • Complete all job performance requirements included in the task book
   • Must have identified evaluator verify individual task completion via signature
   • Must have Fire Chief or authorized representative verify task book completion via signature
   • Must be employed by a California Fire Agency in the position prior to submitting completed task book to State Fire Training
5. Describe the capstone testing process
   • Complete course work
   • Schedule online capstone test
   • Schedule skills evaluation test

Discussion Questions
1. Do you have any questions about the requirements for SFT Fire Marshal certification?

Activities
1. To be determined by the instructor

Unit 2: Fire Investigation

Topic 2-1: Administering Fire Investigation Requirements

Terminal Learning Objective
At the end of this topic, a student, given applicable codes, standards, and jurisdictional requirements for investigations, will be able to administer applicable codes, standards, and jurisdictional requirements for investigations so that investigators are knowledgeable and operate within organizational policies.

Enabling Learning Objectives
1. Define key fire investigation terms
   • “Origin and cause”
The circumstances, conditions, or agencies that bring together a fuel, ignition source, and oxidizer resulting in a fire or combustion explosion. (NFPA 921, section 3.3.57)

- “Fire investigation”
  - The process of determining the origin, cause, and development of a fire or explosion. (NFPA 921, section 3.3.59)

- “Arson”
  - Willfully and maliciously setting fire to, burning, causing to be burned, or aiding, counseling, or procuring the burning of, any structure, forest land, or property. (California Penal Code 451 a-e)

- “Reckless burning”
  - Unlawfully causing a fire by recklessly setting fire to, burning, or causing to be burned any structure, forestland, or property. (California Penal Code 452 a-e)

2. Describe how to identify different types of fire investigations
   - For reporting purposes only
     - No identified crime
     - Trend identification
     - Risk analysis
   - For a civil case
     - Fire caused by product failure or malfunction
   - For a criminal case
     - Arson
     - Reckless burning
     - Insurance fraud

3. Identify local, state, federal, tribal, and provincial laws
   - California Fire Code charging language

4. Identify fire investigation models
   - Dedicated unit
   - Suppression personnel
   - Regional group
   - Contract
   - Office of the State Fire Marshal

5. Describe investigation methodology

6. Describe how to conduct investigations
   - Scientific method
   - Methodical approach
   - Always treat as a criminal scene

7. Describe how to monitor investigative actions and administrative follow up
   - Review and evaluate investigation reports and data
   - Analyze in context patterns and trends
   - Recommend action that enhances fire prevention and education programs
8. Describe different requirements for different types of fire investigations
   - Securing a scene
   - Collecting and storing evidence
   - External agency or organization involvement
9. Apply codes, standards, and jurisdictional requirements to conduct investigations
10. Describe how to develop an administrative policy for fire origin and cause investigations
    - Consider codes, standards, and jurisdictional requirements for investigations including:
      - NFPA 921 Guide for Fire and Explosion Investigations
      - NFPA 1033 Standard for Professional Qualifications for Fire Investigators
    - Apply local, state, and federal laws, including:
      - California Penal Code
      - Search and seizure case law
    - Apply organizational policies
    - Select program components
11. Describe how to identify and develop policies and procedures related to fire investigations:
    - Authority
      - Legal authority to conduct investigations
    - Criminal Case Management
      - Conducting arrests
      - Conducting interviews
      - Conducting search and seizure
      - Search warrant policy
      - Use of force policy
      - Using applicable criminal civil statutes
      - Criminal database use policies (CIIC/NCIC/TLO)
      - Criminal filing policy
    - Civil Case Management
      - Interpreting and using contract and insurance law
      - Maintaining chain of custody
      - Evidence collection and storage
      - Using applicable civil statutes
      - Forensic analysis and laboratory testing
    - Report writing
      - Report review
      - Status of notes
    - Evidence
      - Maintaining chain of custody
      - Evidence collection and storage
      - Forensic analysis and laboratory testing
    - Training
Investigator training and certification
- Weapon qualifications
- Defensive tactics
- Drivers training

- Special Topics in Fire Investigations
  - Juvenile fire-setter programs
  - Fire fatalities
  - Large loss fires
  - Serial arson
  - Code 3 driving policy

- Agency Coordination
  - Fire agencies
  - Law enforcement agencies
  - School districts
  - Local government (cities, counties, etc.)
  - California Department of Insurance
  - Other state and federal agencies
    - DMV
    - ATF

12. Manage the investigative process and evaluate the results

Discussion Questions
1. What is the difference between fire investigation and arson investigation?
2. How would an investigation for a criminal case differ from an investigation for reporting purposes?
3. What is the role of the private investigator? How can he or she assist with the fire agency origin and cause investigation?
4. What are the potential consequences of having no policy or incomplete policies for conducting fire investigations?

Activities
1. Using a sample of jurisdictional policies (provided by students), have students compare their policies with NFPA 1033 and 921 (current edition) to determine consistency.

CTS Guide Reference: CTS 8-1

Topic 2-2: Reviewing Documentation Intended for Litigation or Resolution

Terminal Learning Objective
At the end of this topic, a student, given details of an investigation including evidence collected, reports, scene sketches, photographs, other related information, and data relevant to the investigation, will be able to review and assess investigation reports and data to be submitted in anticipation of litigation or resolution in order to submit complete, accurate documents for possible legal action.

Enabling Learning Objectives
1. Describe how to review and assess investigation data and reports
• Review for compliance with agency report-writing policies and procedures
• Review for accuracy, completeness, and verifiability
• Review for clear and concise writing techniques
  o Remove irrelevant material
  o Use correct grammar, spelling, and punctuation
  o Write from a first-person point of view
  o Avoid jargon and overly complicated or ambiguous terminology
  o Use paragraphs that are short and to the point
  o Use simple language
  o Place opinions and conclusions in the correct locations
  o Maximize statements of fact and observations that an investigator can prove
• Ensure correlation with the National Fire Incident Reporting System (NFIRS) or incident reports
• Anticipate submittal for litigation or resolution
• Ensure that report or data content supports report conclusion or findings

2. Identify local, state, federal, tribal, and provincial laws related to investigation, codes, standards, and jurisdictional requirements
• Civil rights laws
• Fair credit reporting act
• Laws applicable to the authority having jurisdiction
• Libel and slander laws
• Privacy laws
• Punitive damages and attorney-client privilege laws
• Rules of evidence, including spoliation
• Trespass and invasion of privacy laws

3. Identify other pertinent references

4. Write technical reports

5. Review fire investigation reports

6. Compile and analyze investigative data

Discussion Questions
1. How important is effective report writing while conducting fire investigations?
2. Who may read the report?

Activities
1. Given a fire investigation report (provided by instructor), have students conduct an analysis and evaluate the conclusions.
   • Does the documented information support the conclusion?

CTS Guide Reference: CTS 8-2

Topic 2-3: Conducting Investigative Analysis
Terminal Learning Objective
At the end of this topic, a student, given reports compiled from investigation data, will be able to conduct investigative analysis to recommend action that enhances fire prevention and other programs.

Enabling Learning Objectives
1. Describe how to conduct statistical analysis
2. Use verbal and written communication
3. Write technical reports
4. Evaluate data
5. Communicate findings verbally and in writing

Discussion Questions
1. How does fire investigation analysis impact a community risk program?

Activities
1. To be determined by instructor

Instructor Notes

CTS Guide Reference: CTS 8-3

Topic 2-4: Managing Technical Resources Required to Perform Fire Investigations

Terminal Learning Objective
At the end of this topic, a student, given personnel, protective equipment, jurisdictional requirements, and other necessary equipment, including investigation tools and resources for investigations, will be able to manage technical resources needed to perform investigations in order to protect and equip investigators and conduct investigations in accordance with safety requirements.

Enabling Learning Objectives
1. Identify resources needed to perform a fire investigation
   • Personnel
     o Peace officer status (California Penal Code 830.37)
     o Education and certification requirements
   • Jurisdictional requirements
   • Protective equipment
     o Personal protective equipment
     o Air monitoring equipment
   • Investigation tools
     o Evidence cans
     o Evidence tags
     o Photography equipment
     o Special equipment for digging into debris
     o Lighting equipment
     o Tool kits
2. Describe procedures for managing resources needed to perform fire investigations
   - Training on report writing policies and procedures
   - Coordinating tasks and people
   - Protecting and equipping investigators
   - Conducting investigations according to jurisdictional policies and procedures
   - Ensuring safety
   - Long-term case management
3. Identify local, state, federal, tribal, and provincial laws, regulations, and standards for the safety of employees
4. Demonstrate technical knowledge of equipment
5. Use personal protective ensemble and tools needed to conduct investigations
6. Coordinate tasks and people
7. Write procedures
8. Communicate
9. Utilize resources

Discussion Questions
1. Should fire investigators be required to wear breathing apparatus during investigations?
2. Why is it important to use clean evidence collection tools and equipment?

Activities
1. Given a list of investigation equipment (provided by instructor) prioritize the list from the most to the least critical.

Instructor Notes
1. Bring in as many of the items listed in ELO 1 under “protective equipment” and “investigation tools” as possible for students to experience first hand.

CTS Guide Reference: CTS 8-3

Topic 2-5: Developing and Managing a Comprehensive Fire Investigation Program

Terminal Learning Objective
At the end of this topic, a student, given reference materials and laws related to investigations, including due process, will be able to develop and manage a comprehensive investigation program that meets legal mandates and formulates jurisdictional requirements for consistent, complete, and safe investigations.

Enabling Learning Objectives
1. Identify technical writing and procedure/policy formatting
2. Identify policy issues
2. Describe laws and legal aspects of investigations
3. Identify codes, standards, and jurisdictional requirements
4. Use verbal and written communication skills

Discussion Questions
1. What groups within your city or county could you go to for help in developing a fire investigation program?

Activities
1. To be determined by the instructor

Instructor Notes
1. Many of the ELOs for this topic were covered by earlier topics in this unit. Only teach what you have not already covered and include or expand on any additional materials appropriate to the TLO not already covered.

CTS Guide Reference: CTS 8-5

Topic 2-6: Constructing a Resource Plan for Fire Investigations with Allied Groups

Terminal Learning Objective
At the end of this topic, a student, given knowledge of the capabilities of available groups and resources, will be able to construct a resource plan for investigations with allied groups to adapt to incident needs in order to investigate responses to various types of incidents.

Enabling Learning Objectives
1. Identify local, state, federal, tribal, and provincial resources and their capabilities
   • Federal Bureau of Investigation
   • Federal Bureau of Alcohol, Tobacco, Firearms, and Explosives
   • Cal FIRE / Office of the State Fire Marshal
   • Local fire agencies
   • Local law enforcement agencies
   • Forensic laboratories
   • District attorney
2. Use verbal and written communication skills
3. Utilize resources

Discussion Questions
1. What agency would assist you with fire investigations involving:
   • A church
   • A hate crime
   • A terrorist attack

Activities
1. To be determined by instructor

Instructor Notes
1. Consider bringing in representative from allied agencies as guest speakers to discuss their role in fire investigations.

CTS Guide Reference: CTS 8-6
# Time Table

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<th>Segment</th>
<th>Lecture Time</th>
<th>Activity Time</th>
<th>Total Unit Time</th>
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<tr>
<td><strong>Unit 1: Introduction</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Topic 1-1: Orientation and Administration</td>
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<tr>
<td>Lecture</td>
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<tr>
<td>Activity 1-1: Determined by instructor</td>
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<tr>
<td>Topic 1-2: Fire Marshal Certification Process</td>
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<tr>
<td>Lecture</td>
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<tr>
<td>Activity 1-2: Determined by instructor</td>
<td>0:00</td>
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**Unit 1 Totals** 1:00 0:00 1:00

| **Unit 2: Investigation**       |              |               |                 |
| Topic 2-1: Administering Fire Investigation Requirements |              |               |                 |
| Lecture                         | 6:00         |               |                 |
| Activity 2-1: See recommended activity | 1:00         |               |                 |
| Topic 2-2: Reviewing Documentation Intended for Litigation or Resolution |              |               |                 |
| Lecture                         | 1:30         |               |                 |
| Activity 2-2: See recommended activity | 0:30         |               |                 |
| Topic 2-3: Conducting Investigative Analysis |              |               |                 |
| Lecture                         | 0:30         |               |                 |
| Activity 2-3: Determined by instructor | 0:00         |               |                 |
| Topic 2-4: Managing Technical Resources Required to Perform Fire Investigations |              |               |                 |
| Lecture                         | 2:00         |               |                 |
| Activity 2-4: See recommended activity | 0:30         |               |                 |
| Topic 2-5: Developing and Managing a Comprehensive Fire Investigation Program |              |               |                 |
| Lecture                         | 1:00         |               |                 |
| Activity 2-5: Determined by instructor | 1:00         |               |                 |
| Topic 2-6: Constructing a Resource Plan for Fire Investigations with Allied Groups |              |               |                 |
| Lecture                         | 1:30         |               |                 |
| Activity 2-6: Determined by instructor | 0:00         |               |                 |

**Unit 2 Totals** 12:30 3:00 15:30

Lecture, Activity, and Unit Totals: 13:30 3:00 16:30

Course Totals
### Total Lecture Time (LT) 13:30
### Total Activity Time (AT) 3:00
### Total Testing Time (TT) 1:30
### Total Course Time 18:00
# Community Risk Reduction Program Management

