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Date: October 8, 2021

To: Statewide Training and Education Advisory Committee
State Board of Fire Services

From: Chris Fowler, Deputy State Fire Marshal III, Supervisor

SUBJECT/AGENDA ACTION ITEM:
Fire and Life Safety Educator (2015) Curriculum

Recommended Actions:
Motion to approve the Fire and Life Safety Educator (2015) Curriculum

Background Information:
This report provides information for all State Fire Training (SFT) stakeholders on curriculum updates to the Fire and Life Safety Educator (formerly the Community Risk Officer series) which follows the standards set forth in NFPA 1035 Standard on Fire and Life Safety Educator, Public Information Officer, Juvenile Firesetter Intervention Specialist and Juvenile Firesetter Program Manager Professional Qualifications (2010).

Cadre Leadership and Membership:
The curriculum update was completed using a virtual cadre led by:

- Chris Fowler, Cadre Lead, SFT
- Allison L. Shaw, Technical Editor, Sacramento State

Cadre members included:

- Robert Marshall, Fire Marshal, San Mateo Consolidated Fire (Development / Validation)
- Brenda Emrick, Fire Protection Specialist/Community Education, Costa Mesa Fire & Rescue (Validation)

Analysis/Summary of Issue:

Curriculum Updates

The certification series update required editorial changes to align with NFPA 1035: Standard on Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist and Youth Firesetter Program Manager Professional Qualifications (2015) and the current job performance requirements (JPR) for fire fighters and personnel who conduct community risk reduction activities.

2010 Professional Certifications	Total Courses Held
Community Risk Educator	6
Community Risk Specialist	0
Community Risk Officer	0
Total Students (Educator Only)	66

A. 2015 NFPA Standard Alignment

- Title change from Community Risk Reduction (Educator, Specialist, Officer) to Fire and Life Safety Educator to align with NFPA professional qualification level that the update course plans and certification.
- Minor wording updates, no substantial changes.

B. Content Change

- The 2010 Community Risk series included JPRs for Juvenile Firesetter Intervention Specialist I and Juvenile Firesetter Intervention Specialist II. The JPRs in these chapters are no longer required for the SFT Fire and Life Safety Educator certification. They are addressed through co-requisite education requirements offered through other recognized providers (NFA, FEMA, NWCG, etc.)

C. Certifications

- Instead of three separate certifications with one course each, SFT will issue one certification after the completion of all three courses.

2010 SFT Certification	2010 NFPA Chapter Courses
Community Risk Educator	Fire and Life Safety Educator I
Community Risk Specialist	Fire and Life Safety Educator II Juvenile Firesetter Intervention Specialist I Public Information Officer
Community Risk Officer	Fire and Life Safety Educator III Juvenile Firesetter Intervention Specialist II
2015 SFT Certification	2015 NFPA Chapter Courses
Fire and Life Safety Educator	Fire and Life Safety Educator I Fire and Life Safety Educator II Fire and Life Safety Educator III

D. Course Length Change

- Removing the Public Information Officer and Juvenile Firesetter Intervention Specialist content from the certification changed the course delivery times.

2010 Course	2010 (hours)	2015 Course	2015 (hours)
1A: Community Risk Educator	24	1A: Fire and Life Safety Educator 1	28
1B: Community Risk Specialist	57	1B: Fire and Life Safety Educator 2	21
1C: Community Risk Officer	46.5	1C: Fire and Life Safety Educator 3	32.5

E. Certification Task Books

- With the shift to one certification, the JPRs from all three NFPA levels (Fire and Life Safety Educator I, II, III) are now included in a single Fire and Life Safety Educator Certification Task Book (2015).
- Any individual with a Community Risk Educator (2010) certification task book initiated within the last five years may complete that task book with the corresponding Task Book Update 2021-1 and apply for certification.
- A completed/SFT-approved Community Risk Educator Certification Task Book (2010) with the Task Book Update 2021-1 can be applied toward Fire and Life Safety Educator (2015) certification if the task book was initiated within five years of the candidate completing the Fire and Life Safety Educator Certification Task Book (2015). The candidate is not required to repeat the Fire and Life Safety Educator 1 JPRs.

F. Template Updates

- Content shifted to current templates for CTS guides, course plans, certification task books, applications, etc.
- CTS Guide update includes new blocks for “Content Modification” and “Cross Reference” to better track language changes and where standards are taught and tested.
- Course Plan update includes adjustments to the Time Table to better capture Application options (activities, skills training, testing, etc.)

Instructor Requirements

2010 Community Risk Registered Instructors who meet all requirements are authorized to teach the 2015 curriculum that corresponds with the 2010 courses they are registered to instruct. SFT will automatically update the Acadis profiles.

New Community Risk instructor candidates must meet the SFT Registered Instructor requirements, successfully complete the applicable courses, and satisfy all experience requirements.

Potential Agency Impacts

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.

Any individual with a Community Risk Educator (2010) certification task book initiated within the last five years may complete that task book with the corresponding Task Book Update 2021-1 and apply for certification.

A completed/SFT-approved Community Risk Educator Certification Task Book (2010) with the Task Book Update 2021-1 can be applied toward Fire and Life Safety Educator (2015) certification if the task book was initiated within five years of the candidate completing the Fire and Life Safety Educator Certification Task Book (2015). The candidate is not required to repeat the Fire and Life Safety Educator 1 JPRs.



FIRE AND LIFE SAFETY EDUCATOR (2015) Implementation Plan

Issued: **XXX** 2021

OVERVIEW

This document is intended to provide information for all State Fire Training (SFT) stakeholders on the curriculum updates to the Fire and Life Safety Educator certification, formerly the Community Risk Reduction Series. This certification follows the requirements within NFPA 1035: Standard on Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist and Youth Firesetter Program Manager Professional Qualifications (2015) (NFPA Fire and Life Safety Educator I, II, III).

This certification contains instructor-led training, including simulation exercises and a task book. Students shall complete the corequisites prior to completing the task book.

IMPLEMENTATION

The Community Risk Reduction Series (published in 2014 and based on the 2010 NFPA standard) shall retire on December 31, 2021. This implementation plan presents a schedule designed to make the new Fire and Life Safety Educator (2015) curriculum available by **September 1, 2021**.

NEW (2015) CURRICULUM..... AVAILABLE SEPTEMBER 1, 2021

Fire and Life Safety Educator	Hours
1A: Fire and Life Safety Educator 1	28 Hours
1B: Fire and Life Safety Educator 2	21 Hours
1C: Fire and Life Safety Educator 3	32.5 Hours

CERTIFIED COMMUNITY RISK EDUCATORS

A completed/SFT-approved Community Risk Educator Certification Task Book (2010) with the Task Book Update 2021-1 can be applied toward Fire and Life Safety Educator (2015) certification if the task book was initiated within five years of the candidate completing the Fire and Life Safety Educator Certification Task Book (2015). The candidate is not required to repeat the Community Risk Educator (Fire and Life Safety Educator 1) JPRs.

COMMUNITY RISK EDUCATOR (2010) CANDIDATES WITH INITIATED TASK BOOK

SFT recommends that Community Risk Educator candidates with a task book in progress move to the Fire and Life Safety Educator (2015) task book. However, any individual with a Community Risk Educator certification task book initiated within the last five years may complete that task book with the corresponding Task Book Update 2021-1 and apply for Fire and Life Safety Educator (2015) certification.

INSTRUCTOR REQUIREMENTS

2010 Community Risk Registered Instructors who meet all requirements are authorized to teach the 2015 curriculum that corresponds with the 2010 courses they are registered to instruct. SFT will automatically update the Acadis profiles.

New Community Risk instructor candidates must meet the SFT Registered Instructor requirements, successfully complete the applicable courses, and satisfy all experience requirements

POTENTIAL AGENCY IMPACTS

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.



FIRE AND LIFE SAFETY EDUCATOR Interim Procedures

Issued: December 2021

Procedure Changes

- Edition:** May 2020 edition of the State Fire Training Procedures Manual
- Effective Date:** December 1, 2021
- Section Change:** Modify Sections 6.7 and 7.3
- Justification:** This Interim Procedure codifies the changes implemented with the new Fire and Life Safety Educator courses and certification. It retires the legacy Community Risk Reduction series.
- SFT Contact:** [Contact SFT Staff](#) assigned to the specific certification.
- Note:** All new text appears in underline. All deleted text appears in ~~strikeout~~.

6.7: INSTRUCTIONAL DISCIPLINES

6.7.2: FIRE AND LIFE SAFETY EDUCATOR (FORMERLY COMMUNITY RISK INSTRUCTOR)

6.7.2.1: Eligible Courses

Table 6.7.2.1: Fire and Life Safety Educator~~Community Risk~~ Instructor Eligible Course

CFSTES Courses	FSTEP Courses
<ul style="list-style-type: none"> • Community Risk Educator • Community Risk Officer • Community Risk Specialist • <u>Fire and Life Safety 1</u> • <u>Fire and Life Safety 2</u> • <u>Fire and Life Safety 3</u> 	<ul style="list-style-type: none"> • None

6.7.2.2: General Qualifications

- A. A Registered Primary Instructor for a California Fire Service Training and Education System (CFSTES) Fire and Life Safety Educator~~Community Risk~~ courses shall meet the qualifications required of all State Fire Training (SFT) Registered Primary Instructors.
 1. See **6.2.1: Qualifications**.
- B. A Registered Primary Instructor authorized to teach one of the courses in Retired Courses column is authorized to deliver the corresponding course in the Corresponding Courses column.



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Table 6.7.2.2: Fire and Life Safety Educator Legacy Matrix

<u>Retired Courses</u>	<u>Corresponding Courses</u>
<ul style="list-style-type: none"> Community Risk Educator 	<ul style="list-style-type: none"> Fire and Life Safety 1
<ul style="list-style-type: none"> Community Risk Specialist 	<ul style="list-style-type: none"> Fire and Life Safety 2
<ul style="list-style-type: none"> Community Risk Officer 	<ul style="list-style-type: none"> Fire and Life Safety 3

6.7.2.3: Professional Experience

- A. A Registered Primary Instructor for a CFSTES Fire and Life Safety Educator~~Community Risk~~ course shall meet the professional experience qualifications listed below.
1. Performing in an “acting” capacity does not qualify.

Table 6.7.2.3: Fire and Life Safety Educator~~Community Risk~~ Instructor Professional Experience

<u>CFSTES Course</u>	<u>Experience</u>
<ul style="list-style-type: none"> Community Risk Educator <u>Fire and Life Safety Educator 1</u> 	<ul style="list-style-type: none"> Have a minimum of one year’s experience as a Fire and Life Safety Educator within a recognized fire agency in California
<ul style="list-style-type: none"> Community Risk Officer <u>Fire and Life Safety Educator 2</u> 	<ul style="list-style-type: none"> Have a minimum of two years’ full-time paid or four<u>six</u> years’ volunteer or part-time paid experience <u>as a fire and life safety educator</u> within a recognized fire agency in California pertaining to fire and life safety education
<ul style="list-style-type: none"> Community Risk Specialist <u>Fire and Life Safety Educator 3</u> 	<ul style="list-style-type: none"> Have a minimum of three years’ full-time paid or six<u>two</u> years’ volunteer or part-time paid experience <u>as a fire and life safety educator</u> within a recognized fire agency in California pertaining to fire and life safety education

7.3: Community Risk

7.3.1: COMMUNITY RISK EDUCATOR

7.3.1.1: Overview

- A. The Community Risk Educator certification provides the knowledge and skills needed to effectively and competently coordinate and deliver existing educational information and programs.



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- ~~B. The Community Risk certification series replaced the Public Education Officer I certification, which retired on December 31, 2016.~~
- C. Candidates pursuing Community Risk Educator certification under the requirements listed here must complete all requirements and submit all application materials and fees postmarked on or before December 31, 2022.

7.3.1.2: History

- A. Established
 - November 20, 2014
 - The Community Risk certification series replaced the Public Education Officer I certification, which retired on December 31, 2016.
- B. Revised
 - Not applicable
- C. Retired
 - Scheduled to retire December 31, 2022

7.3.1.3: Prerequisites

- A. None

7.3.1.4: Education

- A. Community Risk Educator

7.3.1.5: Certification Exam

- A. Not applicable

7.3.1.6: Certification Task Book

- A. Community Risk Educator Certification Task Book

7.3.1.7: Experience

- A. Fire Service (one of the following three options)
 1. Have a minimum of six months' full-time paid experience in a recognized fire agency in California in fire and life safety education
 2. Have a minimum of one years' volunteer or part-time paid experience in a recognized fire agency in California in fire and life safety education



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3. Have a combination of full-time paid and part-time paid or volunteer experience equal to six months' full-time paid experience in a recognized fire agency in California in fire and life safety education
 - i. Part-time paid or volunteer to full-time paid ratio is 2:1 (for example, two months' part-time paid or volunteer = one month full-time paid)

7.3.1.8: Position

- A. Not applicable

7.3.1.9: Application

- A. See 7.2.4: Application Process – With a Certification Task Book.
- B. Supporting Documentation
 1. Education
 - i. Copies of course completion certificates from State Fire Training (SFT) for each educational requirement

7.3.1.10: Maintenance

- A. No requirements

7.3.2: COMMUNITY RISK SPECIALIST

7.3.2.1: Overview

- A. The Community Risk Specialist certification provides the knowledge and skills to safely, effectively, and competently prepare educational information and programs to meet identified needs; conduct juvenile fire setter (JFS) intakes/interview and determine the need for referral or implementing educational intervention strategies; and manage media interaction and articulate organizational messaging as a Public Information Officer (PIO).
- ~~B. The Community Risk certification series replaced the Public Education Officer I certification, which retired on December 31, 2016.~~
- B. Candidates pursuing Community Risk Specialist certification under the requirements listed here must complete all requirements and submit all application materials and fees postmarked on or before December 31, 2021.

7.3.2.2: History



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- A. Established
 - November 20, 2014
- B. Revised
 - Not applicable
- C. Retired
 - Scheduled to retire December 31, 2021

7.3.2.3: Prerequisites

- A. OSFM certified Community Risk Educator

7.3.2.4: Education

- A. Community Risk Specialist

7.3.2.5: Certification Exam

- A. Not applicable

7.3.2.6: Certification Task Book

- A. Community Risk Specialist Certification Task Book

7.3.2.7: Experience

- A. Fire Service (one of the following three options)
 1. Have a minimum of one year's full-time paid experience in a recognized fire agency in California in fire and life safety education
 2. Have a minimum of two years' volunteer or part-time paid experience in a recognized fire agency in California in fire and life safety education
 3. Have a combination of full-time paid and part-time paid or volunteer experience equal to one year's full-time paid experience in a recognized fire agency in California in fire and life safety education
 - i. Part-time paid or volunteer to full-time paid ratio is 2:1 (for example, two months' part-time paid or volunteer = one month full-time paid)

7.3.2.8: Position

- A. Not applicable



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7.3.2.9: Application

- A. See 7.2.4: Application Process – With a Certification Task Book.
- B. Supporting Documentation
 1. Prerequisites
 - i. A copy of State Fire Training (SFT) Community Risk Educator certificate
 - ii. If waiving this requirement, a verification letter signed by the Fire Chief, or his or her authorized designee, confirming officer rank (See **4.1.1: Letters of Verification.**)
 2. Education
 - i. Copies of course completion certificates from SFT for each educational requirement

7.3.2.10: Maintenance

- A. No requirements

7.3.3: COMMUNITY RISK OFFICER

7.3.3.1: Overview

- A. The Community Risk Office certification provides the knowledge and skills needed to safely, effectively, and competently create, administer, and evaluate educational information and programs, and manage a Juvenile Fire Setting Intervention Program and the activities of the Juvenile Fire Setter Intervention Specialist (JFIS) I.
- ~~B. The Community Risk certification series replaced the Public Education Officer I certification, which retired on December 31, 2016.~~
- B. Candidates pursuing Community Risk Specialist certification under the requirements listed here must complete all requirements and submit all application materials and fees postmarked on or before December 31, 2021.

7.3.3.2: History

- A. Established
 - November 20, 2014
 - The Community Risk certification series replaced the Public Education Officer I certification, which retired on December 31, 2016.



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- B. Revised
 - Not applicable
- C. Retired
 - Scheduled to retire December 31, 2021

7.3.3.3: Prerequisites

- A. Office of the State Fire Marshal (OSFM) certified Community Risk Specialist

7.3.3.4: Education

- A. Community Risk Officer

7.3.3.5: Certification Exam

- A. Not applicable

7.3.3.6: Certification Task Book

- A. Community Risk Officer Certification Task Book

7.3.3.7: Experience

- A. Fire Service (one of the following three options)
 1. Have a minimum of three year's full-time paid experience in a recognized fire agency in California in fire and life safety education
 2. Have a minimum of six years' volunteer or part-time paid experience in a recognized fire agency in California in fire and life safety education
 3. Have a combination of full-time paid and part-time paid or volunteer experience equal to three year's full-time paid experience in a recognized fire agency in California in fire and life safety education
 - i. Part-time paid or volunteer to full-time paid ratio is 2:1 (for example, two months' part-time paid or volunteer = one month full-time paid)

7.3.3.8: Position

- A. Not applicable

7.3.3.9: Application



FIRE AND LIFE SAFETY EDUCATOR Interim Procedures

- A. See 7.2.4: Application Process – With a Certification Task Book.
- B. Supporting Documentation
 - 1. Prerequisites
 - i. A copy of State Fire Training (SFT) Community Risk Specialist certificate
 - ii. If waiving this requirement, a verification letter signed by the Fire Chief, or his or her authorized designee, confirming officer rank (See **4.1.1: Letters of Verification.**)
 - 2. Education
 - i. Copies of course completion certificates from SFT for each educational requirement

7.3.3.10: Maintenance

- A. No requirements

7.3.4: Fire and Life Safety Educator

7.3.4.1: Overview

- A. The Fire and Life Safety Educator certification provides the knowledge and skills to coordinate and deliver existing educational programs and information; prepare educational programs and information to meet identified needs; and create, administer, and evaluate educational information and programs.

7.3.4.2: History

- A. Established
 - December 1, 2021
 - The OSFM Fire and Life Safety Educator (2015) certification combines the NFPA 1035 standards for Fire and Life Safety I, II, and III into a single certification.
 - This single certification replaces OSFM’s previous Community Risk Educator, Community Risk Specialist, and Community Risk Officer certifications.
 - This certification no longer requires successful completion of the Public Information Officer, Youth Firesetter Intervention Specialist, and Youth Firesetter Program Manager standards included in NFPA 1035 (2015).
- B. Revised
 - Not applicable



FIRE AND LIFE SAFETY EDUCATOR Interim Procedures

7.3.4.3: Prerequisites

- A. None

7.3.4.4: Education

- A. FLSE 1A: Fire and Life Safety Educator 1 or Community Risk Educator
- B. FLSE 1B: Fire and Life Safety Educator 2
- C. FLSE 1C: Fire and Life Safety Educator 3
- D. One of the following:
1. Fire Inspector 1A: Duties and Administration
 2. Company Officer 2C: Fire Inspections and Investigation
 3. Three college-level units in Introduction to Fire Technology
- E. One of the following:
1. Public Information and Warning (FEMA EL0105)
 2. Public Information Officer – Basic (FEMA G290)
 3. Introduction to Incident Information (NWCG S-203)
- F. One of the following:
1. Youth Firesetting Prevention and Intervention (NFA-F0633 and NFA-F0634)
 2. Youth Firesetting Prevention and Intervention (NFA-R0629)

7.3.4.5: Certification Exam

- A. Not applicable

7.3.4.6: Certification Task Book

- A. One of the following:
1. Fire and Life Safety Educator Certification Task Book (2015)
 2. Community Risk Officer (2010) Certification Task Book with all relevant Task Book Updates

7.3.4.7: Experience



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- A. One of the following, performing fire and life safety education within a recognized fire agency in California:
1. Three years' full-time paid experience
 2. Six years' volunteer or part-time paid experience (two months' part-time paid or volunteer = one month full-time paid)
 3. A combination of full-time paid and part-time paid or volunteer experience equal to three years' full-time paid

7.3.4.8: Position

- A. Not applicable

7.3.4.9: Application

- A. See 7.2.4: Application Process – With a Certification Task Book.