## Course Plan

### Course Details

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<tr>
<th>Certification:</th>
<th>Fire Marshal</th>
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<tbody>
<tr>
<td>CTS Guide:</td>
<td>Fire Marshal (Month Year)</td>
</tr>
<tr>
<td>Description:</td>
<td>This course provides an overview of the knowledge and skills needed to evaluate target risks and emergency incident data; manage a data and information management program; interpret data and information to conduct risk analysis; create, implement, and evaluate a risk management solution or program; integrate risk management solutions with community stakeholders, and design and implementing facilitation plans.</td>
</tr>
<tr>
<td>Designed For:</td>
<td>A current or future Fire Marshal pursuing SFT certification or anyone seeking an overview of community risk reduction program management.</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>None</td>
</tr>
<tr>
<td>Standard:</td>
<td>Complete all activities and formative tests. Complete all summative tests with a minimum score of 80%.</td>
</tr>
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<td>Activities: 6:00</td>
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<td>Testing: 2:00</td>
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<tr>
<td>Hours (Total):</td>
<td>19:30</td>
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<td>Maximum Class Size:</td>
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<td>Instructor Level:</td>
<td>Primary Instructor</td>
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<td>Instructor/Student Ratio:</td>
<td>1:30</td>
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<tr>
<td>Restrictions:</td>
<td>None</td>
</tr>
<tr>
<td>SFT Designation:</td>
<td>CFSTES</td>
</tr>
</tbody>
</table>
Required Resources

Instructor Resources

To teach this course, instructors need:

- *Managing Fire in the Urban Wildland Interface*
  - Kenneth Blonski, Cheryl Miller, Carol L. Rice
  - Solano Press Books
  - ISBN: 978-0-923956-96-7
- One of the following:
  - *Fire and Life Safety Educator (1st edition)*
    - Marsha Giesler
    - Delmar Cengage Learning
  - *Fire and Life Safety Educator (3rd edition)*
    - IFSTA
    - Fire Protection Publications
    - ISBN: 978-087939396-0
- NFPA 1037 *Standard for Fire Marshal Professional Qualifications* (2016)
- Activity materials
  - Information about a sample planned unit development in a Very High Hazard Severity Zone (Activity 2-1)
  - Sample community risk profile (Activity 2-5)
  - Risk analysis template (Activity 2-6)
  - Data showing loss of life in residential occupancies (Activity 2-7)
  - Sample implementation plan (Activity 2-10)

Online Instructor Resources

The following instructor resources are available online at [http://osfm.fire.ca.gov/training/SFTCurriculum](http://osfm.fire.ca.gov/training/SFTCurriculum)

- None at this time

Student Resources

To participate in this course, students need:

- *Managing Fire in the Urban Wildland Interface*
  - Kenneth Blonski, Cheryl Miller, Carol L. Rice
  - Solano Press Books
  - ISBN: 978-0-923956-96-7
- One of the following:
  - *Fire and Life Safety Educator (1st edition)*
    - Marsha Giesler
    - Delmar Cengage Learning
Facilities, Equipment, and Personnel

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

- Standard classroom equipped for 30 students
- Projector with appropriate laptop connections
- Whiteboard or easel pads with appropriate writing implements
- Wifi/Internet access
Unit 1: Introduction

Topic 1-1: Orientation and Administration

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

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

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

Activities
1. To be determined by the instructor

Topic 1-2: Fire Marshal Certification Process

Terminal Learning Objective
At the end of this topic, a student will be able to identify different levels in the Fire Marshal certification track, the courses and requirements for Fire Marshal certification, and be able to describe the capstone task book and testing process.

Enabling Learning Objectives
• Identify the different levels of certification in the Fire Marshal certification track
• Fire Marshal (standalone certification)
2. Identify the courses required for Fire Marshal certification
   - [Short Course Title] Administration and Professional Development
   - [Short Course Title] Community Relations & Fire and Life Safety Education
   - [Short Course Title] Fire Investigation Program Management
   - [Short Course Title] Community Risk Reduction Program Management
   - [Short Course Title] Regulatory Programs Management
   - Chief Fire Officer 3A: Human Resource Management
   - Instructor I: Instructional Methodology
   - Statutes and Regulations
   - G290 Basic Public Information Officer Course

3. Identify any other requirements for Fire Marshal certification
   - International Code Council (ICC) Fire Inspector II certification

4. Describe the capstone task book process
   - Complete all prerequisites and course work
   - Submit application and fees to request capstone task book
   - Complete all job performance requirements included in the task book
   - Must have identified evaluator verify individual task completion via signature
   - Must have Fire Chief or authorized representative verify task book completion via signature
   - Must be employed by a California Fire Agency in the position prior to submitting completed task book to State Fire Training

5. Describe the capstone testing process
6. Complete course work
7. Schedule online capstone test
8. Schedule skills evaluation test

Discussion Questions
1. Do you have any questions about the requirements for SFT Fire Marshal certification?

Activities
1. To be determined by the instructor

Unit 2: Community Risk Reduction

Topic 2-1: Community Risk Reduction Roles and Responsibilities

Terminal Learning Objective
At the end of this topic, a student, given definitions, will be able to define community risk reduction and it’s application to the role of the Fire Marshal.

Enabling Learning Objectives
1. Define “risk”
   - The possibility of loss or injury
   - Someone or something that creates an actual hazard or the perception of a hazard
2. Define “community risk reduction”
• The process of identifying, assessing, and managing risks and making decisions that balance risk factors with mission benefits
• “The essence of risk management lies in maximizing areas that we have some control over the outcome while minimizing the areas where we have absolutely no control over the outcome and the linkage between cause and effect is hidden from us.” (Peter L. Bernstein)
• Programs, actions, and services used by a community, which prevent or mitigate the loss of life, property, and resources associated with life safety, fire, and other disasters within a community. (Vision 20/20)

3. Identify the purpose of risk reduction
   • Risk mitigation
   • Incident prevention
   • Code development

4. Identify public education needs

5. Identify the roles of the Fire Marshal in risk management
   • Gathering and examining data
   • Identifying funding sources for risk management programs
   • Developing a risk management program
     o Pre-fire planning
     o Fire loss
     o Hazardous materials
     o Wildland urban interface
     o Injury
     o Disaster preparedness (disaster resistance)
     o Youth Firesetter Intervention program

6. Identify the roles for other fire service divisions within a fire department in risk management programs
   • Suppression
   • Emergency Medical Services (EMS)
   • Training
   • Administration
   • Management

Discussion Questions
1. What does risk management look like in your agency?
2. How does the fire prevention bureau influence fire and life safety risk?
3. What is “acceptable risk”?
4. What is “all risk”?
5. What is “special risk”?

Activities
1. Using information about a planned unit development in a Very High Hazard Fire Severity Zone (provided by instructor), have the students role-play a community policy committee meeting.
• Have one student facilitate the meeting
• Have the remaining students take on different stakeholders (i.e., chamber representative, homeowners association member, environmental advocate, council/board members, fire chief, fire marshal, developer, etc.)

CTS Guide Reference: CTS N/A

Topic 2-2: Evaluating Target Risks and Emergency Incident Data

Terminal Learning Objective
At the end of this topic, a student, given community profile levels of protection, occupancy types, percent of responses by occupancy type, perspectives of risk, and available data and information including loss, will be able to evaluate target risks and emergency incident data in order to develop a community risk profile based on an acceptable level of risk.

Enabling Learning Objectives
1. Describe risks associated with occupancy types
2. Describe levels of protection
3. Describe emergency response capability
4. Evaluate loss history
5. Identify potential impact of unique hazards associated with the community
6. Compare hazards, probability of occurrence, and consequence to established risk
7. Rank risks based on the effect to and in the community
8. Identify the five E’s and how they can be used to collaborate with other community resources, departments, and agencies
   • Emergency response
   • Engineering
   • Enforcement
   • Education
   • Economic incentives

Discussion Questions
1. How do you prioritize target risks in your community?

Activities
• To be determined by the instructor

CTS Guide Reference: CTS 3-1

Topic 2-3: Managing a Data and Information Management Program

Terminal Learning Objective
At the end of this topic, a student, given identified inputs and outputs, a data collection system, and personnel, will be able to manage a data and information management program that collects, processes, stores, and maintains data and information.

Enabling Learning Objectives
1. Describe target risks
2. Describe available input and output
3. Describe strengths and weaknesses of available data management systems
4. Identify available personnel
5. Identify organizational policies related to data and information management
6. Identify funding sources
7. Establish the parameters for data and information collection
8. Maintain data management and storage systems

Discussion Questions
1. How do you verify the accuracy of your data?
2. How can you ensure that the individuals providing or collecting data are consistent?

Activities
1. To be determined by the instructor

CTS Guide Reference: CTS 3-2

Topic 2-4: Interpreting Data and Information to Conduct Risk Analysis

Terminal Learning Objective
At the end of this topic, a student, given output from a data/information management system, will be able to interpret data and information so that the data and information provide an adequate basis of knowledge to conduct risk analysis.

Enabling Learning Objectives
1. Describe types of data most often used to analyze risk
   • Annual reports and records
   • Emergency incident data
   • Facts
   • Trends
   • Target risks
   • Community input
   • Census data
   • Historical records
   • Financial records
   • Regulations
2. Identify facts, trends, and high-risk areas
3. Identify additional data sources available for analysis
   • Pandemics
     o Center for Disease Control (pandemic plans)
   • Storms/floods
     o Federal Emergency Management Agency (flood plain maps)
     o National Oceanic and Atmospheric Administration (NOAA)
   • Earthquakes
     o US Geological Survey (USGS)
   • Terrorism (chemical, biological, radiological, nuclear)
     o Federal Bureau of Investigation (FBI)
     o Department of Homeland Security
   • Wildland urban interface
Fire hazard severity zone maps
- Hyperspectral imaging maps (fuel types and density)
- Community wildfire prevention plans (CWPP)

4. Describe the probability vs. consequences model
   - High probability / High consequence (maximum hazard)
     - Emergency medical response, etc.
   - Low probability / High consequence (high hazard)
     - Pandemics, hazardous materials, major flooding, terrorism, earthquakes, WUI conflagration, etc.
   - High probability / Low consequence (moderate hazard)
     - Storms, heavy rains, trip and fall hazards, dumpster fires, yard trash fires, etc.
   - Low probability / Low consequence (remote hazard)
     - Isolated structure fire, ancillary building fire, etc.

5. Analyze and interpret data and information

Discussion Questions
1. What are two very important data sources available to most fire agencies?
   - Computer Assisted Dispatch or communications records
   - Records management system or fire and EMS reports
2. Where do target hazards fall in the probability vs. consequences model?
3. How does fuel management (or lack thereof) in the wildland urban interface alter the probability and consequences outcome?

Activities
1. To be determined by the instructor

CTS Guide Reference: CTS 3-3

Topic 2-5: Conducting Risk Analysis

Terminal Learning Objective
At the end of this topic, a student, given data and information trends, target risks, community input, and available resources, will be able to conduct risk analysis in order to develop a risk profile and management solutions.

Enabling Learning Objectives
1. Evaluate data and information trends
2. Identify community perceptions of risk
   - Community perception
     - Hot topics in the media at the time (earthquakes, abductions, terrorism, floods, etc.)
     - Can also be very micro (a traffic sign on their street)
     - Often don’t recognize risks
     - Complacency (“That’s why I have insurance.”)
   - Fire service perception
     - Probability that a fire or emergency will occur
     - Risk is relative: low to extremely high
Fire marshal perception
  - Leading community risk reduction is part of the job
  - Identification of risk helps define issues to address
  - Promote mitigation through engineering, education, and enforcement
3. Identify available resources
4. Define “risk profile”
5. Describe the types of risks faced by an organization and its exposure to those risks
6. Describe the components of a community risk profile
   - Protection levels
   - Loss history
   - Stakeholder, political, and community perceptions of risk
   - Topography, climate, geology, geography
   - Unique hazards within the community
   - Occupancy types
   - Percent of responses by occupancy types
   - Perception of risk
   - Demographics (age groups, cultural groups, socioeconomic groups)
   - Population density and anticipated growth
   - Construction types and features
   - Fire agency access
   - Water supply
7. Describe components of a community risk profile specific to a wildland urban interface
   - Fuel types and density
     - Influence fire behavior (speed and intensity)
     - Define how bad a fire will be
   - Topography and climate
     - Influence fire behavior (speed and intensity)
     - Define how bad a fire will be
   - Ignition-resistant construction features
     - Reduce the likelihood of flying embers igniting structures
     - Flying embers more likely to happen in WUI
     - Nature of the fuel burning is more susceptible to becoming airborne
     - Winds associated with these events cause embers to travel farther and find the fuels in non-ignition resistant structures
   - Emergency access egress
     - How easy it is for fire service to get in and people to get out
   - Water supply
     - Potential for no public water supply system
     - Need to use water from swimming pools, private water tanks, rivers, etc.
   - Fuel mitigation measures and effectiveness
     - Slows or limits fire spread and reduces likelihood of direct flame impingement on structures
8. Describe potential solutions and constraints
   - Urban environment
   - Wildland/urban interface environment
   - Plants and animals protected by environmental laws
9. Evaluate risk
10. Compare risk to an established or perceived level of risk
11. Identify potential solutions

**Discussion Questions**
1. How can the use of a Geographical Information System (GIS) assist in assessing community risk?
2. To what audience should you direct a community risk report?

**Activities**
1. Given a sample community risk profile (provided by instructor), have students prepare a realistic community risk profile for their jurisdiction.
   - Prepare at least one paragraph as an overall summary.
   - Describe the various levels of risk in the area ranging from commercial and industrial to generic problems.
   - Include a broad review of target hazards or special risks.

**CTS Guide Reference:** CTS 3-4

**Topic 2-6: Creating and Implementing a Risk Management Solution or Program**

**Terminal Learning Objective**
At the end of this topic, a student, given community risk data and organizational goals and objectives, will be able to create and implement the most beneficial and cost-effective risk management solution(s) or program.

**Enabling Learning Objectives**
1. Describe how to analyze data from a community risk profile
2. Describe how to evaluate the effectiveness of existing solutions
3. Describe how to classify risk (probability vs. consequence)
4. Describe how to prioritize risks
5. Describe potential solutions
   - Passive vs. active mitigation
     - Passive: take steps to reduce impacts of risk beyond your control
       - Tsunami evacuation route signs, building placement, fire walls, fuel modification, etc.
     - Active: take steps to reduce potential risks before they happen
       - Public education, immunizations, mechanical smoke control, sprinklers, etc.
6. Identify factors that influence solution selection
   - Political influence
   - Budget and resource constraints
   - Community values and risk tolerance
7. Describe and demonstrate establishing SMART performance objectives
   - SMART: specific, measurable, attainable, realistic, time sensitive
8. Describe and demonstrate implementing solutions, including:
   - Adopted codes, regulations, and standards
   - City/county general plan
   - Public awareness and media
   - Responder training
   - Citizen training
   - Community evacuation plans
   - Resource management
   - Post-incident repopulation

Discussion Questions
1. Who determines the final priority of the identified risks in your community?
2. Are there instances when a single solution can address multiple risks?

Activities
1. Given a risk analysis sheet (provided by instructor), have students complete a risk analysis for a county hospital, a development in the wildland urban interface, or a large venue assembly in their jurisdiction applying a probability vs. consequences matrix to the community risk profile.
   - Using the risk analysis sheet, identify potential solutions and discuss factors that may influence the selection of a recommended solution.
   - Develop an implementation plan for a risk management solution within their jurisdiction.

CTS Guide Reference: CTS N/A

Topic 2-7: Evaluating Risk Management Solutions

Terminal Learning Objective
   At the end of this topic, a student, given a risk analysis, organizational and community constraints, regulatory requirements, available resources, and financial impacts, will be able to evaluate risk management solutions in order to establish the most beneficial and cost-effective solution(s).

Enabling Learning Objectives
1. Describe the effects of external and internal influences on risk management solutions
2. Identify available resources
3. Describe and demonstrate evaluating solutions
   - Conducting drills
   - Reviewing post-incident data
   - Conducting public surveys or meetings
   - Re-evaluating fuel density
   - Assessing compliance with performance objectives
4. Evaluate costs associated with risk management solutions
5. Identify and evaluate the effects of internal and external influences on the risk management solutions
6. Describe and demonstrate modifying solutions
   • In an effective systems, cycle never stops: analyze, implement, evaluate, revise

Discussion Questions
1. Why is documentation critical to the evaluation process?
2. What are some negative concerns that may come up regarding chosen solutions?

Activities
1. Given data showing loss of life in residential occupancies (provided by instructor), prepare a comparison showing the effectiveness of residential sprinklers as they relate to fire death and dollar loss reduction.

CTS Guide Reference: CTS 3-5

Topic 2-8: Evaluating Risk Management Programs

Terminal Learning Objective
At the end of this topic, a student, given existing risk analysis, implemented solutions, and data and information applications, will be able to evaluate the risk management program in order to monitor and achieve continued improvement of program goals and objectives.

Enabling Learning Objectives
1. Describe risk management program goals and objectives
2. Identify available information
3. Identify established level of risk
4. Describe evaluation methodologies
5. Interpret and analyze data on the impact of the risk management program

Discussion Questions
1. How often should a risk management program be updated?
2. What next steps can you take when evaluation determines that solutions are too costly or there is not enough staff to address the issue?

Activities
1. To be determined by the instructor

CTS Guide Reference: CTS 3-9

Topic 2-9: Integrating Risk Management Solutions with Community Stakeholders and Related Organizational Groups

Terminal Learning Objective
At the end of this topic, a student, given organizational structure and constraints and interface with community individuals and organizations, will be able to integrate the risk management solutions with community stakeholders and related organizational groups in order to use the analysis and solution(s) for organizational planning, development, and implementation.
Enabling Learning Objectives
1. Describe the roles and responsibilities of community stakeholders and other organizational groups
2. Describe how the proposed risk management solution(s) affect those other units
3. Recognize the applicability of risk management solution(s) to the roles and responsibilities of community stakeholders and other organizational groups

Discussion Questions
1. What are differences and overlaps exist between public relations, public information, and public education?
   - How is this beneficial when working with community stakeholders?
2. What considerations should be made when applying the five E’s to community stakeholders and/or organizational groups?

Activities
1. To be determined by the instructor

CTS Guide Reference: CTS 3-6 and 3-7

Topic 2-10: Designing and Implementing Facilitation Plans

Terminal Learning Objective
At the end of this topic, a student, given an identified fire safety problem, will be able to design and implement a plan in order to facilitate a new program, piece of legislation, or fire safety code.

Enabling Learning Objectives
1. Identify applicable codes, standards, and jurisdictional requirements and their development process
2. Describe how to develop an implementation plan
3. Describe consensus-building techniques
4. Use evaluative methods
5. Use consensus-building techniques
6. Use verbal and written communication skills
7. Organize plans
8. Develop an implementation plan
   - Timeframes
   - Budget
   - Resource allocation
   - Events and meetings
   - Publications
9. Use consensus-building techniques

Discussion Questions
1. A Risk Management program should be inclusive throughout an entire fire department; how can each division of suppression, EMS, prevention, training, and administration contribute to a community risk reduction program?
2. At what point should you start the consensus-building process?
Activities

- Given a sample implementation plan (provided by instructor), have students develop an actual implementation plan for a new program, piece of legislation, form of public education, or fire safety code.

**CTS Guide Reference:** CTS 3-8
## Time Table

<table>
<thead>
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<th>Segment</th>
<th>Lecture Time</th>
<th>Activity Time</th>
<th>Total Unit Time</th>
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<tr>
<td><strong>Unit 1: Introduction</strong></td>
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<tr>
<td>Topic 1-1: Orientation and Administration</td>
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**Unit 2 Totals**

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**Course Totals**

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Regulatory Programs Management

Course Plan

Course Details

Certification: Fire Marshal

CTS Guide: Fire Marshal CTS Guide (Month Year)

Description: This course provides an overview of the knowledge and skills needed to manage the adoption, modification, and maintenance of codes, standards, and jurisdictional requirements; manage inspection, plan review, design review, appeals, record-keeping, permit, and complaint reconciliation processes; and manage compliance interpretation, alternative means/methods/materials, and interagency coordination programs.

Designed For: A current or future Fire Marshal pursuing SFT certification or anyone seeking an overview of regulatory programs management.

Prerequisites: None

Standard:
- Complete all activities and formative tests.
- Complete all summative tests with a minimum score of 80%.

Hours:
- Lecture: 21:30
- Activities: 5:00
- Testing: 2:00

Hours (Total): 28:30

Maximum Class Size: 30

Instructor Level: Primary Instructor

Instructor/Student Ratio: 1:30

Restrictions: None

SFT Designation: CFSTES

[Short Course Title]
Required Resources

Instructor Resources
To teach this course, instructors need:
- California Fire Code (current edition)
- California Building Code (current edition)
- Activity materials
  - Alternative means/methods/materials requests (three to five different scenarios for Activity 2-10)
  - Complaints (8-10 for Activity 2-11)
  - Guide to Title 24
    - [https://www.documents.dgs.ca.gov/bsc/Title_24/T24TrainingGuide.pdf](https://www.documents.dgs.ca.gov/bsc/Title_24/T24TrainingGuide.pdf) (for Activity 2-13)

Online Instructor Resources
The following instructor resources are available online at [http://osfm.fire.ca.gov/training/SFTCurriculum](http://osfm.fire.ca.gov/training/SFTCurriculum)
- None at this time

Student Resources
To participate in this course, students need:
- California Fire Code (current edition)
- California Building Code (current edition)
  - Physical copy or digital access
- Activity materials
  - A copy of the student’s agency or department’s local ordinances (Activity 2-2)
  - Guide to Title 24
    - [https://www.documents.dgs.ca.gov/bsc/Title_24/T24TrainingGuide.pdf](https://www.documents.dgs.ca.gov/bsc/Title_24/T24TrainingGuide.pdf) (a printed copy is required for Activity 2-13)

Facilities, Equipment, and Personnel
The following facilities, equipment, or personnel are required to deliver this course:
- Standard classroom equipped for 30 students
- Whiteboards or easel pads with appropriate writing implements
- Projector with appropriate laptop connections
- Wifi/Internet access
Unit 1: Introduction

Topic 1-1: Orientation and Administration

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

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

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

Activities
1. To be determined by the instructor

Topic 1-2: Fire Marshal Certification Process

Terminal Learning Objective
At the end of this topic, a student will be able to identify different levels in the Fire Marshal certification track, the courses and requirements for Fire Marshal certification, and be able to describe the capstone task book and testing process.

Enabling Learning Objectives
1. Identify the different levels of certification in the Fire Marshal certification track
   - Fire Marshal (standalone certification)
2. Identify the courses required for Fire Marshal certification
   - Administration and Professional Development
   - Community Relations & Fire and Life Safety Education
   - Fire Investigation Program Management
   - Community Risk Reduction Program Management
   - Regulatory Programs Management
   - Chief Fire Officer 3A: Human Resource Management
   - Instructor I: Instructional Methodology
   - Statutes and Regulations
   - G290 Basic Public Information Officer Course
3. Identify any other requirements for Fire Marshal certification
   - International Code Council (ICC) Fire Inspector II certification
4. Describe the capstone task book process
   - Complete all prerequisites and course work
   - Submit application and fees to request capstone task book
   - Complete all job performance requirements included in the task book
   - Must have identified evaluator verify individual task completion via signature
   - Must have Fire Chief or authorized representative verify task book completion via signature
   - Must be employed by a California Fire Agency in the position prior to submitting completed task book to State Fire Training
5. Describe the capstone testing process
   - Complete course work
   - Schedule online capstone test
   - Schedule skills evaluation test

Discussion Questions
1. Do you have any questions about the requirements for SFT Fire Marshal certification?

Activities
1. To be determined by the instructor

Unit 2: Regulatory Programs

Topic 2-1: Regulatory Program Roles and Responsibilities

Terminal Learning Objective
At the end of this topic, a student, given an overview of the Fire Marshal’s regulatory program roles, will be able to articulate the importance of regulatory programs as they relate to the fire service.

Enabling Learning Objectives
1. Identify the role of the Fire Marshal in regulatory programs, including:
   - Adopting the California Building Standards Code
   - Adopting and modifying codes and standards at the local level
Types: codes, standards, ordinances, resolutions

- Timeframes
- Considerations
  - Maintaining codes and standards at the local level
  - Developing and administering an inspection program
  - Developing and administering a plan review program
  - Managing appeals and alternate means of protection

Discussion Questions
1. What issues at the local level might require local ordinance adoption?
2. How does your agency interact with other municipal departments?
   - Is there any overlap?

Activities
1. To be determined by instructor

CTS Guide Reference: None

Topic 2-2: Managing the Adoption, Modification, and Maintenance of Codes, Standards, and Jurisdictional Requirements

Terminal Learning Objective
At the end of this topic, a student, given fire loss data and/or a demonstrated need or deficiency, will be able to manage a process for the adoption, modification, and maintenance of codes, standards, and jurisdictional requirements, so that the code, standard, or jurisdictional requirement is written and addresses the identified need or deficiency.