7.3.4.10: Maintenance

- A. No requirements

Fire and Life Safety Educator

(NFPA Fire and Life Safety Educator I, II, III)

Certification Training Standards Guide (2015)



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

Fire and Life Safety Educator

Certification Training Standards Guide (2015)

Publication Date: Month Year

This CTS guide utilizes the following NFPA standards to provide the qualifications for State Fire Training's Fire and Life Safety Educator (2015) certification:

- NFPA 1035: Standard on Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist and Youth Firesetter Program Manager Professional Qualifications (2015)

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).

Cover photo courtesy of Caryn Petty, State Fire Training, CAL FIRE.

Published by State Fire Training.

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- Mike Richwine, State Fire Marshal
- Andrew Henning, Assistant Deputy Director: Fire and Life Safety, State Fire Training, Code Development and Analysis
- (Vacant), Chief of State Fire Training
- John Binaski, Chair, Statewide Training and Education Advisory Committee (STEAC); Chief, Clovis Fire Department

Cadre – 2021 Update (NFPA 1035 / 2015)

Leadership

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- Allison L. Shaw, Editor, California State University, Sacramento

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- Brenda Emrick, Fire Protection Specialist/Community Education, Costa Mesa Fire & Rescue (Validation)
- Robert Marshall, Fire Marshal, San Mateo Consolidated Fire (Development / Validation)

Cadre – 2014 Development (NFPA 1035 / 2010)

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How to Read a CTS Guide

Overview

A certification training standard (CTS) guide lists the requisite knowledge, skills, and job performance requirements an individual must complete to become certified in a specific job function.

It also documents and justifies the OSFM-approved revisions to the certification's NFPA standard and identifies where each certification training standard is taught (course plan), tested (skill sheets), and validated (task book).

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 agency or jurisdiction.

Format

Each certification training standard is comprised of eight sections.

Section Heading

Training standards are grouped by section headings that describe a general category. For example, the Fire Fighter 1 CTS guide includes the following section headings: NFPA Requirements, Fire Department Communications, Fireground Operations, and Preparedness and Maintenance.

Training Standard Title

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

Authority

The CTS guide references each individual 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*.

Job Performance Requirements

This segment includes a written statement that describes a specific job-related task, the items an individual needs to complete the task, and measurable or observable outcomes.

Requisite Knowledge

This segment lists the knowledge that an individual must acquire to accomplish the job performance requirement.

Requisite Skills

This segment lists the skills that an individual must acquire to accomplish the job performance requirement.

Content Modification

This table documents and justifies any revisions to the NFPA standard that the development or validation cadres make during the development of a CTS guide.

Cross Reference

This table documents where each training standard is taught (course plan), tested (skill sheets), and validated (task book).

Fire and Life Safety Educator 1

Section 1: Administration

1-1: Fire and Life Safety Educator Roles and Responsibilities

Authority

1. NFPA 1035: Standard on Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist and Youth Firesetter Program Manager Professional Qualifications (2015)
 - Paragraph 4.1.1

Job Performance Requirement

There is no job performance requirement for this standard.

Requisite Knowledge

1. *Describe* fire behavior
2. *Identify* organizational structure, function, and operation
3. *Identify* human behavior during fire
4. *Identify* injury cause and prevention
5. *Describe* community risk reduction *including* injury prevention strategies, learning theory, educational methodology, standardized fire and life safety messages, natural hazard issues, current homeland security topics, escape planning
6. *Describe* hazard identification and correction
7. *Identify* current fire protection systems and devices
8. Describe how to analyze data and emergency reports
9. *Identify how to use* fire fighter personal protective equipment (PPE)
10. *Identify* liability issues
11. *Describe* public relations *activities*
12. *Identify* high-risk audiences and behaviors
13. *Identify* accessibility and people-first language
14. *Identify* social and cultural trends
15. *Identify* community resources
16. *Identify* personal image and professionalism *expectations*

Requisite Skills

1. User verbal and written communication skills
2. Manage time
3. Multitask

Content Modification

Block	Modification	Justification
RK 8	Added "data and". Changed "reporting" to "reports".	Added to adjust grammar.
RK 11	Added "activities".	Added to adjust grammar.
RS 5	Added "including".	Added to introduce list.
RS 9	Added "how to use".	Added to adjust grammar.
RS 16	Added "expectations".	Added to adjust grammar.

Cross Reference

Course Plan	Skill Sheets	Task Book
1A: Fire and Life Safety Educator 1 <ul style="list-style-type: none"> • Topic 2-1 (RK 2, RK 5) • Topic 2-2 (RK 1, RK 3, RK 12) • Topic 2-3 (RK 5) • Topic 2-4 (RK 4, RK 5, RK 7, RK 10, RK 12, RK 16) • Topic 3-1 (RK 5) • Topic 3-2 (RK 6, RK 9) • Topic 3-4 (RK 13, RK 14) • Topic 4-4 (RK 15) 1B: Fire and Life Safety Educator 2 <ul style="list-style-type: none"> • Topics 5-1, 5-2, 5-3 (RK 8) 1C: Fire and Life Safety Educator 3 <ul style="list-style-type: none"> • Topics 4-1 (RK 8) Any one of the three PIO course options required for certification <ul style="list-style-type: none"> • (RK 11) 	N/A	N/A

1-2: Documenting FLSE Activities

Authority

1. NFPA 1035: Standard on Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist and Youth Firesetter Program Manager Professional Qualifications (2015)
 - Paragraph 4.2.1

Job Performance Requirement

Document fire and life safety educational activities, given specific forms or formats, so that all activities are recorded and each component of the form or format is completed with the correct information.

Requisite Knowledge

1. *Describe* required forms or formats
2. *Identify* reporting procedures
3. *Identify* scheduled activities

Requisite Skills

1. Utilize forms *and formats*
2. Gather and assemble information

Content Modification

Block	Modification	Justification
RS 1	Added "and formats".	Changed to match given in JPR.

Cross Reference

Course Plan	Skill Sheets	Task Book
1A: Fire and Life Safety Educator 1 <ul style="list-style-type: none">• Topic 4-1	N/A	JPR 8

1-3: Preparing FLSE Activity Reports

Authority

1. NFPA 1035: Standard on Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist and Youth Firesetter Program Manager Professional Qualifications (2015)
 - Paragraph 4.2.2

Job Performance Requirement

Prepare activity reports, given specific forms or formats and information on activities, so that all components of the forms or formats are completed with the correct information.

Requisite Knowledge

1. *List* types of educational activities
2. *List* classifications for activities
3. *Identify* types of documentation methods and AHJ-preferred methods
4. *Identify* the purpose of the forms or formats

Requisite Skills

1. Maintain records
2. Compile information

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheets	Task Book
1A: Fire and Life Safety Educator 1 <ul style="list-style-type: none">• Topic 4-2	N/A	JPR 9

1-4: Scheduling FLSE Activities

Authority

1. NFPA 1035: Standard on Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist and Youth Firesetter Program Manager Professional Qualifications (2015)
 - Paragraph 4.2.3

Job Performance Requirement

Maintain a work schedule, given a list of events, activity requests, pre-activity requirements, and time allotments, so that all activities are scheduled and completed without conflict.

Requisite Knowledge

1. *Identify* scheduling limitations and program requests

Requisite Skills

1. Schedule time for pre-activity requirements
2. Schedule events without conflict

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheets	Task Book
1A: Fire and Life Safety Educator 1 <ul style="list-style-type: none">• Topic 4-3	N/A	JPR 10

1-5: Identifying FLSE Community Resources

Authority

1. NFPA 1035: Standard on Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist and Youth Firesetter Program Manager Professional Qualifications (2015)
 - Paragraph 4.2.4

Job Performance Requirement

Identify community resources, services, and organizations, given a current list of resources, organizations, and identified need(s), so that the public is referred to the applicable resource(s).

Requisite Knowledge

1. **Identify** current community resources, services, and organizations

Requisite Skills

1. Convey information

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheets	Task Book
1A: Fire and Life Safety Educator 1 <ul style="list-style-type: none">• Topic 4-4	N/A	JPR 11

Section 2: Planning and Development

2-1: Identifying FLSE Partners

Authority

1. NFPA 1035: Standard on Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist and Youth Firesetter Program Manager Professional Qualifications (2015)
 - Paragraph 4.3.1

Job Performance Requirement

Identify partners to address current fire and life safety issues, given current fire and life safety issues, community resources, services, and organizations, so that information and resources are shared.

Requisite Knowledge

1. **Identify** community risk reduction programs in the organization
2. **Identify** current community resources, services, and organizations
3. **Discuss** current fire and life safety issues

Requisite Skills

1. Identify organizations with common fire and life safety goals
2. Recognize opportunities for shared effort(s)

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheets	Task Book
1A: Fire and Life Safety Educator 1 <ul style="list-style-type: none">• Topic 5-1	N/A	JPR 12

Section 3: Education and Implementation

3-1: Selecting FLSE Instructional Materials

Authority

1. NFPA 1035: Standard on Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist and Youth Firesetter Program Manager Professional Qualifications (2015)
 - Paragraph 4.4.1

Job Performance Requirement

Select instructional materials, given a subject, learning objectives, the intended audience, and related resources, so that the materials are specific to the audience and activity objectives and are congruent with nationally standardized campaign themes and messages reflecting current best practices.

Requisite Knowledge

1. **Describe** learning characteristics of varied audiences and instructional material content

Requisite Skills

1. Locate applicable instructional materials

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheets	Task Book
1A: Fire and Life Safety Educator 1 <ul style="list-style-type: none">• Topic 3-1	N/A	JPR 1

3-2: Practicing Safety During FLSE Activities

Authority

1. NFPA 1035: Standard on Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist and Youth Firesetter Program Manager Professional Qualifications (2015)
 - Paragraph 4.4.2

Job Performance Requirement

Practice safety during fire and life safety education activities, given a lesson plan and a list of equipment, so that fire and life safety activities are conducted without injury to educator or participants.

Requisite Knowledge

1. **Identify** potential hazards
2. **Describe** injury reduction strategies

Requisite Skills

1. Recognize and mitigate potential hazards

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheets	Task Book
1A: Fire and Life Safety Educator 1 <ul style="list-style-type: none">• Topic 3-2	N/A	JPR 2

3-3: Presenting FLSE Lesson Plans

Authority

1. NFPA 1035: Standard on Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist and Youth Firesetter Program Manager Professional Qualifications (2015)
 - Paragraph 4.4.3

Job Performance Requirement

Present a lesson, given a lesson plan with multiple presentation methods, evaluation instruments, time allotment, settings, and identified audience, so that the lesson plan is followed and the objectives are met.

Requisite Knowledge

1. *Identify* lesson content
2. *Describe* learning objectives
3. *Identify* presentation methods
4. *Identify* specific audience needs

Requisite Skills

1. *Demonstrate* presentation skills and methods

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheets	Task Book
1A: Fire and Life Safety Educator 1 <ul style="list-style-type: none">• Topic 3-3	N/A	JPR 3

3-4: Adapting FLSE Lesson Plans to Audience Needs

Authority

1. NFPA 1035: Standard on Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist and Youth Firesetter Program Manager Professional Qualifications (2015)
 - Paragraph 4.4.4

Job Performance Requirement

Adapt a lesson plan, given the lesson content and information on the audience, so that the material presented meets the needs of the audience.

Requisite Knowledge

1. Describe how to prepare and adapt lesson plans
2. Identify audience needs

Requisite Skills

1. Demonstrate presentation skills

Content Modification

Block	Modification	Justification
RK 1	Added "and adapt".	Added to match JPR expectation. (2015)

Cross Reference

Course Plan	Skill Sheets	Task Book
1A: Fire and Life Safety Educator 1 <ul style="list-style-type: none">• Topic 3-4	N/A	JPR 4

3-5: Notifying the Public of FLSE Events

Authority

1. NFPA 1035: Standard on Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist and Youth Firesetter Program Manager Professional Qualifications (2015)
 - Paragraph 4.4.5

Job Performance Requirement

Notify the public, given a scheduled event, so that the location, date, time, topic, and sponsoring agency are conveyed.

Requisite Knowledge

1. *Identify* publicity methods
2. *Identify* local media resources
3. *Identify* policies regarding dissemination of information
4. *Describe how to use* information technology

Requisite Skills

1. Distribute information

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheets	Task Book
1A: Fire and Life Safety Educator 1 <ul style="list-style-type: none">• Topic 3-5	N/A	JPR 5

3-6: Disseminating FLSE Educational Information

Authority

1. NFPA 1035: Standard on Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist and Youth Firesetter Program Manager Professional Qualifications (2015)
 - Paragraph 4.4.6

Job Performance Requirement

Disseminate educational information, given information and/or materials, a specified audience, and a time frame, so that the information reaches the audience within the specified time.

Requisite Knowledge

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

Requisite Skills

1. Disseminate information

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheets	Task Book
1A: Fire and Life Safety Educator 1 <ul style="list-style-type: none">• Topic 3-6	N/A	JPR 6

3-7: Disseminating FLSE Information Electronically

Authority

1. NFPA 1035: Standard on Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist and Youth Firesetter Program Manager Professional Qualifications (2015)
 - Paragraph 4.4.7

Job Performance Requirement

Disseminate information through applicable electronic forms of communications, including social media, given an incident, a situation, or event information, organizational policies, and methods and time frame for releasing that information, so that the information is on time and accurate.

Requisite Knowledge

1. **Describe** specific methods for disseminating electronic information

Requisite Skills

1. Develop, maintain, and strengthen interaction through electronic forms of communication

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheets	Task Book
1A: Fire and Life Safety Educator 1 <ul style="list-style-type: none">• Topic 3-7	N/A	JPR 7

Section 4: Evaluation

4-1: Administering FLSE Evaluation Instruments

Authority

1. NFPA 1035: Standard on Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist and Youth Firesetter Program Manager Professional Qualifications (2015)
 - Paragraph 4.5.1

Job Performance Requirement

Administer an evaluation instrument, given the appropriate evaluation instrument and testing policies and procedures, so that lesson outcomes are measured.

Requisite Knowledge

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

Requisite Skills

1. Apply testing policies and procedures

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheets	Task Book
1A: Fire and Life Safety Educator 1 <ul style="list-style-type: none">• Topic 6-1	N/A	JPR 13

4-2: Scoring FLSE Evaluation Instruments

Authority

1. NFPA 1035: Standard on Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist and Youth Firesetter Program Manager Professional Qualifications (2015)
 - Paragraph 4.5.2

Job Performance Requirement

Score an evaluation instrument, given the scoring procedures and grading scale, so that lesson outcomes are known.

Requisite Knowledge

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

Requisite Skills

1. Report information

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheets	Task Book
1A: Fire and Life Safety Educator 1 <ul style="list-style-type: none">• Topic 6-2	N/A	JPR 14

Fire and Life Safety Educator 2

Section 5: Administration

5-1: Preparing FLSE Budget Proposals

Authority

1. NFPA 1035: Standard on Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist and Youth Firesetter Program Manager Professional Qualifications (2015)
 - Paragraph 5.2.1

Job Performance Requirement

Prepare a written budget proposal for a specific program or activity, given budgetary guidelines, program needs, and delivery expense projections, so that all guidelines are followed, and the budget identifies all program needs.

Requisite Knowledge

1. *Describe* budgetary process
2. *Describe* governmental accounting procedures
3. *Identify* federal, state, and local laws
4. *Describe* organizational bidding process
5. *Identify* organization purchase requests

Requisite Skills

1. Estimate project costs
2. Complete budget forms
3. *Complete* requisition/purchase orders
4. Collect, organize, and format budgetary information
5. Complete program budget proposal
6. Complete purchase requests

Content Modification

Block	Modification	Justification
RS 3	Added "complete".	NFPA didn't provide a verb.

Cross Reference

Course Plan	Skill Sheets	Task Book
1B: Fire and Life Safety Educator 2 <ul style="list-style-type: none">• Topic 3-1 (RK 1, RK 4, RK 5) 1C: Fire and Life Safety Educator 3 <ul style="list-style-type: none">• Topic 2-3 (RK 2, RK 3, RS 1 – RS 6)	N/A	JPR 19

5-2: Projecting FLSE Program Budget Income/Expenditures

Authority

1. NFPA 1035: Standard on Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist and Youth Firesetter Program Manager Professional Qualifications (2015)
 - Paragraph 5.2.2

Job Performance Requirement

Project program budget income/expenditures, given program needs, past expenditures, current materials, personnel cost, and guidelines, so that projections are within accepted guidelines and program needs are addressed in the projected income/expenditures.

Requisite Knowledge

1. **Identify** resource availability and cost
2. **Describe** budget preparation
3. **Identify** management **objectives**

Requisite Skills

1. Retrieve, **review**, and organize past budget information
2. Project income/expenditures
3. Prepare a budget

Content Modification

Block	Modification	Justification
RK 3	Added "objectives".	None given. (2010)
RS 1	Added "review".	None given. (2010)

Cross Reference

Course Plan	Skill Sheets	Task Book
1C: Fire and Life Safety Educator 3 <ul style="list-style-type: none">• Topic 2-1	N/A	JPR 26

5-3: Developing FLSE Public Policy Recommendations

Authority

1. NFPA 1035: Standard on Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist and Youth Firesetter Program Manager Professional Qualifications (2015)
 - Paragraph 5.2.3
2. Office of the State Fire Marshal

Job Performance Requirement

Develop a public policy recommendation for management, given a fire or injury issue and policy development guidelines, so that justification for the policy is provided, the issue is explained, the policy identifies solutions, and the impact or benefit **and/or economic incentive** from adopting the policy is stated.

Requisite Knowledge

1. Identify the fire and injury issue
2. Define public policy and describe its context within the fire service
3. Describe the public policy process
4. Analyze local fire and injury issues
5. Identify economic incentives

Requisite Skills

1. Format policy
2. Project possible outcome
3. Propose public policy

Content Modification

Block	Modification	Justification
JPR	Added “and/or economic incentive”.	
RK 1	Added new item.	It’s part of the process to complete the JPR.
RK 2	Added new item.	Added to narrow the scope of “public policy”.
RK 5	Added new item.	It’s part of the process to complete the JPR.
RS 3	Added new item.	It’s part of the process to complete the JPR.

Cross Reference

Course Plan	Skill Sheets	Task Book
1C: Fire and Life Safety Educator 3 <ul style="list-style-type: none">• Topic 2-4	N/A	JPR 28

5-4: Evaluating FLSE Subordinate Performance

Authority

1. NFPA 1035: Standard on Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist and Youth Firesetter Program Manager Professional Qualifications (2015)
 - Paragraph 5.2.4
2. Office of the State Fire Marshal

Job Performance Requirement

Evaluate subordinate performance, given written performance criteria, organizational policies on performance evaluations, and evaluation forms, so that the employee is evaluated objectively, feedback is provided to the employee, and the evaluation is completed according to organizational policy and procedures.