Enabling Learning Objectives
1. Describe applicable jurisdictional requirements
2. Describe applicable legal and administrative processes in the jurisdiction for the adoption and modification of codes, standards, and jurisdictional requirements
3. Describe how to conduct statistical analysis
4. Describe the California Building Standards (CBS) code adoption process
   - Triennial code cycle
   - State agencies prepare amendments to model code
   - Submit amendments to California Building Standards Commission (CBSC)
   - 45-day public comment period and public hearings
   - CBSC approves amendments and forwards to publisher
   - Code becomes effective 180 days after publication
   - CBS code only applies to state-regulated occupancies and buildings
5. Describe the model codes and standards development process
   - When to adopt and modify codes at the local level
     - To apply CBS codes to non-state-regulated occupancies and buildings
     - To amend CBS codes at the local level
     - To create new codes at the local level (must meet state minimums)
     - Cannot modify code related to:
- L occupancies
- Public schools
- Residential care facilities (six or fewer residents)

Considerations for adopting and modifying codes, standards, ordinances, or resolutions at the local level
  - Intent, purpose, and scope
  - Clearly defined, concise language
  - Geographic, topographic, climatic considerations for building standards modifications
  - Coordination with other inter- and intra-jurisdictional departments or agencies
  - Uniformity and consistency with state and regional groups and stakeholders
  - National Fire Incident Reporting System (NFIRS) fire loss data, local fire loss data, and origin and cause fire investigation reporting
  - Legal obligations, including:
    - Attorney General’s Opinion, City of Pasadena (01-306)
    - Attorney General’s Opinion, Mendocino Fire Protection District (97-516)
    - Hall vs. City of Taft (1956)
    - Mission Development/Castle Construction vs. City of Vallejo (1994 / AB 2983 / HSC 18945(c))
    - Widmar vs. City of Marysville (1984 / HSC 13146.2)
  - Recent historic fires
    - Station Night Club fire (2003)
    - Ghostship fire (2016)

Adopting and modifying codes, standards, ordinances, or resolutions at the local level
  - Review agency’s statutory authority
  - Establish facts and findings for building standards
    - California Building Standards only (HSC 17958.5)
    - Geographic, topographic, climatic reason for modification
    - Follow Administrative Procedures Act (5 U.S.C. 551) rule-making process
    - Draft language and adoptions resolution
    - Present to appropriate governing bodies
    - Public hearing process
      - In conjunction with counsel and clerk
      - Can vary by municipality
    - Formal adoption by governing bodies
    - Special districts amending CBS must have amendments ratified by impacted regions (town, city, etc.)
      - Region’s governing body can further modify
    - Must file facts and findings and final amendment
Ordinance only takes effect after filing
• CBSC for city departments
• Housing and Community Development (HCD) for fire districts
  ▪ Place into local code
  ▪ Effective 30 days after final adoption/ratification by all governing bodies
• Maintaining local codes, standards, ordinances, or resolutions
  o Erratum (minor updates to correct errors)
  o Revisions between formal code cycles
  o Emergency amendments
  o Removal if adopted at the state or national level
6. Describe identified facts, trends, and high-risk areas
7. Apply the required knowledge to the organizational jurisdictional requirements
8. Apply the required knowledge to the codes, standards, and jurisdictional requirements development and modification process
9. Apply statistical analysis to a problem

Discussion Questions
1. What is the difference between legislation and regulation?
2. How can local jurisdictions participate in the California Building Standards code adoption process?
3. Why do local codes have to be adopted by ordinance every three years when the state amends the California codes?

Activities
1. Using his or her own local ordinances, have each student identify one change he or she wishes to make and develop a justification for that change.

CTS Guide Reference: CTS 6-1

Topic 2-3: Managing Inspection Processes

Terminal Learning Objective
At the end of this topic, a student, given applicable codes, standards, and jurisdictional requirements and/or an identified issue, will be able to manage a process for conducting compliance inspections in order to identify applicable codes, standards, and jurisdictional requirements; identify and document deficiencies; and determine compliance.

Enabling Learning Objectives
1. Identify inspection functions and programs
   • Maintenance
   • New construction
   • Weed abatement
   • Code enforcement
   • Complaints
   • Wildland urban interface
2. Identify applicable codes, standards, and jurisdictional requirements
3. Describe implementing documents and methods
4. Describe technological tools to aid compliance inspections
5. Develop jurisdictional requirements for the administration of the inspection functions and programs
6. Describe the elements of an inspection program
   - Budget
   - Equipment and materials
   - Documentation
   - Staffing
   - Timeframes (turnaround time)
   - Workflow (process)
7. Describe considerations that go into developing an inspection program
   - Staff assignments (prevention bureau vs. engine company)
   - Geographical areas of responsibility
   - Occupancy-specific inspection types
   - Building-specific inspection types
   - Mandated vs. non-mandated inspections
   - Target hazards
   - Inspection frequency
   - Fire protection equipment and systems
   - New construction
   - Existing systems
   - Taskforce inspections
   - Logistics (engine parking, etc.)
   - Managing inspection outcomes
   - Fire watch (non-fire agency personnel)
   - Fire safety officer standby (fire agency personnel)
   - Political environment
8. Identify types of state-mandated inspections
   - Organized camps (HSC 18897.5)
   - High-rise (excluding hospitals) (HSC 13217)
   - Hotels, motels, and apartments (HSC 13146.2)
   - Jails and prisons (HSC 13146.1)
   - K-12 schools (HSC 13146.3)
9. Identify local agency responsibilities for inspections within limited statutory authority facilities
   - County (jails, facilities in municipality jurisdictions)
   - State (HSC 13108)
   - Federal (hazmat minus DOD / 42 USC 11022)
   - Other (sovereign nation)
   - Fairgrounds (owned by the state)
• Specialized assembly occupancies
  o Wine caves
  o Fixed guideway transit systems (PUC General Order 164 (current version))
    and stations (CBC/CFC)

10. Describe the documents associated with an inspection program
• Checklists
• Citation notices
• Inspection forms
• Inspection reports
• Permit forms
• Referral forms
• Notice and orders
• Stop-work orders
• Invoices

11. Describe the process for developing an infraction, criminal, or administrative citation program
• Identify the pros and cons using one program versus another to obtain desired outcomes
• Identify appropriate procedures and requirements for program development
• Develop the program
  o Adopt bail and fee schedules
  o Create relevant forms
• Develop organizational policies and controls
• Train personnel to implement

12. Identify inspection responsibilities related to the CAL FIRE STD 850 form
• Health and Safety Code (HSC) 13235

13. Describe the three levels of involvement with the Certified Unified Program Agency (CUPA)
• Full CUPA (manage all of the six CUPA programs)
  o Business Emergency Plans (BEP)
  o California Fire Code HazMat (HMIS / HMMP)
  o Underground storage tanks (USTs)
  o Aboveground storage tanks (ASTs)
  o Hazardous Waste
  o CalARP (Accidental Release Program)
• Participating agency (PA) (manage some, but not all, CUPA programs)
• No CUPA involvement at all
  o Environmental Health manages CUPA
  o Fire prevention bureau still responsible for California Fire Code (CFC)
    enforcement and CFC permitting

14. Describe how to develop and administer an exterior hazard abatement program in the wildland urban interface
• Develop and adopt local ordinance language to enable an exterior hazard abatement program
• Develop and administer an exterior hazard abatement program
  o Develop and maintain abatement standards
  o Issue legal notices
  o Complete compliance inspections
  o Note and document deficiencies
  o Follow up on abatement procedures
  o Issue work orders to have hazards abated by a third party

Discussion Questions
1. How does your jurisdiction prioritize inspections?
2. How would you differentiate inspections assigned to an engine company from inspections assigned to a fire prevention bureau?
3. What are the implications of ignoring the requirement to inspect certain occupancies on an annual basis?
4. How can the fire marshal encourage consistency in field inspection code interpretations?
5. What are the pros and cons of inspection checklists?
6. What are the required components of a formal notice for due process?
7. When do local fire agencies have the authority to inspect hospitals and healthcare facilities?
8. What is the difference between a CUPA permit and a Fire Code permit?
9. Is a wildland urban interface always associated with a fire hazard severity zone?

Activities
1. To be determined by instructor

CTS Guide Reference: CTS 6-2

Topic 2-4: Managing a Plan Review Process

Terminal Learning Objective
At the end of this topic, a student, given policies of the jurisdiction requiring plan reviews, will be able to manage a process for plan reviews in order to complete plan review requirements in accordance with the policies of the jurisdiction.

Enabling Learning Objectives
1. Identify applicable codes, standards, and jurisdictional requirements
2. Identify conditions of project approval
3. Describe workflow processes of the jurisdiction
   • Budget
   • Equipment and materials
   • Technological tools
   • Documentation
   • Staffing
   • Timeframes (turnaround time)
   • Workflow (process)
• Workload demand
4. Describe technological tools for the plan review process
5. Develop jurisdictional requirements for administering plan review functions and program
6. Assign tasks
7. Describe how to manage a library of codes, standards, ordinances, and checklists required to perform an adequate plan review
   • Current codes, standards, ordinances, and checklists
   • Archives to access code edition in effect at time of a building’s:
     o Project entitlement date
     o Plan review submittal date
     o Conditions of approval
     o Legal agreement
     o Tenant improvement
8. Describe how to review and approve policies and procedures for administering plan review functions
   • Third-party plan review services
   • Electronic plan review programs
   • Interagency coordination and record keeping
   • Design-build delivery models
   • Alternate means of protection
   • Performance-based design

Discussion Questions
1. What are the implications of failing to meet turnaround times?
2. Why is it important to have access to the codes that were in effect at the time a building was constructed?
3. Who has the authority to approve alternate methods of compliance/protection?

Activities
1. To be determined by instructor

CTS Guide Reference: CTS 6-4

Topic 2-5: Managing a Design Review Process

Terminal Learning Objective
At the end of this topic, a student, given policies of the jurisdiction requiring design reviews, a general plan, and a community risk analysis, will be able to manage a process for project design reviews in order to complete project review requirements in accordance with the policies of the jurisdiction.

Enabling Learning Objectives
1. Identify design review stakeholders
   • Architect
   • Civil engineers
   • Residential neighbors
• Developer
• Community Development/Planning
2. Identify applicable statues, codes, standards, and jurisdictional requirements
  • General plans
  • Environmental Impact Reports
3. Describe workflow processes of the jurisdiction
4. Identify reporting requirements
5. Identify special circumstances
  • Alternate means/methods/materials requests
  • Performance-based design considerations
6. Develop jurisdictional requirements for administering a design review process
7. Assign tasks

Discussion Questions
1. What concerns can be addressed during project design review that would warrant a condition of approval?

Activities
1. To be determined by instructor

CTS Guide Reference: CTS 6-3

Topic 2-6: Managing an Appeals Process

Terminal Learning Objective
At the end of this topic, a student, given codes, standards, and jurisdictional requirements, will be able to manage an appeals process that resolves appeals in compliance with the intent of applicable codes, standards, and jurisdictional requirements.

Enabling Learning Objectives
1. Describe administrative and legal processes for managing appeals
2. Manage appeals in conformance with the applicable codes, standards, and jurisdictional requirements
3. Describe appeals and their purpose
   • Authority: CCR Title 19, section 2.03
   • An application to a recognized authority for decision
   • An individual can appeal if he or she does not agree with an order, decision, or determination made by a fire official
4. Identify to which office one should submit appeals to orders, decisions, or determinations:
   • A non-state-regulated occupancy = local fire marshal office
   • A state-regulated occupancy or building = Office of the State Fire Marshal
   • A historic building = State Historical Buildings Safety Board
5. Describe how to develop and implement an appeals process
   • Establish the administrative process
     o Equipment and materials
     o Documentation
Staffing

- Timeframes (turnaround time)
- Workflow (process)

- Establish appeals board and/or identify members
- Develop hearing procedures
- Document a resolution
- Address cost recovery

Discussion Questions
1. What role might politics play in the appeals process?
   - What tactics might you use when facing political pressure on appeals?
2. Can the decision of the appeals board be appealed?
   - To whom can you appeal?

Activities
1. To be determined by instructor

CTS Guide Reference: CTS 6-5

Topic 2-7: Managing a Record-keeping Process

Terminal Learning Objective
At the end of this topic, a student, given the need to document the processes of the regulatory program, will be able to manage a process for record keeping that records regulatory actions.

Enabling Learning Objectives
1. Describe the regulatory record-keeping requirements of the jurisdiction
2. Identify archival requirements for different types of regulatory records
3. Manage regulatory records according to the applicable requirements

Discussion Questions
1. How long do you need to keep occupancy inspection records?
2. How long do you need to keep plan review records?

Activities
1. To be determined by instructor

CTS Guide Reference: CTS 6-6

Topic 2-8: Managing a Permit Process

Terminal Learning Objective
At the end of this topic, a student, given applicable jurisdictional requirements, will be able to manage a process for administering, evaluating, and issuing permits or certificates of fitness that meets applicable codes, standards, and jurisdictional requirements.

Enabling Learning Objectives
1. Describe legal processes for managing permits or certificates of fitness
2. Manage permit applications in conformance with the applicable codes, standards, and jurisdictional requirements
3. Describe how to develop and administer a process to issue permits and certificates of occupancy
   - Establish the administrative process
   - Staffing
   - Timeframes (turnaround time)
   - Workflow (process)
   - Cost recovery measures

4. Describe how to enforce permit regulations in accordance with the policies of the jurisdiction and applicable codes and standards
   - Issue permit
   - Conduct inspection
   - Cite violations
   - Assess penalties (including revocation)
   - Issue stop work orders

Discussion Questions
1. How should you handle certificates of occupancies on projects with phased completion schedules?
2. Under what circumstances might you issue a stop work order?
   - How could it be lifted?

Activities
1. To be determined by instructor

CTS Guide Reference: CTS 6-7

Topic 2-9: Managing a Compliance Interpretation Program

Terminal Learning Objective
At the end of this topic, a student, given complex issues related to codes, standards, and jurisdictional requirements, will be able to manage the compliance interpretation process for prescriptive codes, standards, and jurisdictional requirements that resolves issues while meeting the intent of the prescriptive codes, standards, and jurisdictional requirements.