Requisite Knowledge

1. *Identify* federal, state, and local employment regulations
2. *Describe* personnel evaluation techniques

Requisite Skills

1. Complete specific evaluation forms
2. Document subordinate performance
3. *Review performance evaluation with the subordinate*

Content Modification

Block	Modification	Justification
RS 3	Added "Review performance evaluation with the subordinate".	None given. (2010)

Cross Reference

Course Plan	Skill Sheets	Task Book
1C: Fire and Life Safety Educator 3 <ul style="list-style-type: none">• Topic 2-5	N/A	JPR 29

Section 6: Planning and Development

6-1: Establishing FLSE Priorities

Authority

1. NFPA 1035: Standard on Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist and Youth Firesetter Program Manager Professional Qualifications (2015)
 - Paragraph 5.3.1

Job Performance Requirement

Establish fire and life safety education priorities within a program, given relevant local loss and injury data, so that local fire and life safety education activities address identified risk priorities.

Requisite Knowledge

1. **Describe** community risk assessment process
2. **Analyze** content of reports and data
3. **Identify** prevention interventions

Requisite Skills

1. Collect, analyze, and interpret data
2. **Identify** and address priority risk issues

Content Modification

Block	Modification	Justification
RK 1	Removed “understanding”.	None given. (2010)
RS 2	Replaced “establish” with “identify”.	None given. (2010)

Cross Reference

Course Plan	Skill Sheets	Task Book
1B: Fire and Life Safety Educator 2 <ul style="list-style-type: none">• Topic 4-1	N/A	JPR 20

6-2: Facilitating FLSE Collaborative Partnerships

Authority

1. NFPA 1035: Standard on Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist and Youth Firesetter Program Manager Professional Qualifications (2015)
 - Paragraph 5.3.2

Job Performance Requirement

Facilitate a fire and life safety collaborative partnership within the organization and with external partners, given information about the organizations in the partnership, the goals of the partnership, organizational guidelines, *attendance at community meetings, and participation at community events*, so that *mutually beneficial relationships are established and* fire and life safety education objectives for the partnership are achieved.

Requisite Knowledge

1. Identify community demographics
2. Identify formal and informal community leaders
3. Identify opportunities for community interaction
4. Identify community groups
5. Describe the planning and political process
6. Identify group management and dynamics
7. Identify meeting times and locations of existing coalitions
8. Identify accessible facilities and reasonable accommodations
9. Describe group processes

Requisite Skills

1. Identify resources
2. Negotiate objectives
3. Resolve conflict
4. Interact in a group
5. Communicate objectives
6. Recognize opportunity for shared effort
7. Facilitate small-group processes

Content Modification

Block	Modification	Justification
JPR	Added “attendance at community meetings, and participation at community events,” and “mutually beneficial relationships are established and”.	Added to align with a similar JPR in SFT’s Fire Marshal certification.
RK 1	New item	Added to align with a similar JPR in SFT’s Fire Marshal certification.

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 Section 6: Planning and Development

RK 2	New item	Added to align with a similar JPR in SFT's Fire Marshal certification.
RK 3	New item	Added to align with a similar JPR in SFT's Fire Marshal certification.
RK 4	New item	Added to align with a similar JPR in SFT's Fire Marshal certification.
RK 5	Changed "process" to "processes".	Adjusted for correct grammar.
RS 2	Added "objectives".	None given. (2010)
RS 7	Changed "process" to "processes".	Adjusted for correct grammar.

Cross Reference

Course Plan	Skill Sheets	Task Book
1B: Fire and Life Safety Educator 2 <ul style="list-style-type: none"> • Topic 4-2 	N/A	JPR 21

6-3: Preparing FLSE Resource Requests

Authority

1. NFPA 1035: Standard on Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist and Youth Firesetter Program Manager Professional Qualifications (2015)
 - Paragraph 5.3.3

Job Performance Requirement

Prepare a request for resources from an external organization, given **an external agency**, department **and external** agency policies on requesting resources and a description of the resources needed, so that the request identifies needed resources and conforms to department **and external** agency policies and the requirements of the resource provider.

Requisite Knowledge

1. **Identify** legal issues
2. **Describe** department **and external** agency policies for requesting resources

Requisite Skills

1. Write proposals

Content Modification

Block	Modification	Justification
JPR	Added “an external agency”.	Required to complete JPR.
JPR	Changed “department/agency” to “department and external agency”.	Changed to clarify that the agency is not the same as the department. (2010)
RK 2	Changed “department/agency” to “department and external agency”.	Changed to clarify that the agency is not the same as the department. (2010)

Cross Reference

Course Plan	Skill Sheets	Task Book
1B: Fire and Life Safety Educator 2 <ul style="list-style-type: none">• Topic 4-3	N/A	JPR 22

Section 7: Education and Implementation

7-1: Developing FLSE Informational Materials

Authority

1. NFPA 1035: Standard on Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist and Youth Firesetter Program Manager Professional Qualifications (2015)
 - Paragraph 5.4.1

Job Performance Requirement

Develop informational material, given an identified fire or life safety objective and characteristics of the target audience, so that the information provided is accurate, relevant to the objective, and specific to the characteristics and needs of the target audience.

Requisite Knowledge

1. *Identify* data resources
2. *Identify* information systems, including accessible formats and materials
3. *Describe* learning theories
4. *Identify* community risk reduction and prevention strategies
5. Understand high-risk populations *and those with access and functional needs*

Requisite Skills

1. Assemble information in specific format
2. Generate written communications relevant to the needs of target populations
3. *Locate resources* to assist with specific challenges such as populations *with accesses and functional needs* and language issues

Content Modification

Block	Modification	Justification
RK 5	Changed “and special needs populations” to “populations and those with access and functional needs”	Revised to reflect people first language (PFL). (2015)
RS 5	Changed “special needs populations” to “populations with access and functional needs”.	Revised to reflect people first language (PFL). (2015)

Cross Reference

Course Plan	Skill Sheets	Task Book
1B: Fire and Life Safety Educator 2 <ul style="list-style-type: none">• Topic 2-1	N/A	JPR 15

7-2: Developing FLSE Lesson Plans

Authority

1. Office of the State Fire Marshal

Job Performance Requirement

Develop a lesson plan and a course evaluation mechanism, given a topic, audience characteristics, and an agency-specific standard lesson plan format, so that the lesson plan and course evaluation mechanism addresses JPRs or learning objectives for the topic; includes learning objectives, a lesson outline, course materials, instructional aids; and meets the needs of the target audience.

Requisite Knowledge

1. Describe elements of a lesson plan
2. Describe components of learning objectives
3. Describe methods and techniques of instruction
4. Describe principles of adult learning
5. Describe techniques for eliminating bias in instructional materials

Requisite Skills

1. Select types and application of instructional media
2. Select evaluation techniques
3. Identify sources of references and materials
4. Perform basic research
5. Use JPRs to develop enabling learning objectives
6. Assess student needs
7. Develop instructional media
8. Apply outlining techniques
9. Apply evaluation techniques
10. Analyze resource needs

Content Modification

Block	Modification	Justification
CTS	Replaced 1035 (2015), paragraph 5.4.2, with a similar certification training standard taken from SFT's Instructor 2 course.	Replaced to ensure that all lesson plan development activities are uniform across SFT curriculum. The replacement standard meets the same job performance requirements as 1035 (2015) 5.4.2.

Cross Reference

Course Plan	Skill Sheets	Task Book
1B: Fire and Life Safety Educator 2 <ul style="list-style-type: none"><li data-bbox="250 321 423 352">• Topic 2-2	N/A	JPR 16

7-3: Modifying FLSE Lesson Plans

Authority

1. Office of the State Fire Marshal

Job Performance Requirement

Modify an existing lesson plan, given a topic, audience characteristic, and lesson plan, so that the lesson plan addresses the JPRs or learning objectives for the topic and includes learning objectives, the lesson outline, course materials, instructional aids, and an evaluation plan.

Requisite Knowledge

1. Evaluate elements of an existing lesson plan
2. Identify learning objectives
3. Identify and eliminate potential bias in instructional materials
4. Identify sources of references and materials

Requisite Skills

1. Adapt methods and techniques of instruction
2. Select types of instructional media
3. Perform basic research
 - Identify reason for lesson modification (e.g., AHJ policy)
 - Identify materials to support the modified learning objective
4. Use JPRs to modify enabling learning objectives
5. Assess target audience needs
6. Modify instructional media
7. Apply outlining techniques
8. Apply evaluation techniques
9. Analyze resource needs

Content Modification

Block	Modification	Justification
CTS	Added a new standard.	Inserted from SFT's Instructor 2 course to ensure that all lesson plan development activities are uniform across SFT curriculum.

Cross Reference

Course Plan	Skill Sheets	Task Book
1B: Fire and Life Safety Educator 2 <ul style="list-style-type: none">• Topic 2-3	N/A	JPR 17

7-4: Developing and Modifying FLSE Materials

Authority

1. NFPA 1035: Standard on Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist and Youth Firesetter Program Manager Professional Qualifications (2015)
 - Paragraph 5.4.3
2. Office of the State Fire Marshal

Job Performance Requirement

Develop **and modify** educational materials, given a lesson plan and a specified audience, so that the materials support the lesson plan, are specific to the audience, and are congruent with nationally standardized campaign themes and messages reflecting current best practices.

Requisite Knowledge

1. **Identify** types of educational materials
2. **Describe how to develop** instructional materials and graphics
3. **Identify methods to modify instructional materials**

Requisite Skills

1. Design educational material

Content Modification

Block	Modification	Justification
JPR	Added "and modify".	
RK 3	Added new RK item.	Added to support addition to JPR. (2015)

Cross Reference

Course Plan	Skill Sheets	Task Book
1B: Fire and Life Safety Educator 2 <ul style="list-style-type: none">• Topic 2-4	N/A	JPR 18

7-5: Designing FLSE **Evaluation Instruments** Programs

Authority

1. NFPA 1035: Standard on Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist and Youth Firesetter Program Manager Professional Qualifications (2015)
 - Paragraph 5.4.4

Job Performance Requirement

Design a fire and life safety education program, given a comprehensive educational strategy, a target audience, and its characteristics, so that the goals of a given strategy are addressed.

Requisite Knowledge

1. Describe how to conduct a needs assessment
2. Identify evaluation instruments
3. Identify educational methodology

Requisite Skills

1. Compile, organize, and evaluate educational program elements

Content Modification

Block	Modification	Justification
RK 1	Added "how to conduct a".	Needed to make "needs assessment" a noun.

Cross Reference

Course Plan	Skill Sheets	Task Book
1C: Fire and Life Safety Educator 3 <ul style="list-style-type: none">• Topic 4-2	N/A	JPR 36

7-6: Revising FLSE Programs

Authority

1. NFPA 1035: Standard on Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist and Youth Firesetter Program Manager Professional Qualifications (2015)
 - Paragraph 5.4.5

Job Performance Requirement

Revise an educational program, given results of an evaluation process and program objectives, so that the program is modified and objectives are achieved.

Requisite Knowledge

1. **Identify** educational methodology

Requisite Skills

1. Write specific objectives and lesson plans
2. Analyze data

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheets	Task Book
1C: Fire and Life Safety Educator 3 <ul style="list-style-type: none">• Topic 4-3	N/A	JPR 37

Section 8: Evaluation

8-1: Developing FLSE Evaluation Strategies

Authority

1. NFPA 1035: Standard on Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist and Youth Firesetter Program Manager Professional Qualifications (2015)
 - Paragraph 5.5.1

Job Performance Requirement

Develop an evaluation strategy, given educational goals and objectives and evaluation instrument(s), so that the program outcomes are measured.

Requisite Knowledge

1. **Identify** evaluation methods

Requisite Skills

1. Collect and analyze data
2. Implement evaluation strategy

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheets	Task Book
1B: Fire and Life Safety Educator 2 <ul style="list-style-type: none">• Topic 5-1	N/A	JPR 23

8-2: Designing FLSE Evaluation Instruments

Authority

1. NFPA 1035: Standard on Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist and Youth Firesetter Program Manager Professional Qualifications (2015)
 - Paragraph 5.5.2
2. Office of the State Fire Marshal

Job Performance Requirement

Design an evaluation instrument, given educational program goals and objectives and an evaluation strategy, so that the evaluation instrument measures the program outcome.

Requisite Knowledge

1. **Identify** testing methods

Requisite Skills

1. **Design an evaluation instrument**
2. Measure program outcomes
3. Validate testing instrument

Content Modification

Block	Modification	Justification
RS 1	Added RS item.	Required to complete JPR. (2015)

Cross Reference

Course Plan	Skill Sheets	Task Book
1B: Fire and Life Safety Educator 2 <ul style="list-style-type: none">• Topic 5-2	N/A	JPR 24

8-3: Implementing FLSE Evaluation Strategies

Authority

1. NFPA 1035: Standard on Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist and Youth Firesetter Program Manager Professional Qualifications (2015)
 - Paragraph 5.5.3

Job Performance Requirement

Implement an evaluation strategy, given educational program goals and objectives and evaluation instrument(s), so that educational program outcomes are measured.

Requisite Knowledge

1. *Identify* statistical analysis methods and resources
2. *Identify* evaluation techniques

Requisite Skills

1. Implement evaluation methods

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheets	Task Book
1B: Fire and Life Safety Educator 2 <ul style="list-style-type: none">• Topic 5-3	N/A	JPR 25

Fire and Life Safety Educator 3

Section 9: Administration

9-1: Developing FLSE Budgets

Authority

1. NFPA 1035: Standard on Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist and Youth Firesetter Program Manager Professional Qualifications (2015)
 - Paragraph 6.2.1

Job Performance Requirement

Develop a fire and life safety education *division* budget, given schedules, *budgetary* guidelines, *program needs, and delivery expense projections* so that capital operating and personnel costs are determined and justified.

Requisite Knowledge

1. Describe the budgetary process
2. Describe basic accounting methods
3. Describe budgeting methods
4. Identify budget cycles that affect the fire and life safety strategy
5. Identify cost allocation breakdown
6. Describe local budget guidelines and requirements
7. Identify budget administration issues

Requisite Skills

1. Collect, organize, and format budgetary information
2. Analyze projected budgetary needs
3. Identify program needs

Content Modification

Block	Modification	Justification
JPR	Added "division".	Added to clarify that the budget is for the whole department, not just a single program or activity.
JPR	Added "budgetary" and "program needs, and delivery expense projections".	Required to complete JPR.
RK 1	Added new RK item.	Added for expanded knowledge base.

Cross Reference

Course Plan	Skill Sheets	Task Book
1C: Fire and Life Safety Educator 3 <ul style="list-style-type: none">• Topic 2-2	N/A	JPR 27

9-2: Formulating Alternate FLSE Program Development and Delivery Systems

Authority

1. NFPA 1035: Standard on Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist and Youth Firesetter Program Manager Professional Qualifications (2015)
 - Paragraph 6.2.2

Job Performance Requirement

Formulate alternate systems of program development and delivery, given interagency networks, funding sources, and volunteer recruitment, so that the fire and life safety strategy is sustained in the community through nontraditional approaches.

Requisite Knowledge

1. Identify interagency networks and community resources and organizations
2. Identify not-for-profit corporations, foundations, and grantors
3. Identify volunteer recruitment strategies and process

Requisite Skills

1. Recruit volunteers
2. Coordinate and train volunteers
3. Write grants

Content Modification

Block	Modification	Justification
RK 1	Added "interagency networks and".	Included in the JPR given but not the Requisite Knowledge. (2010)
RK 3	Added "strategies". Added "process".	Added to improve grammar. (2010) Added to expand scope beyond recruitment. (2015)
RS 1	Added RS.	None given. (2010)

Cross Reference

Course Plan	Skill Sheets	Task Book
1C: Fire and Life Safety Educator 3 <ul style="list-style-type: none"> • Topic 2-6 	N/A	JPR 30

Section 10: Planning and Development

10-1: Developing a Comprehensive FLSE Strategy

Authority

1. NFPA 1035: Standard on Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist and Youth Firesetter Program Manager Professional Qualifications (2015)
 - Paragraph 6.3.1

Job Performance Requirement

Develop a comprehensive organizational fire and life safety education strategy, given a systematic planning process and relevant information, so that program goals, design, resources, implementation, and evaluation methods are included.

Requisite Knowledge

1. **Identify** fire and life safety education issues
2. **Describe** program administration issues
3. **Identify** community risks
4. **Identify** available current community resources
5. **Describe** cost/benefit analysis methods

Requisite Skills

1. Design program strategy
2. Select program components

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheets	Task Book
1C: Fire and Life Safety Educator 3 <ul style="list-style-type: none">• Topic 3-1	N/A	JPR 31

10-2: Creating a FLSE Coalition

Authority

1. NFPA 1035: Standard on Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist and Youth Firesetter Program Manager Professional Qualifications (2015)
 - Paragraph 6.3.2

Job Performance Requirement

Create a fire and life safety education coalition, given a working knowledge of multijurisdictional organizations and agencies, a list of fire and injury priorities, and policies for interagency partnerships, so that targeted fires and/or injuries are mitigated.

Requisite Knowledge

1. **Identify** potential partners with shared concerns and resources
2. **Describe** team development dynamics

Requisite Skills

1. Facilitate meetings
2. Motivate partners to achieve goals
3. Manage and maintain teamwork
4. Interact with multijurisdictional agencies and organizations

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheets	Task Book
1C: Fire and Life Safety Educator 3 <ul style="list-style-type: none">• Topic 3-2	N/A	JPR 32

10-3: Projecting Future FLSE Needs

Authority

1. NFPA 1035: Standard on Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist and Youth Firesetter Program Manager Professional Qualifications (2015)
 - Paragraph 6.3.3

Job Performance Requirement

Project future fire and life safety needs, given current and emerging trends and issues, so that proactive planning is accomplished within the organizational mission.

Requisite Knowledge

1. *Describe how to analyze* demographics
2. *Identify* governmental regulations
3. *Identify* environmental issues
4. *Identify* emerging trends and technological *changes*

Requisite Skills

1. Analyze trends
2. Prepare strategic plan

Content Modification

Block	Modification	Justification
RK 1	Added "how to analyze".	Added to clarify intent. (2010)
RK 4	Added "changes".	None given. (2010)

Cross Reference

Course Plan	Skill Sheets	Task Book
1C: Fire and Life Safety Educator 3 <ul style="list-style-type: none">• Topic 3-3	N/A	JPR 33

10-4: Proposing FLSE Public Policy

Authority

1. NFPA 1035: Standard on Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist and Youth Firesetter Program Manager Professional Qualifications (2015)
 - Paragraph 6.3.4
2. Office of the State Fire Marshal

Job Performance Requirement

Propose a public policy, given a fire and life safety issue and policy development guidelines, so that justification for the policy is provided, the issue is explained, and the policy identifies solutions that include economic incentives, impacts, and/or benefits from adopting the policy.