Enabling Learning Objectives
1. Identify applicable codes, standards, and jurisdictional requirements
2. Identify code interpretation resources
   - International Code Council (ICC)
   - Office of the State Fire Marshal (OSFM)
   - National Fire Protection Association (NFPA)
   - Other standards organizations
3. Describe administrative and legal considerations of compliance interpretations
4. Describe interpretation and its purpose
   - Authority: California Building Code 104.1
   - A fire official’s formal opinion of the application of a regulation
   - Uniform regulation application within a jurisdiction
5. Describe the interpretation and code clarification process
• Consider the use of subject-matter experts
• Determine the intent of performance-based design
• Research and define the intent of prescriptive codes and standards
• Develop interpretations
• Provide access to interpretations
6. Evaluate prescriptive codes, standards, and jurisdictional requirements
7. Use verbal and written communication skills

Discussion Questions
1. What do you do when you disagree with a formal interpretation?
2. For how long is a formal interpretation valid?

Activities
1. To be determined by instructor

CTS Guide Reference: CTS 6-8

Topic 2-10: Managing an Alternative Means/Methods/Materials Program

Terminal Learning Objective
At the end of this topic, a student, given the submittal of equivalencies, alternative methods, and performance-based design, will be able to manage a program for alternative means/methods/materials measures so that the final design meets the intent of the codes, standards, and jurisdictional requirements.

Enabling Learning Objectives
1. Identify codes, standards, and jurisdictional requirements
2. Identify alternative means/methods/materials evaluation resources
   • International Code Council Evaluation Services (ICC-ES)
   • Office of the State Fire Marshal (OSFM)
   • NFPA 550: Guide to the Fire Safety Concepts Tree
   • Other standards organizations
   • Fire modeling
3. Describe administrative and legal considerations of equivalencies, alternative methods, and performance-based design
4. Describe evaluation programs for objective analysis of alternative means/methods/materials measures
5. Describe technological solutions for alternative means/methods/materials measures
6. Evaluate and verify the validity of non-prescriptive design approaches
7. Develop jurisdictional requirements for the administration of alternative means/methods/materials programs
8. Describe alternative means/methods/materials methods and their purpose
   • Authority
     o California Building Code 104.11
     o Title 19 California Code of Regulations (CCR), Div. 1, Chapter 1, (1), Article 2
   • Installation of any material or any design or method of construction not specifically prescribed by code
• Allowing new materials, methods, or technologies
• Examining proposed alternatives from a performance-based standpoint

9. Describe how to develop a jurisdictional process for alternative methods of means/methods/materials
• Consider use of design professional peer review
• Consider use of subject-matter experts
• Request research reports or specialized tests
• Recognize practical difficulties
• Review alternate methods and materials
• Determine equivalency with prescriptive code
• Recover costs

Discussion Questions
1. How does the approval of an alternative means/methods/materials request set a precedent for future project?
2. For how long is an alternative means/methods/materials approval valid?

Activities
1. Given three to five alternative means/methods/materials requests, have students determine which ones they would approve and reject, and why.

Instructor Notes
1. Instructor develops the scenarios for the activity.

CTS Guide Reference: CTS 6-9

Topic 2-11: Managing a Complaint Reconciliation Process

Terminal Learning Objective
At the end of this topic, a student, given the report of a situation or condition, will be able to manage the process for reconciling complaints that resolves complaints and takes appropriate action.

Enabling Learning Objectives
1. Identify applicable codes, standards, and jurisdictional requirements
2. Describe administrative and legal considerations for management and resolving complaints
   • Create policies and procedures
   • Develop a method for evaluating complaints
   • Develop forms and tracking systems
   • Establish a referral process to other agencies or departments
   • Establish methods for resolving complaints
   • Document referral or resolution
3. Evaluate and resolve complaints through use of the appropriate legal and administrative requirements

Discussion Questions
1. Is a Fire Marshal required to address an anonymous complaint?
2. How does your fire prevention bureau process and track hazard complaints?
3. What criteria does your fire prevention bureau use to prioritize complaints?
4. What criteria does your fire prevention bureau use to validate complaint?

Activities
1. Given a set of 8-10 complaints, have students prioritize the order in which they would address them and why.

Instructor Notes
1. Instructor develops the complaints for the activity.

CTS Guide Reference: CTS 6-10

Topic 2-12: Generating Jurisdictional Requirements

Terminal Learning Objective
At the end of this topic, a student, given management objectives, will be able to generate jurisdictional requirements for administering a regulatory management program that defines concise requirements that meet the jurisdiction's legal obligations.

Enabling Learning Objectives
1. Describe jurisdictional requirements and management objectives for the regulatory management program
2. Identify resources used to generate jurisdictional requirements
3. Interpret jurisdictional requirements
4. Write jurisdictional requirements in accordance with administrative and legal guidelines

Discussion Questions
1. To be determined by instructor

Activities
1. To be determined by instructor

Instructor Notes
1. ELO 1 and 2 have been addressed throughout Unit 2: Regulatory Programs. You only need to address ELO 3 and 4.

CTS Guide Reference: CTS 6-11

Topic 2-13: Managing an Interagency Coordination Program

Terminal Learning Objective
At the end of this topic, a student, given other agencies’ requirements that overlap the local jurisdictions’ requirements, will be able to manage a program to coordinate with other agencies that eliminates conflicts and develops clear lines of responsibility.

Enabling Learning Objectives
1. Identify other regulatory agencies that affect the local jurisdiction
   • Administrative Office of Courts (AOC)
   • Board of State and Community Corrections (BSCC)
   • Building Standards Commission (BSC)
   • California Energy Commission
   • Department of Consumer Affairs (CA)
   • Department of Fish and Game
• Department of Food and Agriculture (AGR)
• Department of Public Health
• Department of Water Resources
• Division of the State Architect
• Housing and Community Development (HCD)
• Local agencies
• Occupational Safety and Health Administration (OSHA)
• Office of Statewide Health Planning and Development (OSHPD)
• Public Utilities Commission (PUC)
• State Lands Commission
• State libraries
• University of California (UC)
• Water districts

2. Identify administrative and legal authorities pertaining to the program
3. Describe record-keeping requirements of other agencies
   • Impacts how Fire Marshal completes paperwork to meet other agency requirements
4. Describe procedures for administering a program to coordinate with other agencies
   • Develop memoranda of understanding between agencies (if applicable)
   • Recognize and research jurisdictional limitations
   • Reach other agencies’ jurisdictional responsibilities
5. Evaluate other regulatory agencies’ requirements
6. Negotiate and resolve conflicts

Discussion Questions
1. What is the Fire Marshal’s role when dealing with other regulatory agencies?
2. For what purpose, or under what type of circumstances might a fire prevention bureau enter into a formal agreement with another agency or organization?

Activities
1. Use the activities contained in Guide to Title 24.

Instructor Notes
1. For ELO 1, use the Guide to Title 24 as published by the State Building Standards Commission.

CTS Guide Reference: CTS 6-12
<table>
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<th>Lecture Time</th>
<th>Activity Time</th>
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<td><strong>Unit 1: Introduction</strong></td>
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<td>Topic 1-1: Orientation and Administration</td>
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Topic 2-9: Managing a Compliance Interpretation Program |  | 1:00 | 
Activity 2-9: Determined by instructor | 0:00 | 
Topic 2-10: Managing an Alternative Means/Methods/Materials Program | 1:30 | 
Activity 2-10: See recommended activity | 1:30 | 
Topic 2-11: Managing a Complaint Reconciliation Process | 0:30 | 
Activity 2-11: See recommended activity | 0:30 | 
Topic 2-12: Generating Jurisdictional Requirements | 0:30 | 
Activity 2-12: Determined by instructor | 0:00 | 
Topic 2-13: Managing an Interagency Coordination Program | 0:30 | 
Activity 2-13: See recommended activity | 1:30 | 
**Unit 2 Totals** | **20:30** | **5:00** | **25:30**

**Lecture, Activity, and Unit Totals:** | 21:30 | 5:00 | 26:30

### Course Totals

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Current fire departments use many terms for educational fire and injury prevention programs. Programs differ in size and approach, but the goals are the same: Change the behavior of the public so that there are fewer dangerous situations, fires and injuries.

This U.S. Fire Administration (USFA) publication, “Public Fire Education Planning,” presents a five-step planning process for developing and implementing successful fire and life safety public education programs. Planning is the process that ensures that program strategies and initiatives really address the community problems, whether it’s identifying the fire and injury risks in the community, developing and implementing a program, or evaluating the results. This guide takes you through that planning process.

A successful program follows a five-step process:

1. Conduct a community analysis.
2. Develop community partnerships.
3. Create an intervention strategy.
4. Implement the strategy.
5. Evaluate the results.

The temptation to “just get something implemented” is hard to resist. Unfortunately, this is a trap. Yes, it’s easy to schedule some presentations at a school; pass out brochures, stickers and plastic helmets; and do some media interviews. But do those presentations address the community’s worst fire or injury problems? Do the solutions being promoted really work? Is the appropriate target audience even being reached? Are community groups working together? Is the program being implemented in the best way?

A “ready, fire, aim” approach will not hit the target. It can give the impression that the department is out there educating the public, but it may achieve little else. Successfully reducing fires and preventable injuries involves effective community planning. Notable public education programs around the country always prove this to be true.

This guide recognizes that fire prevention is now an important part of the larger goal of preventing injuries and unsafe situations. Fire departments often provide Emergency Medical Services, and preventing injury, illness and other unsafe acts is part of the mission of saving lives.


What is a community risk analysis? A community risk analysis is a process that identifies fire and life safety problems and the demographic characteristics of those at risk in a community. A thorough risk analysis provides insight into the worst fire and life safety problems and the people who are affected. The analysis results create the foundation for developing risk-reduction and community education programs.

Conducting a community risk analysis is the first step toward deciding which fire or injury problem needs to be addressed. Risk analysis is a planned process that must be ongoing, as communities and people are constantly changing.

Why conduct a community risk analysis? Fire and rescue departments must use facts in order to correctly identify leading safety risks that need attention. A community risk analysis will provide this data.

Too often, an objective and systematic community risk analysis is a step that is overlooked in the community education process. Many emergency service organizations address risks based on a perceived need for service that isn’t really there. This approach can be costly (i.e., misdirected resources, continued property loss, injuries or deaths).

It is easy to become distracted from local issues by big media splashes about national happenings. Don’t let that happen; stay focused! Invest the time to conduct an objective community risk analysis. Having facts about the leading causes of risk and the people being affected will set the stage for a successful risk-reduction process.

Objectivity means using reliable data to make conclusions based on facts, not beliefs. The analysis provides a factual overview of the risk issues using the information obtained, and it should be used to develop a risk-reduction proposal. This will produce a picture of what is wrong and who is at risk.

What does a community risk analysis include?
- Identify data to be analyzed.
- Develop a community risk profile.
- Write a problem statement.
- Prioritize issues.
- Identify target areas and populations.


What community resources are needed for risk reduction? A broader spectrum of resources is required to conduct a successful risk-reduction effort. Examples of additional important resources include the following:

- **Knowledge**: Knowledge of the problem and possible solutions, including a factual description of the community and its associated risks, is very important. Such knowledge is needed for an accurate community risk analysis. Think teamwork!
- **In-kind support**: This involves resources provided in lieu of money, including equipment, printed materials, supplies and personal effort.
- **Political support**: Support for the risk-reduction process from elected officials is very helpful to finding success.
- **Community support**: Partnerships with people and organizations in the community can identify risks, planning measures and resources required to get the risk-reduction process started and the program implemented.
- **Emphasis is often placed on finances, but additional resources are important.**

What is a community partner? A community partner is a person, group or organization willing to join forces and address a community risk. It is important to identify a group of partners who have a stake in the success of the risk-reduction program.

Who are some possible community partners?

- Groups already interested or addressing the same or a similar risk issue.
- Members of the population who are affected by the risk issue.
- People/Groups who feel the financial impact of the risk issue.
- Groups already providing services to the population affected by the risk issue.
- Community service and advocacy groups.
- Groups that can help deliver messages.

Consider forming a planning team. Discuss your organization’s intention of forming a planning team to reduce the risk problem. Explain what resources your organization can provide.

Summary

Community partnerships are needed in order to reduce any significant fire or injury risk.


What is an intervention strategy? An intervention strategy is the beginning of the detailed work necessary for the development of a successful fire or life safety risk-reduction program. The strategy should include what will be done, where it will be implemented, how the implementation will occur, and who will conduct the program once it is developed. It also should include an evaluation component that measures the effectiveness of the process and the program. Creating an intervention strategy requires a carefully thought-out plan of action developed through a group effort.

Why develop an intervention strategy? Taking the time needed to design a quality intervention strategy will help gain long-term risk-reduction success.