Requisite Knowledge

1. *Describe* the fire and life safety *issues*
2. *Identify* economic *incentives*
3. *Identify* procedures for legislative implementation at the jurisdictional level
4. *Identify policy development guidelines*

Requisite Skills

1. Propose public policy
2. Project policy outcome
3. *Analyze feedback*

Content Modification

Block	Modification	Justification
RK 1	Added "issues".	Added to improve grammar. (2010)
RK 2	Added "incentives".	None given. (2010)
RK 4	Added RK item.	Requested by validation cadre. (2015)
RS 3	Added RS item.	Requested by validation cadre. (2015)

Cross Reference

Course Plan	Skill Sheets	Task Book
1C: Fire and Life Safety Educator 3 <ul style="list-style-type: none">• Topic 2-4	N/A	JPR 28

10-5: Developing a FLSE Marketing Plan

Authority

1. NFPA 1035: Standard on Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist and Youth Firesetter Program Manager Professional Qualifications (2015)
 - Paragraph 6.3.5

Job Performance Requirement

Develop a marketing plan, given community risk issues and identified fire and life safety education goals, so that an awareness of the importance of fire and life safety is created within the community.

Requisite Knowledge

1. *Describe* fire and life safety issues
2. *Identify* marketing strategies
3. *Identify* media resources

Requisite Skills

1. Establish relations with media
2. *Write a marketing plan outline*

Content Modification

Block	Modification	Justification
RS 1	Added RS.	None given. (2010)

Cross Reference

Course Plan	Skill Sheets	Task Book
1C: Fire and Life Safety Educator 3 <ul style="list-style-type: none">• Topic 3-4	N/A	JPR 34

Section 11: Education and Implementation

11-1: Interpreting Data and Information to Conduct Risk Analysis

Authority

1. Office of the State Fire Marshal

Job Performance Requirement

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.

Requisite Knowledge

1. Describe types of data most often used to analyze risk
2. Identify facts, trends, and high-risk areas
3. Identify additional data sources available for analysis
4. Describe the probability vs. consequences model

Requisite Skills

1. Analyze and interpret data and information

Content Modification

Block	Modification	Justification
CTS	Added a new certification standard.	Added to align with Fire Marshal training.

Cross Reference

Course Plan	Skill Sheets	Task Book
1C: Fire and Life Safety Educator 3 <ul style="list-style-type: none">• Topic 4-1	N/A	JPR 35

11-2: Establishing FLSE Administration Policies

Authority

1. NFPA 1035: Standard on Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist and Youth Firesetter Program Manager Professional Qualifications (2015)
 - Paragraph 6.4.2

Job Performance Requirement

Establish administrative policies for the fire and life safety education program, given an organizational mission and federal, tribal, state, provincial, and local regulations, so that program policies are stated and support the organizational mission.

Requisite Knowledge

1. **Identify** organization mission statement
2. **Identify** policy development process

Requisite Skills

1. **Devise** standard operating guidelines and procedures for the education program
2. Ensure program reflects mission statement

Content Modification

Block	Modification	Justification
RS 1	Added "devise".	NFPA did not provide a verb. (2010)

Cross Reference

Course Plan	Skill Sheets	Task Book
1C: Fire and Life Safety Educator 3 <ul style="list-style-type: none">• Topic 4-5	N/A	JPR 39

11-3: Creating FLSE Messages

Authority

1. NFPA 1035: Standard on Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist and Youth Firesetter Program Manager Professional Qualifications (2015)
 - Paragraph 6.4.1

Job Performance Requirement

Create educational messages, given an identified community risk(s), so that the messages are accurate, are specific to the audience, and are congruent with nationally standardized campaign themes and messages reflecting best practices.

Requisite Knowledge

1. **Identify** technical content
2. **Identify** nationally standardized campaign themes and messages reflecting current best practices
3. **Describe** epidemiology of injury
4. **Identify** characteristics of the audience, including people with low literacy skills, people who speak English as a second language, and people who need to receive information in accessible formats

Requisite Skills

1. Conduct research
2. Analyze risk
3. Use best practices
4. **Write safety messages**

Content Modification

Block	Modification	Justification
RS 4	Added RS.	None given. (2010)

Cross Reference

Course Plan	Skill Sheets	Task Book
1C: Fire and Life Safety Educator 3 <ul style="list-style-type: none">• Topic 4-1 (RK 3)• Topic 4-4 (all others)	N/A	JPR 38

11-4: Creating a Training Program for FLSE Educators

Authority

1. NFPA 1035: Standard on Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist and Youth Firesetter Program Manager Professional Qualifications (2015)
 - Paragraph 6.4.3

Job Performance Requirement

Create a training program for fire and life safety educators, given identified JPRs and training program goals, so that the educators are able to carry out the JPRs and the training program goals are achieved.

Requisite Knowledge

1. **Identify** job performance requirements (JPRs)
2. **Identify** course development guidelines

Requisite Skills

1. Design training program
2. Evaluate training program
3. Evaluate performance of personnel

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheets	Task Book
1C: Fire and Life Safety Educator 3 <ul style="list-style-type: none">• Topic 4-6	N/A	JPR 40

11-5: Creating a FLSE Internal Awareness Campaign

Authority

1. NFPA 1035: Standard on Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist and Youth Firesetter Program Manager Professional Qualifications (2015)
 - Paragraph 6.4.4

Job Performance Requirement

Create an awareness campaign within the organization, given identified fire and life safety education goals and policies, so that all members are informed of their roles within the organization's fire and life safety education strategy.

Requisite Knowledge

1. **Identify** organization mission statement
2. **Describe** communication **methods**
3. **Identify** policies
4. **Identify** education strategy

Requisite Skills

1. Create an awareness campaign
2. Disseminate information within the organization
3. Implement campaign strategy

Content Modification

Block	Modification	Justification
RK 2	Added "methods".	Added to clarify intent. (2010)

Cross Reference

Course Plan	Skill Sheets	Task Book
1C: Fire and Life Safety Educator 3 <ul style="list-style-type: none">• Topic 4-7	N/A	JPR 41

11-6: Creating FLSE Reports

Authority

1. NFPA 1035: Standard on Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist and Youth Firesetter Program Manager Professional Qualifications (2015)
 - Paragraph 6.4.5

Job Performance Requirement

Create a comprehensive 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.

Requisite Knowledge

1. **Describe** public policy reporting including educational activities and outcomes

Requisite Skills

1. Generate reports
2. Analyze data

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheets	Task Book
1C: Fire and Life Safety Educator 3 <ul style="list-style-type: none">• Topic 4-8	N/A	JPR 42

Section 12: Evaluation

12-1: Implementing FLSE Evaluation Methods

Authority

1. NFPA 1035: Standard on Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist and Youth Firesetter Program Manager Professional Qualifications (2015)
 - Paragraph 6.5.1

Job Performance Requirement

Implement evaluation methods, given the community's fire and life safety programs, so that the effectiveness of the programs can be determined.

Requisite Knowledge

1. **Identify** evaluation methods
2. **Identify** incident reporting systems

Requisite Skills

1. Conduct focus groups
2. Implement evaluation methods
3. Analyze data

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheets	Task Book
1C: Fire and Life Safety Educator 3 <ul style="list-style-type: none">• Topic 5-1	N/A	JPR 43

12-2: Evaluating FLSE Programs

Authority

1. NFPA 1035: Standard on Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist and Youth Firesetter Program Manager Professional Qualifications (2015)
 - Paragraph 6.5.2

Job Performance Requirement

Evaluate the quantitative and qualitative educational program aspects, given the community risk reduction program(s), so that benchmarks are recorded, customer satisfaction and educational gain are measured, and behavior change is tracked.

Requisite Knowledge

1. *Describe how to apply* evaluation methodology
2. *Describe how to conduct* statistical analysis

Requisite Skills

1. Conduct research
2. Analyze data
3. Design evaluation instruments

Content Modification

Block	Modification	Justification
RS 2	Added "how to conduct"	Added to clarify intent. (2010)

Cross Reference

Course Plan	Skill Sheets	Task Book
1C: Fire and Life Safety Educator 3 <ul style="list-style-type: none">• Topic 5-2	N/A	JPR 44



Fire and Life Safety Educator 1

Course Plan

Course Details

- Certification:** Fire and Life Safety Educator
- CTS Guide:** Fire and Life Safety Educator Certification Training Standards Guide (2015)
- Description:** This course provides the skills and knowledge needed for a Fire and Life Safety Educator to safely, effectively, and competently coordinate and deliver existing educational programs and information.
- Designed For:** Fire and Life Safety Educator certification candidates and individuals who perform fire and life safety education within their fire agency
- Prerequisites:** Introduction to Strategic Community Risk Reduction (NFA Q0841 or current course number/title)
- Standard:** Complete all activities, skills, and formative tests.
Complete all summative tests with a minimum score of 80%.
- Hours (Total):** 28 hours
(22.5 lecture / 5.5 application / testing time determined by AHJ)
- Maximum Class Size:** 30
- Instructor Level:** Instructor Level 1
- Instructor/Student Ratio:** 1:30
- Restrictions:** None
- SFT Designation:** CFSTES

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Required Resources

Instructor Resources

To teach this course, instructors need:

- *Fire and Life Safety Educator: Principles and Practice* (Marsha Giesler, 2nd edition, ISBN: 13-978-1284041972)
or
Fire and Life Safety Educator (IFSTA, Fire Protection Publications, 3rd edition, ISBN: 978-087939396-0)
- NFPA 1035: Standard on Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist and Youth Firesetter Program Manager Professional Qualifications (current edition)
- NFPA 1300: Standard on Community Risk Assessment and Community Risk Reduction Plan Development (current edition)
- NFPA 1730: Standard on Organization and Deployment of Fire Prevention Inspection and Code Enforcement, Plan Review, Investigation, and Public Education Operations to the Public (current edition)

Online Instructor Resources

The following instructor resources are available online at

<https://osfm.fire.ca.gov/divisions/state-fire-training/cfstes-professional-certification/>:

- *America Burning: The Report of The National Commission on Fire Prevention and Control* (1973)
- *America Burning: Revisited* (1987)

Student Resources

To participate in this course, students need:

- *Fire and Life Safety Educator: Principles and Practice* (Marsha Giesler, 2nd edition, ISBN:13-978-1284041972)
or
- *Fire and Life Safety Educator* (IFSTA, Fire Protection Publications, 3rd edition, ISBN: 978-087939396-0)

Facilities, Equipment, and Personnel

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

- None

Time Table

Segment	Lecture	Application	Unit Total
Unit 1: Introduction			
Topic 1-1: Orientation and Administration	1.0	0.0	
Topic 1-2: Fire and Life Safety Educator Certification Process	1.0	0.0	
Unit 1 Totals	2.0	0.0	2.0
Unit 2: Introduction to Fire and Life Safety Education			
Topic 2-1: Fire and Life Safety Educator Roles and Responsibilities	1.0	0.0	
Topic 2-2: Risk Determination Methods	1.0	0.0	
Topic 2-3: Historic Incidents and their FLSE Impact	1.0	1.0	
Topic 2-4: Additional FLSE Considerations	0.5	0.0	
Unit 2 Totals	3.5	1.0	4.5
Unit 3: Education and Implementation			
Topic 3-1: Selecting FLSE Instructional Materials	2.5	0.0	
Topic 3-2: Practicing Safety During FLSE Activities	1.0	0.0	
Topic 3-3: Presenting FLSE Lesson Plans	2.0	4.0	
Topic 3-4: Adapting FLSE Lesson Plans to Audience Needs	0.5	0.5	
Topic 3-5: Advertising FLSE Events	1.0	0.0	
Topic 3-6: Disseminating FLSE Educational Information	1.5	0.0	
Topic 3-7: Disseminating FLSE Information Electronically	0.5	0.5	
Unit 3 Totals	9.0	3.5	12.5
Unit 4: Administration			
Topic 4-1: Documenting FLSE Activities	1.0	0.5	
Topic 4-2: Preparing FLSE Activity Reports	1.0	0.5	
Topic 4-3: Scheduling FLSE Activities	1.0	0.0	
Topic 4-4: Identifying FLSE Community Resources	1.0	0.0	
Unit 4 Totals	4.0	1.0	5.0
Unit 5: Planning and Development			
Topic 5-1: Identifying and Sharing Information with FLSE Partners	2.0	0.0	
Unit 5 Totals	2.0	0.0	2.0
Unit 6: Evaluation			
Topic 6-1: Administering FLSE Evaluation Instruments	1.0	0.0	
Topic 6-2: Scoring FLSE Evaluation Instruments	1.0	0.0	
Unit 6 Totals	2.0	0.0	2.0
Summative Assessment			

Segment	Lecture	Application	Unit Total
Determined by AHJ or educational institution	TBD	TBD	TBD
Skills Practice (Lab / Sets and Reps)			
Determined by AHJ or educational institution	TBD	TBD	TBD
Course Totals	22.5	5.5	28.0

Time Table Key

1. The Time Table documents the amount of time required to deliver the content included in the course plan.
2. Time is documented using the quarter system: 15 min. = .25 / 30 min. = .50 / 45 min. = .75 / 60 min. = 1.0.
3. The Course Totals do not reflect time for lunch (1 hour) or breaks (10 minutes per each 50 minutes of instruction or assessment). It is the instructor’s responsibility to add this time based on the course delivery schedule.
4. Application (activities, skills exercises, and formative testing) time will vary depending on the number of students enrolled. The Application time documented is based on the maximum class size identified in the Course Details section.
5. Summative Assessments are determined and scheduled by the authority having jurisdiction. These are not the written or psychomotor State Fire Training certification exams. These are in-class assessments to evaluate student progress and calculate course grades.

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, skills exercises, 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
 - Access and functional needs and accommodations
 - Other requirements as applicable
3. Review course syllabus
 - Course objectives
 - Calendar of events
 - Course requirements
 - Student evaluation process
 - Assignments
 - Activities and skills exercises
 - Required student resources
 - Class participation requirements

Discussion Questions

1. Determined by instructor

Application

1. Determined by instructor

Topic 1-2: Fire and Life Safety Educator Certification Process

Terminal Learning Objective

At the end of this topic a student will be able to identify the requirements for Fire and Life Safety Educator certification and describe the certification task book and examination process.

Enabling Learning Objectives

1. Identify the different levels of certification in the Fire and Life Safety Educator certification track
 - Fire and Life Safety Educator
 - SFT issues certification for the cumulative process, not each NFPA level
2. Identify the prerequisites for Fire and Life Safety Educator certification
 - None
3. Identify the course work required for Fire and Life Safety Educator certification
 - 1A: Fire and Life Safety Educator 1
 - 1B: Fire and Life Safety Educator 2
 - 1C: Fire and Life Safety Educator 3
 - One of the following:
 - Fire Inspector 1A: Duties and Administration
 - Company Officer 2C: Fire Inspections and Investigation
 - Three college-level units in Introduction to Fire Technology
 - One of the following: *
 - Public Information and Warning (FEMA EL0105)
 - Public Information Officer – Basic (FEMA G290)
 - Introduction to Incident Information (NWCG S-203)
 - One of the following: *
 - Youth Firesetting Prevention and Intervention (NFA-F0633 *and* NFA-F0634)
 - Youth Firesetting Prevention and Intervention (NFA-R0629)
4. Identify the exams required for Fire and Life Safety Educator certification
 - No exams beyond the summative testing within courses
5. Identify the task book requirements for Fire and Life Safety Educator certification
 - Fire and Life Safety Educator Certification Task Book (2015)
6. Identify the experience requirements for Fire and Life Safety Educator certification
 - One of the following, performing fire and life safety education within a recognized fire agency in California:
 - Three years' full-time paid experience, or
 - Six years' volunteer or part-time paid experience (two months' part-time paid or volunteer = one month full-time paid), or
 - A combination of full-time paid and part-time paid or volunteer experience equal to three years' full-time paid
7. Identify the position requirements for Fire and Life Safety Educator certification
 - None
8. Describe the certification task book process
9. Describe the certification examination process

- Not required for this certification

Discussion Questions

1. Determined by instructor

Application

1. Determined by instructor

Instructor Notes

1. * Courses taught by outside agencies often change names and numbers. Students should enroll in the most current version of any course, even if the course name or number has changed.

Unit 2: Introduction to Fire and Life Safety Education

Topic 2-1: Fire and Life Safety Educator Roles and Responsibilities

Terminal Learning Objective

At the end of this topic, a student, given definitions, will be able to define community risk reduction (CRR) and identify its application to the beginner Fire and Life Safety Educator's roles and responsibilities.

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
 - Acceptable risk vs. all risk vs. special risk
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 fire department's role in risk reduction
 - Gathering and examining data
 - Identifying funding sources for risk management programs
 - Developing a risk management program
 - Pre-fire planning
 - Fire loss
 - Hazardous materials
 - Natural hazards
 - Wildland urban interface
 - Injury prevention
 - Disaster preparedness (disaster resistance)
 - Youth Firesetter Intervention program
6. Identify the roles for other fire service divisions within a fire department in risk management programs
 - Prevention/CRR

- Suppression
- Emergency Medical Services (EMS)
- Training
- Administration
- Management

Discussion Questions

1. Which division in the fire department bears the responsibility for community risk reduction?
2. What is “acceptable risk”?
3. What is “all risk”?
4. What is “special risk”?

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Guide Reference: CTS 1-1

Topic 2-2: Risk Determination Methods

Terminal Learning Objective

At the end of this topic a student, given behavior, occupancy, loss history, and hazard information will be able to determine risk and provide risk reduction information to the audiences within their jurisdiction.

Enabling Learning Objectives

1. Describe basic fire behavior
 - The Fire Triangle
 - Heat
 - Fuel
 - Oxidizer
 - Methods of heat transfer
 - Conduction
 - Convection
 - Radiation
 - Effect of fuel configuration on fire growth
 - Products of combustion
 - Components of smoke
 - Carbon Monoxide
 - Heat
 - Light
 - Two deadly phenomena
 - Flashover
 - Backdraft
 - Phases of fire
2. Identify human behavior/reaction to fire
 - Panic
 - Egress management
3. Describe risks associated with occupancy types
 - Identify occupancy classes
 - Primary risks of each occupancy class
 - How occupancies and risks correspond to the fire triangle
4. Describe levels of protection
 - Passive
 - Active
5. Describe the emergency response capability of a jurisdiction
6. Describe how loss history affects risk reduction efforts
7. Describe how unique hazards within a community affect risk reduction program
8. Describe risk impact
 - Short term (immediate threat / response)
 - Long term (ongoing threat / impact)
 - Interconnected (failure to mitigate in one area increases risk in another)

9. 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
10. Compare hazards, probability of occurrence, and consequence to established risk
 - Low risk, high frequency
 - Low frequency, high risk
 - High frequency, low risk
 - High Frequency, high risk

Discussion Questions

1. What unique risks exist in your jurisdiction?

Application

1. Determined by instructor

Instructor Notes

1. NFPA 1730 and NFPA 1300 can be used as a reference for comparing hazards and establishing risk.

CTS Guide Reference: CTS 1-1

Topic 2-3: Historic Incidents and their FLSE Impact

Terminal Learning Objective

At the end of this topic a student, given an overview of historical incidents, will be able to identify the risks reduced as a result of those events.

Enabling Learning Objectives

1. Describe the *America Burning* report and its impact on fire education in the US
2. Describe how historical incidents have identified problems in communities
 - The Great Chicago Fire, Pestigo, and Great Michigan Fires (1871)
 - The Iroquois Theatre Fire (Chicago, IL, 1903)
 - The Great San Francisco Earthquake (1906)
 - The Triangle Shirtwaist Factory Fire (NYC, NY, 1911)
 - Cleveland Clinic Fire (Cleveland, OH, (1929)
 - Kerns Hotel Fire (Lansing, MI, 1934)
 - Coconut Grove Nightclub Fire (Boston, MA, 1942)
 - Hartford Circus Fire (Hartford, CT, 1944)
 - Our Lady of the Angels School Fire (Chicago, IL, 1958)
 - Golden Age Nursing Home Fire (Fitchville, OH, 1963)
 - Beverly Hills Supper Club (Southgate, KY, 1977)
 - MGM Grand Hotel Fire (Las Vegas, NV, 1980)
 - Happyland Fire (NYC, NY, 1990)
 - Hamlet Chicken Processing Plant Fire (Hamlet, NC, 1991)
 - September 11 Attacks (NYC, Washington DC, Pennsylvania, 2001)
 - Station Nightclub Fire (West Warwick, RI, 2003)
 - E2 Nightclub Stampede (Chicago, IL, 2003)
 - Cook County Administration Building Fire (Chicago, IL, 2003)
 - San Bruno Pipeline Explosion (San Bruno, CA, 2010)
 - West Fertilizer Company Explosion (West, TX, 2013)
 - The Ghostship Warehouse Fire (Oakland, CA, 2016)
 - Active Shooter/Bombing Incidents
 - Harveys Casino (South Lake Tahoe, NV, 1980)
 - World Trade Center Bombing (NYC, NY, 1993)
 - Murrah Building Bombing (Oklahoma City, OK, 1995)
 - Olympic Games Bombing (Atlanta, GA, 1996)
 - Virginia Tech (Blacksburg, VA, 2007)
 - Sandy Hook Elementary School (Newton, CT, 2012)
 - Boston Marathon Bombing (Boston, MA, 2013)
 - Pulse Nightclub (Orlando, FL, 2016)
 - Las Vegas Concert (Las Vegas, NV, 2017)
 - Wildland fires
 - Oakland Hills Fire (1991)
 - Painted Cave Fire (1990)
 - Panorama Fire (1980)

- Jones Fire (Shasta County) (1999)
- Cedar Fire (2003)
- Rim Fire (2013)
- Tubbs Fire/Sonoma County Fires (2018)
- Carr and Camp Fires (2019)
- Lightning Complex Fires, (2020)

3. Describe how fire and life safety educators play a role in protecting from all risks

Discussion Questions

1. How might a fire and life safety educator engage businesses and schools in educating the public about:
 - Evacuation
 - Sheltering in place
 - Disaster preparedness

Application

1. Given a historical incident, have each student research the incident and identify the risks that led to the incident and how risk reduction has changed as a result (if possible).

Instructor Notes

1. Assign *America Burning* and *America Burning Revisited* as required reading prior to this unit.

CTS Guide Reference: CTS 1-1

Topic 2-4: Additional FLSE Considerations

Terminal Learning Objective

At the end of this topic a student, given a list of topics commonly addressed by Fire and Life Safety Educators, will be able to identify additional FLSE topics to use when educating their community.

Enabling Learning Objectives

1. Identify at risk audiences and behaviors
 - Elderly
 - School age children
 - Pre-school age children
 - Business professionals
 - People with disabilities
 - Patients in hospitals and care facilities
 - Institutional occupancies
2. Identify wildland fire prevention methods
 - Defensible space
 - Wildland home retrofit programs
 - Community-based mitigation (i.e., NFPA Firewise)
 - Evacuation
3. Identify home fire prevention methods
 - Smoke alarms
 - Carbon monoxide alarms
 - Kitchen fire safety
 - Sleeping with doors closed
 - Home escape/evacuation plans
4. Identify current fire protection systems and devices
5. Identify injury cause and prevention
6. Identify additional risk prevention opportunities
 - Child passenger safety
 - Fall prevention
 - Injury prevention
 - Helmet use
 - EMS week
 - CERT (community emergency response team) programs
 - School programs
 - Fire Prevention Week
 - Burn prevention programs
7. Identify liability issues
8. Identify personal image and professionalism expectations

Discussion Questions

1. What programs are delivered in your jurisdiction?
2. How are new topics determined?

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Guide Reference: CTS 1-1

Unit 3: Education and Implementation

Topic 3-1: Selecting FLSE Instructional Materials

Terminal Learning Objective

At the end of this topic a student, given a subject, learning objectives, the intended audience, and related resources, will be able to select instructional materials specific to the audience and activity objectives and are congruent with nationally standardized campaign themes and messages reflecting current best practices.

Enabling Learning Objectives

1. Identify audience characteristics
 - Age
 - Educational backgrounds and learning style
 - Cultural and ethnic backgrounds
 - Physical ability and agility
 - Language (specific and slang)
 - Emotional characteristics
 - Values and beliefs
2. Describe learning characteristics of varied audiences and instructional material content
3. Locate applicable instructional materials

Discussion Questions

1. Why is it important to know target audience learning characteristics before selecting program material?
2. What repercussions can come from using inappropriate instruction materials?
3. What do you need to consider when selecting educational materials appropriate for the topic and target audience?

Application

1. Determined by instructor

Instructor Notes

1. Consider available resources for selecting instructional materials specific to the audience and activity objectives, such as puppets, characterization, and demonstration props.
2. NFPA 1035 notes that a Fire and Life Safety Educator I simply delivers prepared lessons and requisite knowledge should focus on those basic skills.

CTS Guide Reference: CTS 3-1

Topic 3-2: Practicing Safety During FLSE Activities

Terminal Learning Objective

At the end of this topic a student, given a lesson plan and a list of equipment, will be able to conduct fire and life safety education activities/demonstrations without injury to the educator or participants.

Enabling Learning Objectives

1. Identify potential hazards
 - Live fire training
 - Lifting and moving
 - Fall hazards
 - Falling object hazards
 - Indoor and outdoor hazards
2. Recognize and mitigate potential hazards
 - Designated safety officer
 - Safety spotters
 - Use of PPE
 - Use of facility staff
 - Facility safety staff
 - Teachers

Discussion Questions

1. What are some potential hazards of a live fire demonstration?
2. What activities are appropriate for different age levels?

Application

1. Determined by instructor

Instructor Notes

1. A fire and life safety educator would not be conducting a live fire training alone, but it is important to know what to do. Consider additional discussion regarding educating in a classroom environment vs. outdoor demonstrations.

CTS Guide Reference: CTS 3-2

Topic 3-3: Presenting FLSE Lesson Plans

Terminal Learning Objective

At the end of this topic a student, given a lesson plan with multiple presentation methods, evaluation instruments, time allotment, settings, and an identified audience, will be able to present and follow a lesson plan in order to meet learning objectives.

Enabling Learning Objectives

1. Identify lesson content
2. Describe learning objectives
3. Identify presentation methods
 - Lectures
 - Skits
 - Games
 - Role playing
 - Questioning
 - Team teaching
 - Discussions
 - Music
 - Characterizations
 - Demonstrations
 - Modeling
 - Videos
 - Films
 - Slide (visual) presentations
4. Identify specific audience needs
5. Demonstrate presentation skills and methods

Discussion Questions

1. How does verbiage change when talking to different age groups?
2. What is the purpose of a lesson plan?
3. What are common components of a lesson plan?

Application

1. Given a community risk reduction topic and a lesson plan, have each student present a five-minute lesson (with a three-minute critique).

Instructor Notes

1. Bring application materials.

CTS Guide Reference: CTS 3-3

Topic 3-4: Adapting FLSE Lesson Plans to Audience Needs

Terminal Learning Objective

At the end of this topic a student, given the lesson content and information on the audience, will be able to adapt a lesson plan to meet the audience's needs.

Enabling Learning Objectives

1. Describe how to adapt lesson plans
2. Identify audience needs
 - Accessibility
 - People-first language
 - Social and cultural trends
 - Age
 - Demographics
 - Knowledge, skills, abilities
 - Intent and/or capability for change
3. Discuss how to alter presentation delivery

Discussion Questions

1. What kinds of accommodations would you need to make for preschoolers?
2. What kinds of accommodations would you need to make for older adults?

Application

1. Given a sample lesson plan and an identified audience, have students work in groups to adapt the lesson plan to the audience needs and present their findings to the group.

Instructor Notes

1. Bring sample lesson plans for Application.

CTS Guide Reference: CTS 3-4

Topic 3-5: Advertising FLSE Events

Terminal Learning Objective

At the end of this topic a student, given a scheduled event, will be able to notify the public of the location, date, time, topic, and sponsoring agency of a scheduled event.

Enabling Learning Objectives

1. Identify publicity methods
2. Identify local media resources
3. Identify policies regarding dissemination of information
4. Describe how to use information technology
5. Distribute information

Discussion Questions

1. How many different mediums could you use to announce an event?

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Guide Reference: CTS 3-5

Topic 3-6: Disseminating FLSE Educational Information

Terminal Learning Objective

At the end of this topic a student, given information and/or materials, a specified audience, and a time frame, will be able to disseminate educational information to the audience within a specified time.

Enabling Learning Objectives

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

Discussion Questions

1. What are the proper channels for disseminating educational information to a specified audience? (list different audiences)

Application

1. Determined by instructor

Instructor Notes

1. Topic 3-6 and 3-7 can be taught together.

CTS Guide Reference: CTS 3-6

Topic 3-7: Disseminating FLSE Information Electronically

Terminal Learning Objective

At the end of this topic a student, given an incident, situation, or event information, organizational policies, and methods and time frame for releasing that information, will be able to disseminate information through applicable electronic forms of communications accurately and in a timely manner.

Enabling Learning Objectives

1. Describe agency requirements and policies for distributing and posting materials electronically
 - Via social media
 - Via the internet
 - Via applications (apps)
 - Via news groups and email lists
2. Describe specific methods for disseminating electronic information
 - Collaboration with neighboring jurisdictions
3. Develop, maintain, and strengthen interaction through electronic forms of communication

Discussion Questions

1. Which social media sites does your department use?
2. Which mobile applications (apps) does your department use?

Application

1. Given a topic, have students draft a social media message for their fire department.

Instructor Notes

1. Show examples (positive and negative) of fire agencies using social media sites.
2. Topic 3-6 and 3-7 can be taught together.

CTS Guide Reference: CTS 3-7

Unit 4: Administration

Topic 4-1: Documenting FLSE Activities

Terminal Learning Objective

At the end of this topic a student, given specific forms and formats, will be able to document fire and life safety educational activities by completing each component of the form or format with the correct information.

Enabling Learning Objectives

1. Describe “fire and life safety” strategy
 - A comprehensive organizational plan designed to eliminate or mitigate risks that endanger lives, health, property, or the environment through fire and life safety education programs
 - Can include collaboration with local, state, or national organizations and agencies
 - Result of planning process that begins with determining community needs and issues
2. Describe required forms or formats
3. Identify reporting procedures
4. Identify scheduled activities
5. Utilize forms and formats
6. Gather and assemble information

Discussion Questions

1. What information is necessary to document fire and life safety education activities?

Application

1. Given a specific form and topical information, have students complete a community service request.

Instructor Notes

1. Provide sample forms for community service requests.
2. Ask students to bring sample forms from their agency.

CTS Guide Reference: CTS 1-2

Topic 4-2: Preparing FLSE Activity Reports

Terminal Learning Objective

At the end of this topic a student, given specific forms or formats and information on activities, will be able to prepare activity reports with the correct information.

Enabling Learning Objectives

1. List types of educational activities
 - Lessons
 - Public presentations
 - Community contacts
 - Demonstrations
 - Safety fairs
 - Special events
 - Home inspections
 - New releases
 - Media interviews
 - Billboards
 - Social media posts
 - Likes, reposts, data, impressions
 - Engine school visits
 - Station tours
2. List classifications for activities
3. Identify types of documentation methods and AHJ-preferred methods
4. Identify the purpose of the forms or formats
5. Compile information
6. Maintain records

Discussion Questions

1. What are some examples of fire and life safety education activities?

Application

1. Given an activity request and appropriate forms, have students listen to a fire and life safety activity request from a member of the public and fill out the appropriate form with the information given.

Instructor Notes

1. Bring application materials.

CTS Guide Reference: CTS 1-3

Topic 4-3: Scheduling FLSE Activities

Terminal Learning Objective

At the end of this topic a student, given a list of events, activity requests, pre-activity requirements, and time allotments, will be able to maintain a work schedule and complete all activities in a work schedule without conflict.

Enabling Learning Objectives

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

Discussion Questions

1. What pre-activity tasks do you need to accomplish prior to an event?

Application

1. Determined by instructor

Instructor Notes

1. Consider distributing samples of event calendars, activity requests, pre-activity requirements, and time allotments.

CTS Guide Reference: CTS 1-4

Topic 4-4: Identifying FLSE Community Resources

Terminal Learning Objective

At the end of this topic a student, given a current list of resources, organizations, and identified need(s), will be able to identify community resources, services, and organizations, and refer the public to the applicable resource(s).

Enabling Learning Objectives

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

Discussion Questions

1. How would you define or describe a community resource, service, or organization?
2. What types of community resources, services, and organizations are available for residents with community service inquiries?

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Guide Reference: CTS 1-5

Unit 5: Planning and Development

Topic 5-1: Identifying and Sharing Information with FLSE Partners

Terminal Learning Objective

At the end of this topic a student, given current fire and life safety issues and community resources, services, and organizations, will be able to identify partners and share information and resources to address current fire and life safety issues.

Enabling Learning Objectives

1. Identify community risk reduction programs in the organization
2. Identify current community resources, services, and organizations
3. Discuss current fire and life safety issues
4. Identify organizations with common fire and life safety goals
5. Recognize opportunities for shared effort(s)

Discussion Questions

1. How does a Fire and Life Safety Educator helping to resolve a citizen's inquiry benefit the community, even if it is not a fire department problem?
2. What opportunities do the fire department and community resource organizations have to discuss common goals?

Application

1. Determined the instructor

Instructor Notes

1. Consider providing a list of fire and life safety "hot topics" and a contact list of fire service-related organizations.

CTS Guide Reference: CTS 2-1

Unit 6: Evaluation

Topic 6-1: Administering FLSE Evaluation Instruments

Terminal Learning Objective

At the end of this topic a student, given the appropriate evaluation instrument and testing policies and procedures, will be able to administer an evaluation method to measure lesson outcomes.

Enabling Learning Objectives

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

Discussion Questions

1. What is the purpose of the evaluation process?
3. What is the Fire and Life Safety Educator's role in the evaluation process?
4. What is the proper procedure for administering an evaluation instrument for a fire and life safety education presentation?

Application

1. Determined by instructor

Instructor Notes

1. Consider sharing different examples of evaluation techniques with the students.

CTS Guide Reference: CTS 4-1

Topic 6-2: Scoring FLSE Evaluation Instruments

Terminal Learning Objective

At the end of this topic a student, given scoring procedures and a grading scale, will be able to score an evaluation instrument to determine lesson outcomes.

Enabling Learning Objectives

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

Discussion Questions

1. What is the proper procedure for scoring the results of an evaluation following a fire and life safety education presentation?

Application

1. Determined by instructor

Instructor Notes

2. None

CTS Guide Reference: CTS 4-2

How to Read a Course Plan

A course plan identifies the details, logistics, resources, and training and education content for an individual course. Whenever possible, course content is directly tied to a national or state standard. SFT uses the course plan as the training and education standard for an individual course. Individuals at fire agencies, academies, and community colleges use course plans to obtain their institution's consent to offer course and provide credit for their completion. Instructors use course plans to develop syllabi and lesson plans for course delivery.

Course Details

The Course Details segment identifies the logistical information required for planning, scheduling, and delivering a course.

Required Resources

The Required Resources segment identifies the resources, equipment, facilities, and personnel required to deliver the course.

Unit

Each Unit represents a collection of aligned topics. Unit 1 is the same for all SFT courses. An instructor is not required to repeat Unit 1 when teaching multiple courses within a single instructional period or academy.

Topics

Each Topic documents a single Terminal Learning Objective and the instructional activities that support it.

Terminal Learning Objective

A Terminal Learning Objective (TLO) states the instructor's expectations of student performance at the end of a specific lesson or unit. Each TLO includes a task (what the student must be able to do), a condition (the setting and supplies needed), and a standard (how well or to whose specifications the task must be performed). TLOs target the performance required when students are evaluated, not what they will do as part of the course.

Enabling Learning Objectives

The Enabling Learning Objectives (ELO) specify a detailed sequence of student activities that make up the instructional content of a lesson plan. ELOs cover the cognitive, affective, and psychomotor skills students must master in order to complete the TLO.

Discussion Questions

The Discussion Questions are designed to guide students into a topic or to enhance their understanding of a topic. Instructors may add to or adjust the questions to suit their students.

Application

The Application segment documents experiences that enable students to apply lecture content through cognitive and psychomotor activities, skills exercises, and formative testing. Application experiences included in the course plan are required. Instructors may add additional application experiences to suit their student population if time permits.

Instructor Notes

The Instructor Notes segment documents suggestions and resources to enhance an instructor's ability to teach a specific topic.

CTS Guide Reference

The CTS Guide Reference segment documents the standard(s) from the corresponding Certification Training Standard Guide upon which each topic within the course is based. This segment is eliminated if the course is not based on a standard.

Skill Sheet

The Skill Sheet segment documents the skill sheet that tests the content contained within the topic. This segment is eliminated if the course does not have skill sheets.



Fire and Life Safety Educator 2

Course Plan

Course Details

Certification:	Fire and Life Safety Educator
CTS Guide:	Fire and Life Safety Educator Certification Training Standards Guide (2015)
Description:	This course provides the skills and knowledge needed for an experienced Fire and Life Safety Educator to safely, effectively, and competently prepare educational programs and information to meet identified needs.
Designed For:	Fire and Life Safety Educator certification candidates and individuals who perform fire and life safety education within their fire agency
Prerequisites:	Fire and Life Safety Educator 1
Standard:	Complete all activities, skills, and formative tests. Complete all summative tests with a minimum score of 80%.
Hours (Total):	21 hours (13.5 lecture / 7.5 application / testing time determined by AHJ)
Maximum Class Size:	30
Instructor Level:	Instructor Level 1
Instructor/Student Ratio:	1:30
Restrictions:	None
SFT Designation:	CFSTES

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Required Resources

Instructor Resources

To teach this course, instructors need:

- *Fire and Life Safety Educator: Principles and Practice* (Marsha Giesler, 2nd edition, ISBN: 13-978-1284041972)
- **or**
- *Fire and Life Safety Educator* (IFSTA, Fire Protection Publications, 3rd edition, ISBN: 978-087939396-0)
- NFPA 1300: Standard on Community Risk Assessment and Community Risk Reduction Plan Development (current edition)
- NFPA 1730: Standard on Organization and Deployment of Fire Prevention Inspection and Code Enforcement, Plan Review, Investigation, and Public Education Operations (current edition)

Online Instructor Resources

The following instructor resources are available online at

<https://osfm.fire.ca.gov/divisions/state-fire-training/cfstes-professional-certification/>:

- Activity 2-2a: Cognitive Lesson Plan Development
- Activity 2-2b: Psychomotor Lesson Plan Development
- Dale's Cone of Experience (pdf)

Student Resources

To participate in this course, students need:

- *Fire and Life Safety Educator: Principles and Practice* (Marsha Giesler, 2nd edition, ISBN: 13-978-1284041972)
- **or**
- *Fire and Life Safety Educator* (IFSTA, Fire Protection Publications, 3rd edition, ISBN: 978-087939396-0)
- NFPA 1300: Standard on Community Risk Assessment and Community Risk Reduction Plan Development (current edition)

Facilities, Equipment, and Personnel

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

- None

Time Table

Segment	Lecture	Application	Unit Total
Unit 1: Introduction			
Topic 1-1: Orientation and Administration	1.0	0.0	
Topic 1-2: Fire and Life Safety Educator Certification Process	0.5	0.0	
Unit 1 Totals	1.5	0.0	1.5
Unit 2: Education and Implementation			
Topic 2-1: Developing FLSE Informational Materials	1.5	1.0	
Topic 2-2: Developing FLSE Lesson Plans	1.5	2.0	
Topic 2-3: Modifying FLSE Lesson Plans	0.5	0.5	
Topic 2-3: Developing and Modifying FLSE Educational Materials	1.0	0.0	
Unit 4 Totals	4.5	3.5	8.0
Unit 3: Administration			
Topic 3-1: Preparing a FLSE Budget Proposal for a New Program	1.5	1.0	
Unit 2 Totals	1.5	1.0	2.5
Unit 4: Planning and Development			
Topic 4-1: Establishing FLSE Priorities	1.5	2.0	
Topic 4-2: Facilitating FLSE Collaborative Partnerships	1.5	0.0	
Topic 4-3: Preparing FLSE External Agency Resource Requests	0.5	0.0	
Unit 3 Totals	3.5	2.0	5.5
Unit 5: Evaluation			
Topic 5-1: Developing FLSE Evaluation Strategies	0.5	0.0	
Topic 5-2: Designing FLSE Evaluation Instruments	1.0	0.0	
Topic 5-3: Implementing FLSE Evaluation Strategies	1.0	1.0	
Unit 5 Totals	2.5	1.0	3.5
Summative Assessment			
Determined by AHJ or educational institution	TBD	TBD	TBD
Skills Practice (Lab / Sets and Reps)			
Determined by AHJ or educational institution	TBD	TBD	TBD
Course Totals:	13.5	7.5	21.0

Time Table Key

1. The Time Table documents the amount of time required to deliver the content included in the course plan.

2. Time is documented using the quarter system: 15 min. = .25 / 30 min. = .50 / 45 min. = .75 / 60 min. = 1.0.
3. The Course Totals do not reflect time for lunch (1 hour) or breaks (10 minutes per each 50 minutes of instruction or assessment). It is the instructor's responsibility to add this time based on the course delivery schedule.
4. Application (activities, skills exercises, and formative testing) time will vary depending on the number of students enrolled. The Application time documented is based on the maximum class size identified in the Course Details section.
5. Summative Assessments are determined and scheduled by the authority having jurisdiction. These are not the written or psychomotor State Fire Training certification exams. These are in-class assessments to evaluate student progress and calculate course grades.