Steps for Developing an Intervention Strategy

- **Convene the community planning team and review the community profile and the problem statement.** Everyone should have a factual description of the community and the problem.
- **Identify places for intervention.** Another way to characterize where the risk occurs is to look at the geographic distribution of the risk in the city or town.
- **Identify potential target populations and the physical locations for intervention opportunities.** It is critical for the planning team to identify who the risk affects most often and where it happens. Sequential analysis of a typical incident is helpful to consider many prevention interventions.
- **Identify specific interventions.** Most successful risk-reduction efforts make use of combined prevention interventions. Several prevention interventions include:
  - **Education:** providing risk and prevention information for the purpose of changing behavior.
  - **Engineering:** using technology to create safer products or modifying the environment where the risk is occurring.
  - **Enforcement:** rules that require the use of a safety initiative.
  - **Economic incentive:** measures used to influence behavior either positively or negatively. Positive economic incentives reward people monetarily for behaving in a certain manner or making certain choices. Negative economic incentives punish people monetarily for behaving in a certain manner or making certain choices.
  - **Emergency response:** These interventions are used by emergency responders (fire/EMS/law) to mitigate risk.
- **Identify required resources.** These are the supporting resources for each intervention.
- **Develop an evaluation plan.** The plan outlines the specific tasks to be performed, a timeline to measure completion, and benchmarks used to monitor success of the strategy.


Implementing the Prevention Intervention Strategy

Implementing the strategy involves testing the interventions and then putting the plan into action in the community. Sometimes modifications are made to the program as the result of a pilot implementation. In a real sense, the implementation step is where “the rubber meets the road.”

Think about some typical interventions developed for a cooking fire problem. The interventions may include awareness education for the older adults and for those who provide services to the older adults. Other interventions may include modifications of the kitchens of older adults. The implementation plan identifies the steps to take to bring those interventions into the community.

Steps for Putting the Plan Into Action

The implementation plan outlines the steps for implementing the program in the community and provides the following details:

- How the program will be implemented, including when, how long, where, etc.
- The roles and responsibilities of the program implementation team.
- The process for the pilot test implementation.
- Provisions for making any modifications to the program based on the results of the pilot implementation.
- A predelivery checklist identifying tasks that must be done prior to the implementation.
- A description of potential implementation problems and contingencies.

An action plan is a step-by-step outline of work that needs to be done in order to meet the stated objective. Each objective requires its own action plan. An Action Planning Chart is a useful tool that can be used in planning the implementation as well as in monitoring progress.

Develop the implementation plan by working together with the community team and representatives from the target audience. The implementation plan simply identifies the best approach for putting the interventions into action.


Identification

Candidate: ______________________________________________________________

SFT ID Number: __________________________________________________________

Mailing Address: __________________________________________________________

Phone (Home): __________________________ Phone (Mobile): ________________

Phone (Work): __________________________ Email: _________________________

Agency: __________________________________________________________________

Mailing Address: __________________________________________________________

How would you prefer to receive your certification task book?

☐ Email (to address listed above)

☐ US mail (to home mailing address)

Instructions

1. To apply for a certification task book, download (from the SFT website) and print:
   a. The SFT Fee Schedule
   b. The certification task book application for the job function certification being pursued

2. On the SFT Fee Schedule:
   a. Check the box indicating the desired job function certification
   b. Write in the Total Submitted amount
   c. Complete the bottom portion
   d. Sign and date

3. Complete the certification task book application (this document) and attach all supporting and verification documentation.
4. A complete certification task book application package includes:
   a. The SFT Fee Schedule
   b. Nonrefundable payment by check or money order (payable to CAL FIRE – State Fire Training)
   c. The certification task book application
   d. All supporting and verification documentation

5. Submit the complete certification task book application package to:

    State Fire Training
    Attn: Cashier
    PO Box 997446
    Sacramento, CA 95899-7446
1. Document the completion of each required course.
2. Submit verification of course completion (transcript, PACE equivalency letter, certification of completion, etc.) for any course completed outside of State Fire Training.

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<th>Course</th>
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<td>Administration and Professional Development</td>
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<td>Community Relations &amp; Fire and Life Safety Education</td>
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<td>Community Risk Reduction Program Management</td>
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<td>Regulatory Programs Management</td>
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### Certification Exam

1. Document the examination date and your score.
2. Submit verification of certification exam completion for any exam offered by an agency, institution, or organization other than State Fire Training.

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<td>Fire Marshal Certification Exam</td>
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Authorities

1. Print name, sign, and date the candidate statement.
2. Ask your fire chief or the authorized designee to complete the fire chief statement.

Candidate

Candidate: _______________________________________________________________

Candidate’s Printed Name

I, the undersigned, am the person applying for a [Certification Title] Certification Task Book. I hereby certify under penalty of perjury under the laws of the State of California, that all information contained in this application is true in every respect. I understand that misstatements, omissions of material facts, or falsification of information or documents may be cause for rejection.

__________________________________________     ____________________________
Candidate’s Signature                                    Date

Candidate’s Fire Chief

Candidate’s Fire Chief: _____________________________________________________

Fire Chief’s (or Authorized Designee’s) Printed Name

I, the undersigned, am the person authorized to verify the candidate’s application information. I hereby certify under penalty of perjury under the laws of the State of California, that all information contained in this application is true in every respect. I understand that misstatements, omissions of material facts, or falsification of information or documents may be cause for rejection.

__________________________________________     ____________________________
Fire Chief’s (or Authorized Designee’s) Signature                                    Date
Approval and Authorization

This section is for State Fire Training use only.

Incomplete Application

☐ The candidate has not met all application requirements and will be notified of missing or incomplete items (including fees) in writing with a checklist for completion.

__________________________________________
State Fire Training Representative’s Signature

____________________________
Date

Complete Application

☐ The candidate has met all application requirements and will be issued a certification task book.

__________________________________________
State Fire Training Representative’s Signature

____________________________
Date
Fire Marshal

Certification Task Book

[Month Year]

Candidate:  Click here to enter text.

SFT ID Number:  Click here to enter text.

Fire Agency:  Click here to enter text.

Issued By:  Click here to enter text.

Issue Date:  Click here to enter text.

This Certification Task Book includes the certification training standards included in the FIRE MARSHAL CTS Guide (Month Year), which is based on NFPA 1037 Standard on Fire Marshal Professional Qualifications (2016).

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

Cover photo courtesy of Office of the State Fire Marshal.
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Purpose and Process

The State Fire Training certification task book is a performance-based document. It lists the Experience, Rank or Position, and Job Performance requirements for certification.

Purpose

Each certification task book focuses on a single State Fire Training job function certification. A certification task book identifies the minimum requirements necessary to perform the duties of that certification. Completion of a certification task book verifies that the candidate has the required experience, holds the required rank or position, and has demonstrated the job performance requirements necessary to obtain that certification.

Responsibilities

Candidate Responsibilities

The candidate is the individual pursuing certification.

All candidates shall:

- Complete a block on the Signature Verification page with an original wet-ink signature.
  - No date shall be prior to the issuance date.
- Complete the Experience, Rank, and Job Performance Requirements.
- Accurately record and maintain the certification task book.
- Sign and date the Candidate verification statement under the Authority segment with an original wet-ink signature.
- Retain a copy of the completed certification task book.
- Submit the completed certification task book to State Fire Training.

Evaluator Responsibilities

An evaluator is any individual who verifies that the candidate can satisfactorily execute a job performance requirement. A qualified evaluator is designated by the candidate’s fire chief (or authorized designee) and shall possess the equivalent or higher-level certification. If no such evaluator is present within the organization, the fire chief (or authorized designee) shall designate an individual with more experience than the candidate and a demonstrated ability to execute the job performance requirements. A certification task book may have more than one evaluator.

All evaluators shall:

- Complete a block on the Signature Verification page with an original wet-ink signature.
• Review and understand the candidate's certification task book requirements and responsibilities.
• Verify the candidate’s successful completion of one or more job performance requirements through observation or review.
  o All Job Performance Requirements (JPR's) shall be reviewed, validated, and dated after issuance of the certification task book.
• Sign all appropriate lines in the certification task book with an original wet-ink signature to record demonstrated performance of tasks.

Fire Chief Responsibilities
The fire chief (or authorized designee) is the individual who reviews and confirms the completion of a candidate’s certification task book.

The fire chief (or authorized designee) shall:
• Designate qualified evaluators.
• Complete a block on the Signature Verification page with an original wet-ink signature.
• Review the candidate’s certification task book requirements and responsibilities.
• Verify the candidate has obtained the appropriate signatures to verify successful completion of each job performance requirement.
  o Ensure that no signature or date is prior to the certification task book issuance date.
• Verify the experience segment is completed and sign the fire chief verification statement under the Authority segment with an original wet-ink signature. If signing as an authorized designee, verify that your signature is on file with State Fire Training.

Completion Process
When you receive your certification task book:

1. Thoroughly review the Experience, Rank/Position, and Job Performance Requirements segments to make sure that you understand them.
2. Confirm who will evaluate your job performance requirements with your fire agency.
3. Complete the Experience segment, if applicable.
4. Complete the Rank or Position segment.
5. Complete each requirement in the Job Performance Requirements segment and ensure that an evaluator signs and dates each one to verify completion. Also ensure that every evaluator is listed on the Signature Verification page.
6. Ask your fire chief (or authorized designee) to verify certification task book completion by signing the appropriate paragraph under the Authority segment.
7. Make a copy of the completed certification task book to retain with your personal records.

8. Mail the original certification task book to State Fire Training (see address below).

After receipt and successful review of your completed certification task book, State Fire Training will approve the certification task book and mail your certificate to you. State Fire Training retains the completed, authorized original certification task book in your career file.

If State Fire Training determines that your certification task book is incomplete State Fire Training will return insufficient components, replacement pages and a checklist indicating what needs to be completed.

**Do not submit this certification task book until you have:**
- Completed the Experience segment
- Fulfilled the Rank or Position segment
- Completed Job Performance Requirements
- Obtained all required signatures

**State Fire Training Mailing Address**

Office of the State Fire Marshal  
State Fire Training  
1131 S Street  
Sacramento, CA 95811

**Completion Timeframe**

State Fire Training aims to update certification task books on a five-year cycle. A certification task book in process is valid until State Fire Training issues a new certification task book for the same job function certification.

If a candidate does not complete a certification task book before the release of a new version, State Fire Training will send the candidate a task book revision supplement identifying any revisions or new requirements. The candidate must fulfill all requirements included in the revision supplement and submit the revision supplement with the original task book.
Signature Verification

The following individuals have the authority to verify portions of this certification task book using the signature recorded below.

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[Month Year]
Task Book Requirements

Job Performance Requirements

All job performance requirements must be performed in accordance with the standards of the authority having jurisdiction (AHJ) or the National Fire Protection Association (NFPA), whichever is more restrictive.

All Job Performance Requirements (JPR’s) shall be reviewed, validated, and dated after issuance of the certification task book.

Administration

1. Administer jurisdictional requirements related to the roles and responsibilities of the Fire Marshal, given regulations and organizational goals and objectives pertaining to personnel and labor management, so that the Fire Marshal functions in a manner consistent with the organizational mission and complies with applicable personnel management laws and regulations. (4.2.1)

   Date Completed ___________________________ Evaluator Verification ___________________________

2. Establish personnel assignments to maximize efficiency, given the knowledge, training, and experience of the members available, so that the organizational roles and responsibilities and legal requirements are met with the allocated resources and in accordance with jurisdictional requirements. (4.2.2)

   Date Completed ___________________________ Evaluator Verification ___________________________

3. Establish a strategic and operational plan, given organizational goals and objectives, legal requirements, and available resources, so that the organizational roles and responsibilities and legal requirements are met with the allocated resources. (4.2.3)

   Date Completed ___________________________ Evaluator Verification ___________________________
4. Establish a budget, given the available resources, so that the roles and responsibilities of the Fire Marshal can be implemented within organizational goals and objectives. (4.2.4)

______________________________  ________________________________
Date Completed                  Evaluator Verification

5. Monitor the condition of the approved budget during the budgeting period, given the available resources and budgetary requirements, so that the roles and responsibilities of the Fire Marshal can be implemented within organizational goals and objectives. (4.2.5)

______________________________  ________________________________
Date Completed                  Evaluator Verification

6. Guide the development, maintenance, and evaluation of a department record and management system, given policies and procedures, so that completeness and accuracy are achieved. (4.2.6)

______________________________  ________________________________
Date Completed                  Evaluator Verification

Community Risk Reduction

7. Evaluate target risks and emergency incident data, given community profile levels of protection, occupancy types, percent of responses by occupancy type, perspectives of risk, and available data and information, including loss, so that a community risk profile can be developed based on an acceptable level of risk. (4.3.2)

______________________________  ________________________________
Date Completed                  Evaluator Verification

8. Manage a data and information management program, given identified inputs and outputs, data collection system, and personnel, so that data and information are collected. (4.3.3)

______________________________  ________________________________
Date Completed                  Evaluator Verification
9. Interpret data and information, given output from a data/information management system, so that the data and information provide an adequate basis of knowledge to conduct risk analysis. (4.3.4)

Date Completed ____________________________ Evaluator Verification ____________________________

10. Conduct risk analysis, given data and information trends, target risks, community input, and available resources, so that a risk profile and management solutions are developed. (4.3.5)

Date Completed ____________________________ Evaluator Verification ____________________________

11. Evaluate risk management solutions, given the risk analysis, organizational and community constraints, regulatory requirements, available resources, and financial impacts, so that the most beneficial and cost-effective solution(s) can be established. (4.3.6)