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, skills exercises, 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
 - Access and functional needs and accommodations
 - Other requirements as applicable
3. Review course syllabus
 - Course objectives
 - Calendar of events
 - Course requirements
 - Student evaluation process
 - Assignments
 - Activities and skills exercises
 - Required student resources
 - Class participation requirements

Discussion Questions

1. Determined by instructor

Application

1. Determined by instructor

Topic 1-2: Fire and Life Safety Educator Certification Process

Terminal Learning Objective

At the end of this topic a student will be able to identify the requirements for Fire and Life Safety Educator certification and describe the certification task book and examination process.

Enabling Learning Objectives

1. Identify the different levels of certification in the Fire and Life Safety Educator certification track
 - Fire and Life Safety Educator
 - SFT issues certification for the cumulative process, not each NFPA level
2. Identify the prerequisites for Fire and Life Safety Educator certification
 - None
3. Identify the course work required for Fire and Life Safety Educator certification
 - 1A: Fire and Life Safety Educator 1
 - 1B: Fire and Life Safety Educator 2
 - 1C: Fire and Life Safety Educator 3
 - One of the following:
 - Fire Inspector 1A: Duties and Administration
 - Company Officer 2C: Fire Inspections and Investigation
 - Three college-level units in Introduction to Fire Technology
 - One of the following: *
 - Public Information and Warning (FEMA EL0105)
 - Public Information Officer – Basic (FEMA G290)
 - Introduction to Incident Information (NWCG S-203)
 - One of the following: *
 - Youth Firesetting Prevention and Intervention (NFA-F0633 *and* NFA-F0634)
 - Youth Firesetting Prevention and Intervention (NFA-R0629)
4. Identify the exams required for Fire and Life Safety Educator certification
 - No exams beyond the summative testing within courses
5. Identify the task book requirements for Fire and Life Safety Educator certification
 - Fire and Life Safety Educator Certification Task Book (2015)
6. Identify the experience requirements for Fire and Life Safety Educator certification
 - One of the following, performing fire and life safety education within a recognized fire agency in California:
 - Three years' full-time paid experience, or
 - Six years' volunteer or part-time paid experience (two months' part-time paid or volunteer = one month full-time paid), or
 - A combination of full-time paid and part-time paid or volunteer experience equal to three years' full-time paid
7. Identify the position requirements for Fire and Life Safety Educator certification
 - None
8. Describe the certification task book process
9. Describe the certification examination process

Discussion Questions

1. Determined by instructor

Application

1. Determined by instructor

Instructor Notes

1. * Courses taught by outside agencies often change names and numbers. Students should enroll in the most current version of any course, even if the course name or number has changed.

Unit 2: Education and Implementation

Topic 2-1: Developing FLSE Informational Materials

Terminal Learning Objective

At the end of this topic a student, given an identified fire or life safety objective and characteristics of the target audience, will be able to develop informational material that is accurate, relevant to the objective, and specific to the characteristics and needs of the target audience.

Enabling Learning Objectives

1. Identify data resources
2. Identify information systems, including accessible format and materials
3. Describe the learning theory
4. Identify community risk reduction and prevention strategies
5. Understand high-risk populations and those with access and functional needs
6. Identify types of educational media
 - Traditional (whiteboards, textbooks, overhead projectors, Smartboards, and teachers)
 - Mass media (newspapers, movies, radio, and television)
 - Electronic media (computers, interactive video, and multimedia systems)
 - Virtual or hybrid options
7. Assemble information in specific format
8. Generate written communications relevant to the needs of target populations
9. Locate resources to assist with specific challenges such as populations with access and functional needs and language issues

Discussion Questions

1. What strategies can be used to design a positive learning outcome?
2. What is the proper procedure for developing a lesson plan?
3. What are some challenges to the learning process for various audiences?
4. What are the advantages and disadvantages of different types of educational media?

Application

1. Consider splitting the group in half and having one half speak on the advantages of different educational media, and the other half talk about the disadvantages.

Instructor Notes

1. None

CTS Guide Reference: CTS 7-1

Topic 2-2: Developing FLSE Lesson Plans

Terminal Learning Objective

At the end of this topic, a student, given a topic, audience characteristics, and an agency-specific standard lesson plan format, will be able to develop a lesson plan and a course evaluation mechanism that addresses JPRs or learning objectives for the topic and includes learning objectives, a lesson outline, course materials, instructional aids, and meets the needs of the target audience.

Enabling Learning Objectives

1. Describe elements of a lesson plan
2. Describe components of learning objectives
3. Describe methods and techniques of instruction
 - Determine methods of delivery that best fit the content
4. Describe principles of adult learning
 - Apply instructional strategies to meet learning styles of each audience
5. Describe techniques for eliminating bias in instructional materials
 - Identify elements of instructional materials that can bias the success of some students over others
 - Identify elements of potential bias inherent in specific agency equipment
6. Select types and application of instructional media
 - Recommend two forms of media to be utilized during instructional delivery
 - State how the chosen instructional media supports the learning objectives
7. Select evaluation techniques
8. Identify sources of references and materials
9. Perform basic research
 - Identify materials to support the learning objective
10. Use JPRs to develop enabling learning objectives
11. Assess student needs
 - Consider audience characteristics such as new recruits vs. general public
 - Assess students' prior knowledge of equipment, procedures, and features
 - Provide reasonable accommodations for all students
12. Develop instructional media
 - Use instructional media to support learning objectives
 - Comply with U.S. copyright law and respect intellectual property rights
13. Apply outlining techniques
14. Apply evaluation techniques
15. Analyze resource needs
 - Determine number of handouts, equipment, software licenses needed
 - Match instructional delivery time with number of students and skill being taught to determine sufficiency of resources

Discussion Questions

1. What factors should you consider when creating the lesson plan in order to ensure that you can deliver the learning objective within the allocated time?
2. How does the evaluation step influence the overall lesson plan?

3. What intellectual property rights could be violated in course delivery?

Application

1. Activity 2-2a: Cognitive Lesson Plan Development
2. Activity 2-2b: Psychomotor Lesson Plan Development

Instructor Notes

1. Your lesson plans should model multiple presentation methods.

CTS Guide Reference: CTS 7-2

Topic 2-3: Modifying FLSE Lesson Plans

Terminal Learning Objective

At the end of this topic, a student, given a topic, audience characteristics, and a lesson plan, will be able to modify an existing lesson plan to address the JPRs or learning objectives for the topic; and include learning objectives, the lesson outline, course materials, instructional aids, and an evaluation plan.

Enabling Learning Objectives

1. Evaluate elements of an existing lesson plan
2. Identify learning objectives
3. Adapt methods and techniques of instruction
4. Identify and eliminate potential bias in instructional materials
5. Select types of instructional media
6. Identify sources of references and materials
7. Perform basic research
 - Identify reason for lesson modification (e.g., AHJ policy)
 - Identify materials to support the modified learning objective
8. Use JPRs to modify enabling learning objectives
9. Assess target audience needs
10. Modify instructional media
11. Apply outlining techniques
12. Apply evaluation techniques
13. Analyze resource needs

Discussion Questions

1. What factors influence the need to modify a lesson plan?
2. How might you modify instructional media to meet target audience needs?
3. How can you locate additional references and materials for lesson modification?

Application

1. Given an existing lesson plan, have students work in small groups to modify a prepared lesson plan for specified audiences.

Instructor Notes

1. None

CTS Guide Reference: CTS 7-3

Topic 2-4: Developing and Modifying FLSE Educational Materials

Terminal Learning Objective

At the end of this topic a student, given a lesson plan and a specified audience, will be able to develop and modify educational materials that support the lesson plan, are specific to the audience, and are congruent with nationally standardized campaign themes and messages reflecting current best practices.

Enabling Learning Objectives

1. Identify types of educational materials
2. Describe how to develop instructional materials and graphics
 - Ensure material is reflective of the community
 - Content
 - Word choice
 - Graphics
 - Delivery method
 - Review risk assessment
3. Identify methods to modify instructional materials
4. Design educational material
 - Review Dale's Cone of Experience

Discussion Questions

1. What educational material has been the most effective in your personal experience?
2. What are some legal issues of using logos, trademarks, videos, etc., in the classroom?
3. What are some considerations when developing age appropriate, educationally appropriate, behaviorally sound, and culturally sensitive educational material?

Application

1. Determined by instructor

Instructor Notes

1. See online resources for Dale's Cone of Experience PDF.

CTS Guide Reference: CTS 7-4

Unit 3: Administration

Topic 3-1: Preparing a FLSE Budget Proposal for a New Program

Terminal Learning Objective

At the end of this topic a student, given budgetary guidelines, program needs, and delivery expense projections, will be able to prepare a written budget proposal for a specific program or activity, follow all guidelines, and identify all program needs.

Enabling Learning Objectives

1. Describe the budgetary process
 - Identify materials costs
 - Identify personnel costs
 - Estimate other project costs
 - Determine revenue streams and sources
 - Identify partnerships to assist with funding
 - Grants
 - Community relationships
1. Describe organizational bidding processes
2. Describe organizational purchase requests
3. Describe budgetary recordkeeping needs for FLSE programs

Discussion Questions

1. What is the process for developing a fire and life safety education budget for a specific project?
2. What information should you include in a budget proposal?

Application

1. Given a proposed program or activity and a target audience, have students work in groups to develop a budget proposal.

Instructor Notes

1. Provide a budget template with categories to consider for the application.

CTS Guide Reference: CTS 5-1

Unit 4: Planning and Development

Topic 4-1: Establishing FLSE Priorities

Terminal Learning Objective

At the end of this topic a student, given relevant local loss and injury data, will be able to establish fire and life safety education priorities within a program so that local fire and life safety education activities address identified risk priorities.

Enabling Learning Objectives

1. Describe the community risk assessment process
 - NFPA 1300
 - NFPA 1730
2. Analyze content of reports and data
3. Identify prevention interventions
4. Collect, analyze, and interpret data
5. Identify and address priority risk issues

Discussion Questions

1. What is the proper process for identifying and prioritizing local risks?
2. What are the risk priorities in your area?

Application

1. Given local loss and injury data (American Fact Finder tool on the U.S. Census Bureau website (data.census.gov)) have students evaluate the data and determine if their FLSE priorities are in alignment with correcting/managing identified losses. If the priorities are not aligned, have the students propose adjustments.

Instructor Notes

1. Encourage students to become familiar with local fire issues.

CTS Guide Reference: CTS 6-1

Topic 4-2: Facilitating FLSE Collaborative Partnerships

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 mutually beneficial relationship.

Enabling Learning Objectives

1. Identify community demographics
2. Identify formal and informal community leaders
3. Identify opportunities for community interaction
 - Community meetings
 - Public meetings (fire board, city council, etc.)
 - Civic groups (Kiwanis, Rotary, Scouting, youth programs, etc.)
 - Special interest groups
 - Community events (street fairs, cultural celebrations, parades, etc.)
 - Fire prevention week
 - Volunteerism (fire corps, medical reserve, explorers)
 - Social media
4. Identify community groups
 - HOAs
 - Firesafe councils
 - Safekids
 - Burn foundations
5. Identify government agencies
 - Health department
 - Parks and rec department
 - Senior centers
 - After school programs
 - Daycares and preschools
 - School districts
6. 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
7. Describe effective customer service
8. Use verbal and written communication skills
9. Identify group dynamics and management
 - Describe group processes
 - Communicate objectives
 - Negotiate objectives

- Resolve conflict
- Interact in a group
- Recognize opportunity for shared effort
- Facilitating small group processes
- Managing group dynamics

Discussion Questions

1. Why is it important to have collaborative partnerships?
2. Who are the formal and informal community leaders in your jurisdiction?
3. What are positive ways to use social media to interact with the community?

Activities

1. Determined by instructor

Instructor Notes

1. Consider asking a collaborative partner to speak to the group.

CTS Guide Reference: CTS 6-2

Topic 4-3: Preparing FLSE External Agency Resource Requests

Terminal Learning Objective

At the end of this topic a student, given an external agency, department policies on requesting resources, and a description of the resources needed, will be able to prepare a request for resources from an external organization that identifies needed resources and conforms to department/agency policies and the resource provider's requirements.

Enabling Learning Objectives

1. Describe how to determine what resources might be needed from an external agency
2. Identify legal issues
3. Describe department and external agency policies for requesting resources
4. Demonstrate the ability to write proposals

Discussion Questions

1. What key information should be included in a resource request proposal?
2. What are some of your program's current needs? What external resources are available to meet those needs?

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Guide Reference: CTS 6-3

Unit 5: Evaluation

Topic 5-1: Developing FLSE Evaluation Strategies

Terminal Learning Objective

At the end of this topic a student, given educational program goals and objectives and evaluation instrument(s), will be able to develop an evaluation strategy that measures program outcomes.

Enabling Learning Objectives

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

Discussion Questions

1. What is the process for developing an evaluation strategy to measure outcomes of a risk reduction program?

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Guide Reference: CTS 8-1

Topic 5-2: Designing FLSE Evaluation Instruments

Terminal Learning Objective

At the end of this topic a student, given educational program goals and objectives and an evaluation strategy, will be able to design an evaluation instrument that measures program outcomes.

Enabling Learning Objectives

1. Identify program goals and objectives
2. Identify evaluation strategy
3. Identify testing methods
4. Design evaluation instrument
5. Select tools to measure program outcome
6. Validate testing instruments

Discussion Questions

1. What are some common testing methods?
2. What is the validation process for testing an evaluation instrument?

Application

1. Determined by instructor

Instructor Notes

1. Consider providing samples of an evaluation instrument for review.

CTS Guide Reference: CTS 8-2

Topic 5-3: Implementing FLSE Evaluation Strategies

Terminal Learning Objective

At the end of this topic a student, given educational program goals and objectives and evaluation instrument(s), will be able to implement an evaluation strategy that measures educational program outcomes.

Enabling Learning Objectives

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

Discussion Questions

1. What affiliate organizations or outside sources can you consult with when developing an evaluation strategy?
2. How does the selection of the evaluation technique change with your audience?

Application

1. Given a sample campaign, have students develop an implementation plan to evaluate the campaign.

Instructor Notes

1. None

CTS Guide Reference: CTS 8-3

How to Read a Course Plan

A course plan identifies the details, logistics, resources, and training and education content for an individual course. Whenever possible, course content is directly tied to a national or state standard. SFT uses the course plan as the training and education standard for an individual course. Individuals at fire agencies, academies, and community colleges use course plans to obtain their institution's consent to offer course and provide credit for their completion. Instructors use course plans to develop syllabi and lesson plans for course delivery.

Course Details

The Course Details segment identifies the logistical information required for planning, scheduling, and delivering a course.

Required Resources

The Required Resources segment identifies the resources, equipment, facilities, and personnel required to deliver the course.

Unit

Each Unit represents a collection of aligned topics. Unit 1 is the same for all SFT courses. An instructor is not required to repeat Unit 1 when teaching multiple courses within a single instructional period or academy.

Topics

Each Topic documents a single Terminal Learning Objective and the instructional activities that support it.

Terminal Learning Objective

A Terminal Learning Objective (TLO) states the instructor's expectations of student performance at the end of a specific lesson or unit. Each TLO includes a task (what the student must be able to do), a condition (the setting and supplies needed), and a standard (how well or to whose specifications the task must be performed). TLOs target the performance required when students are evaluated, not what they will do as part of the course.

Enabling Learning Objectives

The Enabling Learning Objectives (ELO) specify a detailed sequence of student activities that make up the instructional content of a lesson plan. ELOs cover the cognitive, affective, and psychomotor skills students must master in order to complete the TLO.

Discussion Questions

The Discussion Questions are designed to guide students into a topic or to enhance their understanding of a topic. Instructors may add to or adjust the questions to suit their students.

Application

The Application segment documents experiences that enable students to apply lecture content through cognitive and psychomotor activities, skills exercises, and formative testing. Application experiences included in the course plan are required. Instructors may add additional application experiences to suit their student population if time permits.

Instructor Notes

The Instructor Notes segment documents suggestions and resources to enhance an instructor's ability to teach a specific topic.

CTS Guide Reference

The CTS Guide Reference segment documents the standard(s) from the corresponding Certification Training Standard Guide upon which each topic within the course is based. This segment is eliminated if the course is not based on a standard.

Skill Sheet

The Skill Sheet segment documents the skill sheet that tests the content contained within the topic. This segment is eliminated if the course does not have skill sheets.

Cognitive Lesson Plan Development

Activity 2-2a

Format: Individual

Time Frame:

- 1 hour preparation
- 10 minute presentation in class (not including evaluation time)

Description

This activity provides students with an opportunity to conduct a class using a lesson plan that they have prepared, using multiple teaching methods and techniques to achieve lesson objectives.

Materials

- Self-prepared lesson plan
- Audiovisual training aids as needed
- Sample Passing and Failing Student Instructor Cognitive Teaching Demonstration Evaluations

Instructions

1. Your teaching demonstration is scheduled for: _____
2. Review the Sample Passing Student Instructor Cognitive Teaching Demonstration Evaluation Form.
3. Review the Sample Failing Student Instructor Cognitive Teaching Demonstration Evaluation Form.
4. Prepare to teach a 10-minute presentation from your cognitive lesson plan following the four-step method of instruction.
 - Include a clearly stated student behavioral objective.
 - Use presentation methods and teaching strategies that create interest and involve the students.
 - Follow your lesson plan.
 - Use a minimum of two forms of an audiovisual training aid to enhance and reinforce teaching points. Video use is limited to a maximum of two minutes.
 - Conclude with a summary and assignment, if appropriate.
5. Your presentation time must be at least 9 minutes and no longer than 11 minutes.
6. You will be evaluated by both student evaluators and the primary instructor for the class.