Date Completed ____________________________ Evaluator Verification ____________________________

12. Integrate the risk management solutions with related organizational groups, given organizational structure and constraints, so that the analysis and solution(s) can be used for organizational planning, development, and implementation. (4.3.7)

Date Completed ____________________________ Evaluator Verification ____________________________

13. Integrate the risk management solution(s) with community stakeholders, given interface with community individuals and organizations, so that the risk management solution(s) can be used for community planning, development, and implementation. (4.3.8)

Date Completed ____________________________ Evaluator Verification ____________________________

14. Evaluate the risk management program, given the existing risk analysis, implemented solution(s), and data and information applications, so that continued improvement of the program goals and objectives can be monitored and achieved. (4.3.9)

Date Completed ____________________________ Evaluator Verification ____________________________
15. Design and implement a plan, given an identified fire safety problem, so that a new program, piece of legislation, or fire safety code is facilitated. (4.3.10)

   ________________________________  ________________________________
   Date Completed                        Evaluator Verification

Community Relations

16. Develop relationships with community groups, given a description of local groups and organizational policies for relationships with community groups, attendance at community meetings, and participation at community events, so that a schedule is established for ongoing contacts. (4.4.1)

   ________________________________  ________________________________
   Date Completed                        Evaluator Verification

17. Present safety proposals to community groups, given a list of groups with shared concerns, and an understanding of relevant safety measures, so that the justification for the safety proposal is provided, issues are explained, and solutions, impacts, and benefits are stated. (4.4.2)

   ________________________________  ________________________________
   Date Completed                        Evaluator Verification

18. Create media communication strategies and policies, given a list of media outlets such as newspaper, radio, web pages, and television; characteristics of local media including deadlines; and the resources to provide media with accurate information, so that consistent and accurate prevention information is disseminated in an understandable manner. (4.4.3)

   ________________________________  ________________________________
   Date Completed                        Evaluator Verification

19. Participate in media interviews, given information about organizational goals and prevention practices and strategies; and knowledge of interview techniques, so that consistent and accurate information is disseminated in an understandable manner. (4.4.4)

   ________________________________  ________________________________
   Date Completed                        Evaluator Verification
Professional Development

20. Identify and prioritize professional development needs, within the department given jurisdictional requirements, so that professional development requirements are established. (4.5.2)

   Date Completed  Evaluator Verification

21. Prescribe professional development programs, given the results of a professional development needs analysis, so that the knowledge and skills are job-related, training is performance-based, adult learning principles are used, and the program meets organizational goals and requirements. (4.5.3)

   Date Completed  Evaluator Verification

22. Implement professional development programs, given selected options and available resources, so that professional development programs meet organizational goals and objectives. (4.5.4)

   Date Completed  Evaluator Verification

23. Evaluate organizational professional development programs, given organizational goals and objectives, so that professional development meets organizational goals and objectives. (4.5.5)

   Date Completed  Evaluator Verification

24. Forecast organizational professional development needs, given professional trends, emerging technologies, and future organizational goals and objectives, so that future organizational and individual professional development needs are planned. (4.5.6)

   Date Completed  Evaluator Verification
Regulatory Programs

25. Manage a process for the adoption, modification, and maintenance of codes, standards, and jurisdictional requirements, given fire loss data and/or a demonstrated need or deficiency, so that the code, standard, or jurisdictional requirement is written and addresses the identified need or deficiency. (5.2.2)

Date Completed ________________________________  Evaluator Verification

26. Manage a process for conducting compliance inspections, given applicable codes, standards, and jurisdictional requirements and/or an identified issue, so that the applicable codes, standards, and jurisdictional requirements are identified, deficiencies are identified and documented, and compliance is determined. (5.2.3)

Date Completed ________________________________  Evaluator Verification

27. Manage a process for project design reviews in order to complete project design review requirements in accordance with the policies of the jurisdiction. (OSFM)

Date Completed ________________________________  Evaluator Verification

28. Manage a process for plan reviews, given the policies of the jurisdiction requiring plan reviews, so that requirements for plan reviews are completed in accordance with the policies of the jurisdiction. (5.2.4)

Date Completed ________________________________  Evaluator Verification

29. Manage an appeals process, given the codes, standards, and jurisdictional requirements, so that appeals can be resolved in compliance with the intent of the applicable codes, standards, and jurisdictional requirements. (5.2.5)

Date Completed ________________________________  Evaluator Verification

30. Manage a process for record keeping, given the need to document the processes of the regulatory program, so that there is a record of the regulatory actions. (5.2.6)

Date Completed ________________________________  Evaluator Verification
31. Manage a process for administering, evaluating, and issuing permits, licenses, and/or certificates of fitness, given the applicable jurisdictional requirements, so that applicable codes, standards, and jurisdictional requirements are met. (5.2.7)

Date Completed ___________________________ Evaluator Verification ___________________________

32. Manage the compliance interpretation process for prescriptive codes, standards, and jurisdictional requirements, given complex issues related to codes, standards, and jurisdictional requirements, so that a resolution of the issue meets the intent of the prescriptive codes, standards, and jurisdictional requirements. (5.2.8)

Date Completed ___________________________ Evaluator Verification ___________________________

33. Manage a program for alternative compliance measures, given the submittal of equivalencies, alternative methods, and performance-based design, so that the final design meets the intent of the codes, standards, and jurisdictional requirements. (5.2.9)

Date Completed ___________________________ Evaluator Verification ___________________________

34. Manage the process for reconciling complaints, given the report of a situation or condition, so that complaints are resolved and appropriate action is taken. (5.2.10)

Date Completed ___________________________ Evaluator Verification ___________________________

35. Generate jurisdictional requirements for administering the regulatory management program, given management objectives, so that the requirements are defined, concise, and in accordance with the legal obligations of the jurisdiction. (5.2.11)

Date Completed ___________________________ Evaluator Verification ___________________________

36. Manage a program to coordinate with other agencies, given that other agencies’ requirements can overlap the local jurisdictions, so that conflicts are eliminated and clear lines of responsibility are developed. (5.2.12)

Date Completed ___________________________ Evaluator Verification ___________________________
Fire and Life Safety Education

37. Manage a comprehensive fire and life safety education strategy, given a planning process and relevant information, so that program goals, design, resources, implementation, and evaluation methods are included. (5.3.2)

Date Completed ____________________________ Evaluator Verification ____________________________

38. Create a collaborative fire and life safety education partnership, given a description of local community groups, a list of fire and injury priorities, and organizational policies for community partnerships, so that a specific fire or injury priority is mitigated by the partnership. (5.3.3)

Date Completed ____________________________ Evaluator Verification ____________________________

39. Manage an awareness campaign within the organization, given fire and life safety education goals and policies, so that members are informed of their role within the organization’s fire and life safety education strategy. (5.3.4)

Date Completed ____________________________ Evaluator Verification ____________________________

40. Manage the fire and life safety education report(s) for policy makers, given relevant information, so that educational strategies, goals, objectives, activities, impact, budgets, and outcomes are described. (5.3.5)

Date Completed ____________________________ Evaluator Verification ____________________________

41. Evaluate fire and life safety programs, given data to indicate risk reduction and loss reduction, so that measurable interpretation of educational efforts can be reported. (5.3.6)

Date Completed ____________________________ Evaluator Verification ____________________________

42. Implement a comprehensive fire and life safety program, given a systematic development process, so that program goals, objectives, design, resources, and evaluation methods are included. (5.3.7)

Date Completed ____________________________ Evaluator Verification ____________________________
Fire Investigation

43. Administer applicable codes, standards, and jurisdictional requirements for investigations, given applicable codes, standards, and jurisdictional requirements for investigations, so that investigators are knowledgeable and operate within the organizational policies. (5.4.2)

44. Review and assess investigation reports and data to be submitted in anticipation of litigation or resolution, given details of an investigation including evidence collected, reports, scene sketches, photographs, other related information, and data relevant to the investigation, so that complete, accurate documents are submitted for possible legal action. (5.4.3)

45. Conduct investigative analysis, given reports compiled from investigation data, to recommend action, so that fire prevention and other programs can be enhanced. (5.4.4)

46. Manage technical resources needed to perform investigations, given personnel, protective equipment, jurisdictional requirements, and other necessary equipment, including investigation tools and resources for investigations, so that investigators are protected and equipped and investigations are conducted according to safety requirements. (5.4.5)

47. Develop and manage a comprehensive investigation program given reference materials and laws related to investigations, including due process, so that legal mandates are met and jurisdictional requirements are formulated for required investigations that are consistent, complete, and safe. (5.4.6)
48. Construct a resource plan for investigations with allied groups to adapt to incident needs, given knowledge of the capabilities of available groups and resources, so that response to various types of incidents can be investigated. (5.4.7)

Date Completed ___________________________ Evaluator Verification ___________________________
Corequisites

Certification

1. Document the certifying agency, certification number, and completion date for the corequisite.
2. Submit verification for any job function certification issued by an agency other than State Fire Training.

<table>
<thead>
<tr>
<th>Certification</th>
<th>Certifying Agency</th>
<th>Certification Number</th>
<th>Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fire Inspector II</td>
<td>International Code Council (ICC)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Experience

The candidate meets the following requirements for experience.

☐ Have a minimum of five years’ full-time paid experience (or 10 years’ part-time paid experience) in a recognized fire agency in California with at least one year (full time) or two years (part time) serving as a Fire Marshal

Rank or Position

The candidate meets the following qualifications for the positions listed below.

<table>
<thead>
<tr>
<th>Rank or Position</th>
<th>Agency</th>
<th>Appointment Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fire Marshal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(or Acting Fire Marshal)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Authority

Candidate’s Fire Chief

Candidate’s Fire Chief: __________________________________________

Fire Chief’s (or Authorized Designee’s) Printed Name

I, the undersigned, am the person authorized to verify the candidate’s experience, position, and job performance requirements. I hereby certify under penalty of perjury under the laws of the State of California, that completion of all experience, rank, and job performance requirements made herein are true in every respect. I understand that misstatements, omissions of material facts, or falsification of information or documents may be cause for rejection.

_______________________________________________________________

Fire Chief’s (or Authorized Representative’s) Signature

Date
Review and Approval

Candidate Review

Candidate: ____________________________________________

Candidate’s Printed Name

I, the undersigned, am the person applying for certification. I hereby certify under penalty of perjury under the laws of the State of California, that completion of all experience, rank, and job performance requirements made herein are true in every respect. I understand that misstatements, omissions of material facts, or falsification of information or documents may be cause for rejection or revocation.

____________________________________________________

Candidate’s Signature

Date

*******This section is for State Fire Training use only*******

State Fire Training Review

I have reviewed this certification task book and verify that the candidate has met all requirements for this job function certification.

____________________________________________________

State Fire Training Representative’s Signature

Date

Certification #: ____________________________________________
INTERIM SFT PROCEDURES

Procedure Title: Fire Marshal (2017)
Effective Date: December 1, 2017
Section Change: Added section 7.7.3 Fire Investigator (2017) certification requirements.

7.10.4: FIRE MARSHAL

7.10.4.1: Overview
A. Fire Marshal covers those subject areas and skills necessary for an in-depth understanding of program management, supervision of all fire prevention in a community, development and establishment of policy, ruling on alternate means of protection, management and operations of all facets of fire protection, and principles of fire protection engineering.

7.10.4.2: History
A. Established
   • July 1, 1997

B. Revised
   • January 1, 1998
     o Fire Prevention Officers Association clarified the intent of the Fire Marshal track, resulting in the replacement of the series 500 seminar courses with International Fire Code Institute (IFCI) Uniform Fire Code Inspector certification
   • January 1, 2002
     o Reference to IFCI removed
     o Requirement for current Fire Code Inspector certification from the Uniform Fire Code Association (UFCA) or the International Code Council (ICC) in the fire code adopted by the State of California added
   • 2009
     o Fire Management 2E course revised
   • March 19, 2014
     o References to UFCA changed to National Code Services Association Inc. (NCSA) to reflect organizational name change
   • August, 2014
     o Reference to NCSA and ICC removed
   • December 2017
     o New certification track was established and set a retirement for the exiting Fire Marshal track.
7.10.4.3: Fire Marshal (1997)

7.10.4.3.1: Prerequisites
A. OSFM certified Plan Examiner
B. Current Fire Code Inspector certification in the Fire Code adopted by the State of California
C. Possess, at a minimum, an associate’s degree (any major) or higher from an accredited post-secondary institution

7.10.4.4: Education
A. Fire Instructor 2B: Group Discussion Techniques
B. Fire Management 1: Management/Supervision for Company Officers
C. Fire Management 2A: Organizational Development and Human Relations
D. Fire Management 2B: Fire Service Financial Management
E. Fire Management 2D: Disaster Planning

7.10.4.5: Certification Exam
A. Not applicable

7.10.4.6: Certification Task Book
A. Not applicable

7.10.4.7: Experience (both of the following)
A. Fire Service
   1. Have a minimum of four years’ full-time paid experience in a Recognized Fire Agency in California as a fire prevention officer, fire inspector, or plans examiner
      i. This experience must include enforcing the California Fire Code and California Building Code and completing follow-up inspections for compliance, and
   2. Have a minimum of two years’ experience in a supervisory/management position.

7.10.4.8: Rank or Position
A. Not applicable

7.10.4.9: Application
A. See 7.2.3: Application Process – Without a Certification Task Book.
B. Supporting Documentation
   1. Copies of course completion certificates from SFT for each educational requirement
   2. A copy of an OSFM Plan Examiner certificate
      i. SFT shall not accept expired certificates.
   4. A copy of a diploma, verifying degree completion
   5. A verification letter signed by the fire chief or his/her authorized designee, describing the candidate’s specific background as it relates to the experience requirement (See 4.1.1: Letters of Verification.)
**7.10.4.10.7.10.4.3.8: Maintenance**
A. After receiving SFT Fire Marshal certification, the individual is responsible for maintaining his/her Fire Code Inspector certification.

**7.10.4.4: Fire Marshal (2017)**

**7.10.4.1: Overview**
A. See 7.10.4.1: Overview
B. The Fire Marshal (2017) certification replaces the Fire Marshal (20107) certifications which retire on December 31, 2019.

**7.10.4.2: History**
A. Established
   • December 1, 2017

**7.10.4.3: Completion of the Prerequisites:**
A. Not applicable

**7.10.4.4: Education**
A. Fire Marshal 1A: Administration and Professional Development (2017)
B. Fire Marshal 1B: Community Relations & Fire and Life Safety Education (2017)
C. Fire Marshal 1C: Fire Investigation Program Management (2017)
D. Fire Marshal 1D: Community Risk Reduction Program Management (2017)
E. Fire Marshal 1E: Regulatory Program Management (2017)
F. Chief Fire Officer 3A: Human Resource Management (2014)
G. Instructor I: Instructional Methodology (2014)
H. Statutes and Regulations (2016)
I. G290 Basic Public Information Officer Course

**7.10.4.5: Certification Exam**
B. Not applicable

**7.10.4.6: Certification Task Book**
A. Fire Marshal Certification Task Book
7.10.4.7: Experience
A. Fire Service (one of the following two options):
   1. Have a minimum of five year’s full-time paid experience in a recognized fire agency in California with at least one year serving as a Fire Marshal.
   2. Have a minimum of ten year’s part-time paid experience in a recognized fire agency in California with at least two year serving as a Fire Marshal.

7.10.4.8: Rank or Position
A. Appointed to the rank or position of Fire Marshal

7.10.4.9: Application
A. See 7.2.4: Application Process – With a Certification Task Book.
B. Supporting Documentation
   1. Prerequisite
      i. Not applicable
   2. Education
      i. Copies of course completion certificates from SFT for each educational requirement

7.10.4.10: Maintenance
A. Not applicable

Justification: The State Board of Fire Services (SBFS) has approved the Fire Marshal (2017) curriculum and certification training standards as a replacement for the Fire Marshal (1997) certification track. These changes are directed at meeting the specific Job Performance Requirements for Fire Marshal certification established in NFPA standard 1037 (2016 edition).

The current SFT Procedures Manual dated January 2015 does not include the updated curriculum and certification requirements. This creates confusion for candidates attempting to obtain Fire Investigator (2017) certification.

Point of Contact: Kirsten Fonseca, Office (916) 324-6359 e-mail: Kirsten.Fonseca@fire.ca.gov
INTERIM SFT PROCEDURES

Procedure Title: Fire Marshal Instructor
Effective Date: December 1, 2017
Section Change: Updated section 6.8.14 Prevention Instructor requirements. All new text appears in underline.

6.8.14: PREVENTION INSTRUCTOR

6.8.14.1: Eligible Courses

<table>
<thead>
<tr>
<th>CFSTES Courses</th>
<th>FSTEP Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fire Prevention 1: Fire and Life Safety Inspections for the Company Officer</td>
<td>None</td>
</tr>
<tr>
<td>Fire Prevention 1C: Flammable Liquids and Gases</td>
<td></td>
</tr>
<tr>
<td>Fire Prevention 2A: Protection Systems and Building Components</td>
<td></td>
</tr>
<tr>
<td>Fire Prevention 2B: Interpreting the UBC and CBC</td>
<td></td>
</tr>
<tr>
<td>Fire Prevention 2C: Special Hazard Occupancies</td>
<td></td>
</tr>
<tr>
<td>Fire Prevention 3A: Hydraulic Sprinkler Calculations</td>
<td></td>
</tr>
<tr>
<td>Fire Prevention 3B: Plan Checking</td>
<td></td>
</tr>
<tr>
<td>Fire Inspector 1A: Duties and Administration</td>
<td></td>
</tr>
<tr>
<td>Fire Inspector 1B: Fire and Life Safety</td>
<td></td>
</tr>
<tr>
<td>Fire Inspector 1C: Field Inspection</td>
<td></td>
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<tr>
<td>Fire Inspector 1D: Field Inspection – California Specific</td>
<td></td>
</tr>
<tr>
<td>Fire Inspector 2A: Fire Prevention Administration</td>
<td></td>
</tr>
<tr>
<td>Fire Inspector 2B: Fire and Life Safety Requirements</td>
<td></td>
</tr>
<tr>
<td>Fire Inspector 2C: Inspecting New and Existing Fire and Life Safety Systems</td>
<td></td>
</tr>
<tr>
<td>and Equipment</td>
<td></td>
</tr>
<tr>
<td>Fire Marshal 1A: Administration and Professional Development</td>
<td></td>
</tr>
<tr>
<td>Fire Marshal 1B: Community Relations &amp; Fire and Life Safety Education</td>
<td></td>
</tr>
<tr>
<td>Fire Marshal 1C: Fire Investigation Program Management</td>
<td></td>
</tr>
<tr>
<td>Fire Marshal 1D: Community Risk Reduction Program Management</td>
<td></td>
</tr>
<tr>
<td>Fire Marshal 1E: Regulatory Program Management</td>
<td></td>
</tr>
</tbody>
</table>

6.8.14.2: General Qualifications

A. A primary instructor for a CFSTES Fire Prevention course shall meet the qualifications required of all SFT registered primary instructors.
1. See **6.2.1: Qualifications**.

### 6.8.14.2: Rank and Professional Experience

A. A primary instructor for a CFSTES Fire Prevention course shall meet the rank and professional experience qualifications listed below.

1. Performing in an “acting” capacity does not qualify.

<table>
<thead>
<tr>
<th>CFSTES Courses</th>
<th>Rank and Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fire Prevention 1</td>
<td>One of the following:</td>
</tr>
<tr>
<td></td>
<td>• Held the position of company officer within a Recognized Fire Agency in California for a minimum of three years</td>
</tr>
<tr>
<td></td>
<td>o The department must have an active Company Inspection program</td>
</tr>
<tr>
<td></td>
<td>o The applicant must have performed company-level fire and life safety inspection for a minimum of three years</td>
</tr>
<tr>
<td></td>
<td>• Held the position of Fire Inspector/Prevention Officer within a Recognized Fire Agency in California for a minimum of three years</td>
</tr>
<tr>
<td></td>
<td>o With coordination responsibilities of an active company inspection program within the agency</td>
</tr>
<tr>
<td>Fire Prevention 1C</td>
<td>• Held the position of prevention officer within a Recognized Fire Agency in California for a minimum of three years</td>
</tr>
<tr>
<td>Fire Prevention 2A</td>
<td>Both required:</td>
</tr>
<tr>
<td>Fire Prevention 2B</td>
<td>• Held the position of prevention officer within a Recognized Fire Agency in California for a minimum of three years</td>
</tr>
<tr>
<td>Fire Prevention 2C</td>
<td>• Specific course-related expertise</td>
</tr>
<tr>
<td>Fire Prevention 3A</td>
<td></td>
</tr>
<tr>
<td>Fire Prevention 3B</td>
<td></td>
</tr>
<tr>
<td>Fire Inspector 1A</td>
<td>• Held the position of fire inspector/prevention officer within a Recognized Fire Agency in California for a minimum of three years</td>
</tr>
<tr>
<td>Fire Inspector 1B</td>
<td></td>
</tr>
<tr>
<td>Fire Inspector 1C</td>
<td></td>
</tr>
<tr>
<td>Fire Inspector 1D</td>
<td></td>
</tr>
<tr>
<td>Fire Inspector 2A</td>
<td>• Held the position of fire inspector/prevention officer within a Recognized Fire Agency in California for a minimum of three years</td>
</tr>
<tr>
<td>Fire Inspector 2B</td>
<td></td>
</tr>
<tr>
<td>Fire Inspector 2C</td>
<td></td>
</tr>
<tr>
<td>Fire Inspector 2D</td>
<td></td>
</tr>
<tr>
<td>Fire Marshal 1A</td>
<td>Held the position of fire marshal within a Recognized Fire Agency</td>
</tr>
<tr>
<td>Instructor Level</td>
<td>Requirement</td>
</tr>
<tr>
<td>------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Fire Marshal 1B</td>
<td>in California for a minimum of three years</td>
</tr>
<tr>
<td>Fire Marshal 1C</td>
<td></td>
</tr>
<tr>
<td>Fire Marshal 1D</td>
<td></td>
</tr>
<tr>
<td>Fire Marshal 1E</td>
<td></td>
</tr>
</tbody>
</table>

**Justification:** The State Board of Fire Services (SBFS) has approved the Fire Marshal (2017) curriculum and certification training standards as a replacement for the Fire Marshal (1997) certification track. These changes are directed at meeting the specific Job Performance Requirements for Fire Marshal certification established in NFPA standard 1037 (2016 edition).

The current SFT Procedures Manual dated January 2015 does not include the updated curriculum. This interim procedure clarifies the instructor registration requirements for instructors seeking to teach these updated courses.

**Point of Contact:** Lynne Gibboney, Office (916) 445-8154 e-mail: Lynne.Gibboney@fire.ca.gov
Fire Marshal Certification Track
Implementation of New Curriculum and Certification Requirements

This document is intended to provide information for all State Fire Training (SFT) stakeholders on changes to the Fire Marshal curriculum and certification track requirements. Stakeholders are encouraged to study this information carefully and seek clarification from SFT if questions arise.

**NEW Fire Marshal Certification (2017)** will be phased in and will replace the current Fire Marshal certification. This new curriculum and certification is based on the 2016 Edition NFPA 1037 Standard for Fire Marshal Professional Qualifications.

**Courses for Fire Marshal Certification**

- **Fire Marshal 1A: Administration and Professional Development (22 hours)**
- **Fire Marshal 1B: Community Relations & Fire and Life Safety Education (17.5 hours)**
- **Fire Marshal 1C: Fire Investigation Program Management (18.0 hours)**
- **Fire Marshal 1D: Community Risk Reduction Program Management (19.5 hours)**
- **Fire Marshal 1E: Regulatory Program Management (28.5 hours)**

**Task Books/Application Form:** Implementation of the new Fire Marshal certification requires that candidates complete a comprehensive task book for certification. The task book covers all of the job performance requirements contained in the aforementioned professional qualification standards. The task book will be made available to candidates by SFT upon completion of all course work and with authorization from their employer. Occupational experience will be verified by the Fire Chief or designee on file signing the task book upon completion. In addition, a new application form will be implemented.

**COURSE PHASE OUT............................................................Effective December 31, 2016**
The Fire Marshal (1997) courses were retired on December 31, 2016 as part of the Fire Officer Curriculum retirement.

**Existing Fire Marshal (1997) Certification** will continue to be available until December 31, 2019 for those candidates that find it most advantageous to complete the certification track. Candidates must choose to meet either the existing Fire Marshal (1997) certification or the new Fire Marshal (2017) certification requirements, cross over between the two will not be allowed.

**TRANSITION PERIOD Effective December 1, 2017– December 31, 2019**
SFT recognizes that during the transition period some candidates will be vested in the current Fire Marshal (1997) track and, therefore, the existing Fire Marshal (1997) Certification will be available for those candidates throughout the transition period. The courses for Fire Marshal (1997) certification are no longer available.

July 1, 2017
INSTRUCTOR REQUIREMENTS

Effective December 31, 2016

Instructors for the new Fire Marshal courses must continue to meet the SFT requirements for Registered Instructor. Instructors for the initial roll out of this new curriculum will need to apply for a PACE II review of their instructor qualifications, including appropriate education and practical experience relating to course content. In the future, new instructors will be required to either complete the new course or apply for a PACE II review.

Certification Testing: N/A
In response to Blueprint 2020 stakeholder comment, SFT anticipates implementation of a certification examination for the new Fire Marshal certifications at a future date.

POTENTIAL AGENCY IMPACTS

Fire agencies utilizing Fire Marshal as a requirement for their recruitment/promotion activities need to review the new Fire Marshal Curriculum and certification requirements to be sure that all agency training needs are being met. After review, Fire Agencies should update their job specifications and recruitment documentation to reflect these new courses and certification requirements. Fire agencies should also evaluate how these new courses and certification requirements will impact their existing labor agreements.

Accredited Regional Training Programs (ARTP), Accredited Local Academies (ALA), community colleges and all other local delivery venues need to review the curriculum and seek approval from their curriculum committee / program sponsor, as appropriate. ARTPs should review the new Fire Marshal curriculum and discuss potential impacts with their advisory committees.