Sample Passing Student Instructor Cognitive Teaching Demonstration Evaluation

* Indicates critical component: Failure on this component results in failure of the teaching demonstration

Student Instructor	William James
Topic	Damage Assessment Basics for CERT
Level of Instruction	II
Date	October 11
Evaluator	Colleen Buhler
Primary or Secondary	Primary

Evaluated Components		Consider	Yes	No	Pass or Fail
1	* Classroom Management	Seating arrangement, lighting, distractions	x		P
Comments		<i>Used the chevron design. Dimmed the lights.</i>			
2	* Learning Objective	Must include TLO (condition, task, standard) /ELO	x		P
Comments		<i>Clearly stated.</i>			
3	* Preparation	ACID BASE	x		P
Comments		N/A			
4	* Presentation				
4a	Content	Lesson flow: known to unknown	x		P
Comments		<i>Good flow of material; referred back to what students had already learned, then proceeded with new material.</i>			

FLSE 1B: Fire and Life Safety Educator 2
 Activity 2-2a: Cognitive Lesson Plan Development

4b	Verbal Communication	Volume, clarity, interferences	x		P
Comments		<i>Started a bit quiet but grew louder. Overused the term "fantastic" when affirming student responses.</i>			
4c	Nonverbal Communication	Eye contact, gestures, distracting mannerisms	x		P
Comments		<i>Maintained good eye contact with the entire class. Started a bit quiet but grew louder. Overused the term "fantastic" when affirming student responses.</i>			
5	* Application				
5a	Audiovisual Training Aids	Easily seen, support lecture, used effectively	x		P
Comments		<i>Used slides effectively.</i>			
5b	Active Learning Environment	Questioning techniques, interaction, feedback	x		P
Comments		<i>Used overhead questions frequently but exclusively. Vary it up a little!</i>			
6	* Summary		x		P
Comments					
7	Evaluation				
Comments					
8	Assignment		x		P
Comments					
Actual Teaching Time: 10:40					
Grade (Pass/Fail): Pass					
Overall Comments: <i>Really good demo! Watch saying "fantastic" so often and vary your types of application questions. Used overhead questions frequently but exclusively. Vary it up a little!</i>					

Sample Failing Student Instructor Cognitive Teaching Demonstration Evaluation

Student Instructor	Bill Buckner
Topic	Drowning Prevention in the Home
Level of Instruction	II
Date	October 31
Evaluator	Mark Ferreira
Primary or Secondary	Primary

Evaluated Components		Consider	Yes	No	Pass or Fail
1	* Classroom Management	Seating arrangement, lighting, distractions	x		P
Comments		<i>Standard classroom setup. Closed the blinds; room was dark.</i>			
2	* Learning Objective	Must include condition, behavior, standard		x	F
Comments		<i>Did not state the condition or the standard.</i>			
3	* Preparation	ACID BASE	x		P
Comments		<i>Showed a video clip to create interest and it worked!</i>			
4	* Presentation				
4a	Content	Lesson flow: known to unknown		x	F
Comments		<i>Content did not match lesson topic. Material seemed disorganized.</i>			
4b	Verbal Communication	Volume, clarity, interferences	x		P
Comments		<i>Good volume. Slow down a little. Watch the "OKs".</i>			

FLSE 1B: Fire and Life Safety Educator 2
 Activity 2-2a: Cognitive Lesson Plan Development

4c	Nonverbal Communication	Eye contact, gestures, distracting mannerisms	x		P
Comments		<i>Played with his wedding ring throughout. Personal problem or nerves?? Stared at the first row of students only.</i>			
5	* Application				
5a	Audiovisual Training Aids	Easily seen, support lecture, used effectively	x		P
Comments		<i>Good video clips. Prepared the class well before each.</i>			
5b	Active Learning Environment	Questioning techniques, interaction, feedback		x	F
Comments		<i>Only question to the students was, "Do you have any questions?" No student-to-student interaction at all.</i>			
6	* Summary		x		P
Comments					
7	Evaluation	Not evaluated in CRR 1			
Comments					
8	Assignment		x		P
Comments					
* Indicates critical component: Failure on this component results in failure of the teaching demonstration.					
Actual Teaching Time: 13:30					
Grade (Pass/Fail): Fail					
Overall Comments: <i>Good vocal volume but no eye contact. Forgot most of the SBO. Had no active learning environment going on. Over on time.</i>					

Psychomotor Lesson Plan Development

Activity 2-2b

Format: Individual

Time Frame:

- 1 hour preparation
- 10 minutes presentation in class (not including evaluation time)

Description

This activity provides students with an opportunity to conduct a class using a lesson plan that the instructor has prepared, using multiple teaching methods and techniques to achieve lesson objectives.

Materials

- Self-prepared lesson plan
- Audiovisual training aids as needed
- Sample Passing and Failing Student Instructor Psychomotor Teaching Demonstration Evaluations

Instructions

1. Your teaching demonstration is scheduled for: _____
2. Review the Sample Passing Student Instructor Psychomotor Teaching Demonstration Evaluation form.
3. Review the Sample Failing Student Instructor Psychomotor Teaching Demonstration Evaluation form.
4. Prepare to teach a 10-minute presentation from your psychomotor lesson plan following the four-step method of instruction.
 - Include a clearly stated student behavioral objective.
 - Follow your lesson plan.
 - Use personal protective equipment as needed.
 - Reinforce teaching points.
 - Allow time for student application while you supervise and provide feedback.
 - Allow time for student evaluation.
 - Conclude the presentation with an assignment, if appropriate.
5. Your presentation time must be at least 9 minutes and no longer than 11 minutes.
6. You will be evaluated by both student evaluators and the Primary Instructor for the class.

Sample Passing Student Instructor Psychomotor Teaching Demonstration Evaluation

Student Instructor	William James		
Topic	How to crawl low under smoke to escape a room	Level of Instruction	II
Date	October 11		
Evaluator	Colleen Buhler	Primary or Secondary	Primary

Evaluated Components		Consider	Yes	No	Pass or Fail
1	* Managed Training Environment	Disruptions, distractions	x		P
Comments		<i>All students had a good view of the demo.</i>			
2	* Learning Objective(s)	Must include TLO (condition, task, standard) /ELO	x		P
Comments		<i>Clearly stated</i>			
3	* Preparation	ACID BASE, Effective	x		P
Comments		<i>Tied need to know to home safety. Stressed safety.</i>			
4	* Presentation				
4a	Content	Lesson flow: known to unknown	x		P
Comments		<i>Good flow; followed skills sheet.</i>			
4b	* Training Aids and Props	Same as what the students will use, easily seen, used effectively and safely	x		P
Comments		<i>Equipment set up for students to see. Had everything he needed.</i>			

FLSE 1B: Fire and Life Safety Educator 2
 Activity 2-2b: Psychomotor Lesson Plan Development

4c	* Performed skill at full speed	Using skill sheet, promoting safety	x		P
Comments		<i>Performed smoothly according to skills sheet. Maintained good eye contact with the entire class.</i>			
4d	* Performed slowly, verbalizing	Operations and key points, promoting safety	x		P
Comments		<i>Stressed safety. Made sure all could see and hear</i>			
4e	* Verbal communication	Volume, clarity, interferences	x		P
Comments		<i>Good volume and clarity. Talked to students, not at them.</i>			
4f	* Nonverbal communication	Eye contact, gestures, distracting mannerisms	x		P
Comments		<i>Had good eye contact throughout the demonstration. Made sure everyone could see what he was doing.</i>			
5	* Application				
5a	* Student skill performance	Checking key points, correcting errors	x		P
Comments		<i>Worked with each student and guided them through the demo. Corrected any mistakes and reminded them of safety issues.</i>			
5b	* Active Learning Environment	Questioning techniques, interaction, feedback	x		P
Comments		<i>Asked students questions. Gave positive feedback.</i>			
6	Evaluation	Student performs without assistance	x		P
7	Assignment		x		P
*	Indicates critical component: Failure on this component results in failure of the teaching demonstration				

FLSE 1B: Fire and Life Safety Educator 2
Activity 2-2b: Psychomotor Lesson Plan Development

Actual teaching time: <i>10:12</i>
Grade (Pass/Fail): <i>Pass</i>
Overall Comments: <i>Good job! Don't overpraise. Glad you failed the student who wasn't trying.</i>

Sample Failing Student Instructor Psychomotor Teaching Demonstration Evaluation

Student Instructor	Bill Buckner		
Topic	How to operate a fire extinguisher	Level of Instruction	II
Date	October 31		
Evaluator	Mark Ferreira	Primary or Secondary	Primary

Evaluated Components		Consider	Yes	No	Pass or Fail
1	* Managed Training Environment	Disruptions, distractions	x		P
Comments		<i>Allowed all students to see the demo.</i>			
2	* Learning Objective(s)	Must include TLO (condition, task, standard) /ELO		x	F
Comments		<i>Did not say what the standard would be!</i>			
3	* Preparation	ACID BASE, Effective	x		P
Comments		<i>Used a short video of recent fire showing this skill.</i>			
4	* Presentation				
4a	Content	Lesson flow: known to unknown	x		P
Comments		<i>Skills sheet appeared to be complete.</i>			
4b	* Training Aids and Props	Same as what the students will use, easily seen, used effectively and safely	x		P
Comments		<i>Equipment set up prior to the demo. Had more than he needed.</i>			
4c	* Performed skill at full speed	Using skill sheet, promoting safety		x	F
Comments		<i>Did not follow skill sheet. Went a little too fast.</i>			

FLSE 1B: Fire and Life Safety Educator 2
 Activity 2-2b: Psychomotor Lesson Plan Development

4d	* Performed slowly, verbalizing	Operations and key points, promoting safety		x	F
Comments		<i>Omitted this step.</i>			
4e	* Verbal communication	Volume, clarity, interferences	x		P
Comments		<i>Good clear voice, volume, and clarity.</i>			
4f	* Nonverbal communication	Eye contact, gestures, distracting mannerisms	x		P
Comments		<i>Maintained eye contact with several students.</i>			
5	* Application				
5a	* Student skill performance	Checking key points, correcting errors	x		P
Comments		<i>Helped each student. Was impatient with one student who didn't get it.</i>			
5b	* Active Learning Environment	Questioning techniques, interaction, feedback		x	F
Comments		<i>Only asked one question at the end: Did everyone see that?</i>			
6	Evaluation	Student performs without assistance	x		P
7	Assignment			x	F
*	Indicates critical component: Failure on this component results in failure of the teaching demonstration				
Actual teaching time: 5:25					
Grade (Pass/Fail): <i>Fail</i>					
Overall Comments: <i>Did not provide standard in SBO. Use of video was effective. Didn't complete each operation on the skill sheet. No interaction. Presentation too short.</i>					



Fire and Life Safety Educator 3

Course Plan

Course Details

- Certification:** Fire and Life Safety Educator
- CTS Guide:** Fire and Life Safety Educator Certification Training Standards Guide (2015)
- Description:** This course provides the skills and knowledge needed for an experienced Fire and Life Safety Educator to safely, effectively, and competently create, administer, and evaluate educational programs and information.
- Designed For:** Fire and Life Safety Educator certification candidates and individuals who manage fire and life safety education within their fire agency
- Prerequisites:** Fire and Life Safety Educator 2
Introduction to Strategic Community Risk Assessment (NFA Q0843 or current course number/title)
- Standard:** Complete all activities, skills, and formative tests.
Complete all summative tests with a minimum score of 80%.
- Hours (Total):** 32.5 hours
(28.0 lecture / 4.5 application / testing time determined by AHJ)
- Maximum Class Size:** 30
- Instructor Level:** Instructor Level 2
- Instructor/Student Ratio:** 1:30
- Restrictions:** None
- SFT Designation:** CFSTES

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Required Resources

Instructor Resources

To teach this course, instructors need:

- *Fire and Life Safety Educator: Principles and Practice* (Marsha Giesler, 2nd edition, ISBN: 13-978-1284041972)
- or
- *Fire and Life Safety Educator* (IFSTA, Fire Protection Publications, 3rd edition, ISBN: 978-087939396-0)

Online Instructor Resources

The following instructor resources are available online at

<https://osfm.fire.ca.gov/divisions/state-fire-training/cfstes-professional-certification/>:

- None

Student Resources

To participate in this course, students need:

- *Fire and Life Safety Educator: Principles and Practice* (Marsha Giesler, 2nd edition, ISBN: 13-978-1284041972)
- or
- *Fire and Life Safety Educator* (IFSTA, Fire Protection Publications, 3rd edition, ISBN: 978-087939396-0)

Facilities, Equipment, and Personnel

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

- None

Time Table

Segment	Lecture	Application	Unit Total
Unit 1: Introduction			
Topic 1-1: Orientation and Administration	1.0	0.0	
Topic 1-2: Fire and Life Safety Educator Certification Process	0.5	0.0	
Unit 1 Totals	1.5	0.0	1.5
Unit 2: Program Administration			
Topic 2-1: Projecting FLSE Program Budget Income/Expenditures	1.5	0.0	
Topic 2-2: Developing FLSE Budgets	1.5	0.0	
Topic 2-3: Preparing a FLSE Budget Proposal	2.0	0.0	
Topic 2-4: Developing FLSE Public Policy Recommendations	2.5	0.0	
Topic 2-5: Evaluating FLSE Subordinate Performance	1.5	0.0	
Topic 2-6: Formulating Alternate FLSE Development and Delivery Systems	2.0	0.0	
Unit 2 Totals	11.0	0.0	11.0
Unit 3: Program Planning and Development			
Topic 3-1: Developing a Comprehensive FLSE Strategy	2.0	2.0	
Topic 3-2: Creating a FLSE Coalition	1.0	0.0	
Topic 3-3: Projecting Future FLSE Needs	1.0	0.0	
Topic 3-5: Developing a FLSE Marketing Plan	1.0	0.0	
Unit 3 Totals	5.0	2.0	7.0
Unit 4: Program Education and Implementation			
Topic 4-1: Interpreting Data and Information to Conduct a Risk Analysis	1.5	0.0	
Topic 4-2: Designing FLSE Programs	1.5	0.5	
Topic 4-3: Revising FLSE Programs	0.5	0.0	
Topic 4-4: Creating FLSE Messages	1.0	1.0	
Topic 4-5: Establishing FLSE Administration Policies	1.0	0.0	
Topic 4-6: Creating a Training Program for FLSE Educators	1.0	0.0	
Topic 4-7: Creating a FLSE Internal Awareness Campaign	1.0	1.0	
Topic 4-8: Creating FLSE Reports	1.0	0.0	
Unit 4 Totals	8.5	2.5	11.0
Unit 5: Program Evaluation			
Topic 5-1: Implementing FLSE Evaluation Methods	1.0	0.0	
Topic 5-2: Evaluating FLSE Programs	1.0	0.0	
Unit 5 Totals	2.0	0.0	2.0

Segment	Lecture	Application	Unit Total
Summative Assessment			
Determined by AHJ or educational institution	TBD	TBD	TBD
Skills Practices (Lab / Sets and Reps)			
Determined by AHJ or educational institution	TBD	TBD	TBD
Course Totals:	28.0	4.5	32.5

Time Table Key

1. The Time Table documents the amount of time required to deliver the content included in the course plan.
2. Time is documented using the quarter system: 15 min. = .25 / 30 min. = .50 / 45 min. = .75 / 60 min. = 1.0.
3. The Course Totals do not reflect time for lunch (1 hour) or breaks (10 minutes per each 50 minutes of instruction or assessment). It is the instructor’s responsibility to add this time based on the course delivery schedule.
4. Application (activities, skills exercises, and formative testing) time will vary depending on the number of students enrolled. The Application time documented is based on the maximum class size identified in the Course Details section.
5. Summative Assessments are determined and scheduled by the authority having jurisdiction. These are not the written or psychomotor State Fire Training certification exams. These are in-class assessments to evaluate student progress and calculate course grades.

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, skills exercises, 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
 - Access and functional needs and accommodations
 - Other requirements as applicable
3. Review course syllabus
 - Course objectives
 - Calendar of events
 - Course requirements
 - Student evaluation process
 - Assignments
 - Activities and skills exercises
 - Required student resources
 - Class participation requirements

Discussion Questions

1. Determined by instructor

Application

1. Determined by instructor

Topic 1-2: Fire and Life Safety Educator Certification Process

Terminal Learning Objective

At the end of this topic a student will be able to identify the requirements for Fire and Life Safety Educator certification and describe the certification task book and examination process.

Enabling Learning Objectives

1. Identify the different levels of certification in the Fire and Life Safety Educator certification track
 - Fire and Life Safety Educator
 - SFT issues certification for the cumulative process, not each NFPA level
2. Identify the prerequisites for Fire and Life Safety Educator certification
 - None
3. Identify the course work required for Fire and Life Safety Educator certification
 - 1A: Fire and Life Safety Educator 1
 - 1B: Fire and Life Safety Educator 2
 - 1C: Fire and Life Safety Educator 3
 - One of the following:
 - Fire Inspector 1A: Duties and Administration
 - Company Officer 2C: Fire Inspections and Investigation
 - Three college-level units in Introduction to Fire Technology
 - One of the following: *
 - Public Information and Warning (FEMA EL0105)
 - Public Information Officer – Basic (FEMA G290)
 - Introduction to Incident Information (NWCG S-203)
 - One of the following: *
 - Youth Firesetting Prevention and Intervention (NFA-F0633 *and* NFA-F0634)
 - Youth Firesetting Prevention and Intervention (NFA-R0629)
4. Identify the exams required for Fire and Life Safety Educator certification
 - No exams beyond the summative testing within courses
5. Identify the task book requirements for Fire and Life Safety Educator certification
 - Fire and Life Safety Educator Certification Task Book (2015)
6. Identify the experience requirements for Fire and Life Safety Educator certification
 - One of the following, performing fire and life safety education within a recognized fire agency in California:
 - Three years' full-time paid experience, or
 - Six years' volunteer or part-time paid experience (two months' part-time paid or volunteer = one month full-time paid), or
 - A combination of full-time paid and part-time paid or volunteer experience equal to three years' full-time paid
7. Identify the position requirements for Fire and Life Safety Educator certification
 - None
8. Describe the certification task book process
9. Describe the certification examination process

Discussion Questions

1. Determined by instructor

Application

1. Determined by instructor

Instructor Notes

1. * Courses taught by outside agencies often change names and numbers. Students should enroll in the most current version of any course, even if the course name or number has changed.

Unit 2: Program Administration

Topic 2-1: Projecting FLSE Program Budget Income/Expenditures

Terminal Learning Objective

At the end of this topic a student, given program needs, past expenditures, current materials, personnel cost, and guidelines, will be able to project program budget income/expenditures and address all program needs within accepted guidelines.

Enabling Learning Objectives

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

Discussion Questions

1. How would you modify a rejected proposal for resubmission?
2. What are some commonly used budget cycles?

Application

1. Determined by instructor

Instructor Notes

1. Consider providing sample budgets for students to review.

CTS Guide Reference: CTS 5-2

Topic 2-2: Developing FLSE Budgets

Terminal Learning Objective

At the end of this topic a student, given schedules, budgetary guidelines, program needs, and delivery expense projections, will be able to develop a fire and life safety education division budget to determine and justify capital operating and personnel costs.

Enabling Learning Objectives

1. Describe the budgetary process
2. Identify program needs
 - Estimate project costs
3. Describe basic accounting methods
4. Describe budgeting methods
5. Identify budget cycles that affect the fire and life safety strategy
6. Identify cost allocation breakdown
7. Describe local budget guidelines and requirements
8. Identify budget administration issues
 - Federal, state/provincial, local, and tribal laws
 - Organizational bidding process
 - Organization purchase requests
 - Budget forms
 - Requisition/purchase orders
9. Collect, organize, and format budgetary information
10. Analyze projected budgetary needs

Discussion Questions

1. Why is it important to review historical budget information?
2. What information should be included in a budget proposal?
3. What are examples of operating and personnel costs within an organizational budget?
4. What are some methods for determining and justifying operating costs?

Application

1. Determined by instructor

Instructor Notes

1. Consider providing examples of various budgets.

CTS Guide Reference: CTS 9-1

Topic 2-3: Preparing a FLSE Budget Proposal

Terminal Learning Objective

At the end of this topic a student, given budgetary guidelines, program needs, and delivery expense projections, will be able to prepare a written budget proposal for a community risk division/department, follow all guidelines, and identify all program needs.

Enabling Learning Objectives

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

Discussion Questions

1. What is the process for developing a fire and life safety education budget for a specific project?
2. What information should be included in a budget proposal?

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Guide Reference: CTS 5-1

Topic 2-4: Developing FLSE Public Policy Recommendations

Terminal Learning Objective

At the end of this topic a student, given a fire or injury issue and policy development guidelines, will be able to develop a public policy recommendation for management by providing justification for the policy, explaining the issue, identifying solutions, and stating the impact, benefit and/or economic incentive from adopting the policy.

Enabling Learning Objectives

1. Identify the fire and injury issue
2. Define public policy and describe its context within the fire service
3. Describe the public policy process
 - Identify procedures for legislative implementation at the jurisdictional level
 - Identify policy development guidelines
4. Analyze local fire and injury issues
5. Identify economic incentives
6. Format policy
7. Project possible outcome
8. Propose public policy
9. Analyze feedback

Discussion Questions

1. What are some fire and life safety issues in your jurisdiction that could be affected by proposing public policy changes?
2. What are the different types of public policy?

Application

1. Determined by instructor

Instructor Notes

1. Consider providing examples of public policy as it relates to fire and life safety education.
2. Consider teaching the eight steps to policy change, found in *Fire and Life Safety Education*, 3rd edition, International Fire Service Training Association (IFSTA).
3. Reference IS-660 Introduction to Public-Private Partnerships (FEMA) for more information.

CTS Guide Reference: CTS 5-3 and CTS 10-4

Topic 2-5: Evaluating FLSE Subordinate Performance

Terminal Learning Objective

At the end of this topic a student, given written performance criteria, organizational policies on performance evaluations, and evaluation forms, will be able to objectively evaluate subordinate performance by providing feedback to the employee, and completing the evaluation according to organizational policy and procedures.

Enabling Learning Objectives

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

Discussion Questions

1. Why are performance evaluations important?
2. What is the procedure for evaluating employee performance?

Application

1. Determined by instructor

Instructor Notes

1. Consider providing sample evaluation tools.

CTS Guide Reference: CTS 5-4

Topic 2-6: Formulating Alternate FLSE Program Development and Delivery Systems

Terminal Learning Objective

At the end of this topic a student, given interagency networks, funding sources, and volunteer recruitment, will be able to formulate alternate systems of program development and delivery to sustain fire and life safety strategies in the community through nontraditional approaches.

Enabling Learning Objectives

1. Identify interagency networks, community resources, and organizations
2. Identify not-for-profit corporations, foundations, and grantors
3. Identify volunteer programs with similar mission
4. Identify volunteer organizations policies and procedures
5. Identify volunteer recruitment strategies
 - Recruitment
 - Training
 - Oversight/coordination
 - Retention
 - Evaluation
6. Recruit volunteers
7. Coordinate and train volunteers
8. Write grants

Discussion Questions

1. What are your agency's volunteer policies and procedures?
2. How do you protect your organization from liability when using volunteers?
3. What impact does grant writing have on the operating budget?

Application

1. Determined by instructor

Instructor Notes

1. Reference IS-244 Developing and Managing Volunteers (FEMA) for more information.
2. Consider including visit from local volunteer management organizations.

CTS Guide Reference: CTS 9-2

Unit 3: Program Planning and Development

Topic 3-1: Developing a Comprehensive FLSE Strategy

Terminal Learning Objective

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

Enabling Learning Objectives

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

Discussion Questions

1. What fire and life safety issues are present in your jurisdiction?

Application

1. Given a budget of \$5,000 and personnel costs, have students choose three issues in their community, prioritize spending, and design the strategy.

Instructor Notes

1. None

CTS Guide Reference: CTS 10-1

Topic 3-2: Creating a FLSE Coalition

Terminal Learning Objective

At the end of this topic a student, given a working knowledge of multijurisdictional organizations and agencies, a list of fire and injury priorities, and policies for interagency partnerships, will be able to create a fire and life safety education coalition to mitigate targeted fires and/or injuries.

Enabling Learning Objectives

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

Discussion Questions

1. What process do you use to create or solidify an interagency collaborative partnership for a fire and life safety education issue?
2. What are the benefits of interagency collaborative partnerships?
3. What are potential barriers and obstacles to a successful coalition?

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Guide Reference: CTS 10-2

Topic 3-3: Projecting Future FLSE Needs

Terminal Learning Objective

At the end of this topic a student, given current and emerging trends and issues, will be able to project future fire and life safety needs to accomplish proactive planning within the organizational mission.

Enabling Learning Objectives

1. Describe how to analyze demographics
2. Identify governmental regulations
3. Identify environmental issues
4. Identify emerging trends and technological changes
5. Analyze trends
6. Prepare a strategic plan
 - Review and assess existing plan
 - Design
 - Develop
 - Implement

Discussion Questions

1. How have changing demographics and new technologies changed the way the fire service accomplishes its planning goals?
2. How are planning goal outcomes reflected in the strategic plan?

Application

1. Determined by instructor

Instructor Notes

1. Consider requiring students to bring in their agency's strategic plans for review and discussion.

CTS Guide Reference: CTS 10-3

Topic 3-4: Developing a FLSE Marketing Plan

Terminal Learning Objective

At the end of this topic a student, given community risk issues and identified fire and life safety education goals, will be able to develop a marketing plan to create awareness of the importance of fire and life safety within the community.

Enabling Learning Objectives

1. Describe fire and injury issues
2. Identify marketing strategies
3. Identify media resources
4. Establish relationships with the media
5. Write a marketing plan outline

Discussion Questions

1. What is the process for developing a marketing plan designed to raise awareness on a risk reduction issue?
2. What are your agency's current marketing strategies?
3. How could your agency's marketing be improved?

Application

1. Determined by instructor

Instructor Notes

1. Consider inviting local marketing firms or organizations to speak to the group.

CTS Guide Reference: CTS 10-5

Unit 4: Program Education and Implementation

Topic 4-1: 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
 - Center for Disease Control (pandemic plans)
 - Storms/floods
 - Federal Emergency Management Agency (flood plain maps)
 - National Oceanic and Atmospheric Administration (NOAA)
 - Earthquakes
 - US Geological Survey (USGS)
 - Terrorism (chemical, biological, radiological, nuclear)
 - Federal Bureau of Investigation (FBI)
 - 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 conflagrations, 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?
2. Where do target hazards fall on the probability vs. consequences model?
3. How does fuel management (of lack thereof) in the wildland urban interface alter the probability and consequences outcome?

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Guide Reference: CTS 11-1

Topic 4-2: Designing FLSE Programs

Terminal Learning Objective

At the end of this topic a student, given a comprehensive educational strategy, a target audience, and its characteristics, will be able to design a fire and life safety education program to address the goals of a given strategy.

Enabling Learning Objectives

1. Describe how to conduct a needs assessment
2. Identify evaluation instruments
3. Identify and select an educational methodology
4. Compile, organize, and evaluate educational program elements

Discussion Questions

1. What is an example of an educational strategy?
2. What are the components of an educational program?
3. How might a school's curriculum standards affect a fire and life safety educational program?

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Guide Reference: CTS 7-5

Topic 4-3: Revising FLSE Programs

Terminal Learning Objective

At the end of this topic a student, given the results of an evaluation process and program objectives, will be able to revise an educational program until objectives are achieved.

Enabling Learning Objectives

1. Write or revise specific objectives and lesson plans
2. Analyze data

Discussion Questions

1. What factors drive the need to revise an educational program?
2. What are some desired outcomes in an educational program?

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Guide Reference: CTS 7-6

Topic 4-4: Creating FLSE Messages

Terminal Learning Objective

At the end of this topic a student, given identified community risk(s), will be able to create accurate educational messages that are specific to the audience and congruent with nationally standardized campaign themes and messages reflecting best practices.

Enabling Learning Objectives

1. Identify technical content
2. Identify nationally standardized campaign themes and messages reflecting current best practices
3. Identify characteristics of the audience, including:
 - Age range
 - Community demographics
 - Literacy levels
 - English as a second language
 - Accessible formatting needs
4. Identify educational messages
5. Conduct research
6. Analyze risk
7. Use best practices
8. Write the safety message

Discussion Questions

1. How do past injury statistics affect current messaging?
2. What educational messages are currently successful?
3. Where can you locate accurate educational messages and resources?

Application

1. Given an identified community risk and a specific audience, have students to create a safety message.

Instructor Notes

1. Consider providing the class with NFPA's Educational Messages.

CTS Guide Reference: CTS 11-3

Topic 4-5: Establishing FLSE Administration Policies

Terminal Learning Objective

At the end of this topic a student, given an organizational mission and federal, state, provincial, tribal, and local regulations, will be able to establish administrative policies for the fire and life safety education program that are clearly stated and support the organizational mission.

Enabling Learning Objectives

1. Identify organizational mission statement
2. Identify the policy development process
 - Establish need
 - Gather information for AHJ policy format
 - Identify resources
3. Devise standard operating guidelines and procedures for the education program
 - Develop a purpose
 - Develop a procedure by identifying:
 - Who is responsible
 - What steps need to be followed
 - When to use utilize procedure
 - How to use department resources
 - Other relevant information
 - Obtain AHJ approval
 - Implement
 - Educate department members
 - Adjust policy as needed
4. Ensure program reflects mission statement

Discussion Questions

1. What is the procedure for establishing and adopting administrative policies pertaining to risk reduction in your jurisdiction?
2. How does the mission statement drive decisions about risk reduction programs and activities?

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Guide Reference: CTS 11-2

Topic 4-6: Creating a Training Program for FLSE Educators

Terminal Learning Objective

At the end of this topic a student, given identified JPRs and training program goals, will be able to create a training program for fire and life safety educators in order to carry out JPRs and achieve training program goals.

Enabling Learning Objectives

1. Identify job performance requirements (JPRs)
2. Identify course development guidelines
3. Design a training program
4. Evaluate a training program
5. Evaluate personnel performance

Discussion Questions

1. What is the process for creating an organizational training program for fire and life safety educators?
2. What is the difference between training and education?
3. What is the value of performance evaluations within a training program?

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Guide Reference: CTS 11-4

Topic 4-7: Creating a FLSE Internal Awareness Campaign

Terminal Learning Objective

At the end of this topic a student, given identified fire and life safety education goals and policies, will be able to create an awareness campaign within the organization to inform all members of their roles within the organization's fire and life safety education strategy.

Enabling Learning Objectives

1. Identify the organization's mission statement
2. Describe communication methods
3. Identify goals, policies, and education strategy
4. Create an awareness campaign
5. Implement campaign strategy to disseminate information within the organization

Discussion Questions

1. What are the benefits of an awareness campaign?
2. How do internal awareness campaigns affect an agency's culture?
3. What strategies and methods can be used to measure the effectiveness of an awareness campaign?

Application

1. Given sample community risk reduction campaigns, have students work in groups to identify how they would present it within their organization.

Instructor Notes

1. None

CTS Guide Reference: CTS 11-5

Topic 4-8: Creating FLSE Reports

Terminal Learning Objective

At the end of this topic a student, given relevant information, will be able to create comprehensive fire and life safety education reports for policy makers that describe educational strategies, goals, objectives, activities, impact, budgets, and outcomes.

Enabling Learning Objectives

1. Describe public policy reporting including educational activities and outcomes
 - Report types
 - Components of a strategic plan
 - Data collection tools
2. Generate reports
 - Analyze data
 - Use clear, concise language
 - Identify and link (if applicable) all data sources
 - Proofread for grammar and spelling

Discussion Questions

1. How much does the current political climate influence the contents of your reports?
2. What critical information should be included in a report?
3. Who will benefit from reading the report?

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Guide Reference: CTS 11-6

Unit 5: Program Evaluation

Topic 5-1: Implementing FLSE Evaluation Methods

Terminal Learning Objective

At the end of this topic a student, given the community's fire and injury prevention programs, will be able to implement evaluation methods to determine the effectiveness of the programs.

Enabling Learning Objectives

1. Identify evaluation methods
2. Identify incident reporting system data
3. Conduct research
4. Implement evaluation methods
5. Analyze data
 - Compare intended outcomes/targets with actual incident reporting system data
 - Identify success rate
 - Identify contributing factors to success rate

Discussion Questions

1. How does collaboration with other agencies/organizations provide more comprehensive data collection?

Application

1. Determined by instructor

Instructor Notes

1. Consider using information from the Center for Disease Control (CDC) to illustrate the design and use of public health surveillance systems.
 - www.data.cdc.gov
 - <https://www.cdc.gov/mmwr/index.html>
2. Consider inviting a guest from public health to speak to the class about the use and the importance of public health surveillance systems.

CTS Guide Reference: CTS 12-1

Topic 5-2: Evaluating FLSE Programs

Terminal Learning Objective

At the end of this topic a student, given community fire and injury risk(s) and programs, will be able to evaluate the quantitative and qualitative aspects of the educational program to record benchmarks, measure customer satisfaction and education gain, track behavior change, and evaluate results.

Enabling Learning Objectives

1. Describe how to apply evaluation methodology
2. Describe how to conduct statistical analysis
3. Conduct research
4. Analyze data
5. Design evaluation instruments

Discussion Questions

1. How are qualitative and quantitative evaluation methods used to measure educational and behavioral change?
2. How do you determine if a program addresses all the mechanisms necessary to meet the desired outcomes?

Activities

1. Determined by instructor

Instructor Notes

1. Consider referencing Vision 20/20's materials regarding program evaluation (www.strategicfire.org).

CTS Guide Reference: CTS 12-2

How to Read a Course Plan

A course plan identifies the details, logistics, resources, and training and education content for an individual course. Whenever possible, course content is directly tied to a national or state standard. SFT uses the course plan as the training and education standard for an individual course. Individuals at fire agencies, academies, and community colleges use course plans to obtain their institution's consent to offer course and provide credit for their completion. Instructors use course plans to develop syllabi and lesson plans for course delivery.

Course Details

The Course Details segment identifies the logistical information required for planning, scheduling, and delivering a course.

Required Resources

The Required Resources segment identifies the resources, equipment, facilities, and personnel required to deliver the course.

Unit

Each Unit represents a collection of aligned topics. Unit 1 is the same for all SFT courses. An instructor is not required to repeat Unit 1 when teaching multiple courses within a single instructional period or academy.

Topics

Each Topic documents a single Terminal Learning Objective and the instructional activities that support it.

Terminal Learning Objective

A Terminal Learning Objective (TLO) states the instructor's expectations of student performance at the end of a specific lesson or unit. Each TLO includes a task (what the student must be able to do), a condition (the setting and supplies needed), and a standard (how well or to whose specifications the task must be performed). TLOs target the performance required when students are evaluated, not what they will do as part of the course.

Enabling Learning Objectives

The Enabling Learning Objectives (ELO) specify a detailed sequence of student activities that make up the instructional content of a lesson plan. ELOs cover the cognitive, affective, and psychomotor skills students must master in order to complete the TLO.

Discussion Questions

The Discussion Questions are designed to guide students into a topic or to enhance their understanding of a topic. Instructors may add to or adjust the questions to suit their students.

Application

The Application segment documents experiences that enable students to apply lecture content through cognitive and psychomotor activities, skills exercises, and formative testing. Application experiences included in the course plan are required. Instructors may add additional application experiences to suit their student population if time permits.

Instructor Notes

The Instructor Notes segment documents suggestions and resources to enhance an instructor's ability to teach a specific topic.

CTS Guide Reference

The CTS Guide Reference segment documents the standard(s) from the corresponding Certification Training Standard Guide upon which each topic within the course is based. This segment is eliminated if the course is not based on a standard.

Skill Sheet

The Skill Sheet segment documents the skill sheet that tests the content contained within the topic. This segment is eliminated if the course does not have skill sheets.

Fire and Life Safety Educator (NFPA Fire and Life Safety Educator I, II, III)

Certification Task Book (2015)



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

Overview

Authority

This certification task book includes the certification training standards set forth in the Fire and Life Safety Educator Certification Training Standards Guide (2015) which is based on NFPA 1035: Standard on Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist and Youth Firesetter Program Manager Professional Qualifications (2015).

Published: Month Year

Published by: State Fire Training

Cover photo courtesy of Caryn Petty, State Fire Training, CAL FIRE.

Purpose

The State Fire Training certification task book is a performance-based document that 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 position, and has demonstrated the job performance requirements to obtain that certification.

Assumptions

With the exception of the Fire Fighter and Emergency Vehicle Technician (EVT) certifications, a candidate may begin the task book initiation process upon completion of all required education components (courses).

Each job performance requirement (JPR) shall be evaluated after the candidate initiates the task book.

An evaluator may verify satisfactory execution of a job performance requirement (JPR) through the following methods:

- First-hand observation
- Review of documentation that verifies prior satisfactory execution

State Fire Training task books do not count towards the NWCG task book limit. There is no limit to the number of State Fire Training task books a candidate may pursue at one time as long as the candidate meets the initiation requirements of each.

It is the candidate's responsibility to routinely check the State Fire Training website for updates to an initiated task book. All State Fire Training issued updates to an initiated task book are required for task book completion.

A candidate must complete a task book within five years its initiation date. Otherwise, a candidate must initiate a new task books using the certification's current published version.

Roles and Responsibilities

Candidate

The candidate is the individual pursuing certification.

Initiation

The candidate shall:

1. Complete all **Initiation Requirements**.
 - Please print or type.
2. Obtain their fire chief's signature as approval to open the task book.
 - A candidate may not obtain evaluation signatures prior to the fire chief's initiation approval date.

Completion

The candidate shall:

1. Complete all **Job Performance Requirements**.
 - Ensure that an evaluator initials, signs, and dates each task to verify completion.
2. Complete all **Completion Requirements**.
3. Sign and date the candidate verification statement under **Review and Approval** with a handwritten signature.
4. Obtain their fire chief's handwritten (not stamped) signature on the fire chief verification section.
5. Create and retain a physical or high-resolution digital copy of the completed task book.

Submission

The candidate shall:

1. Submit a copy (physical or digital) of the completed task book and any supporting documentation to State Fire Training.
 - See Submission and Review below.

A candidate should not submit a task book until they have completed all requirements and obtained all signatures. State Fire Training will reject and return an incomplete task book.

Evaluator

An evaluator is any individual who verifies that the candidate can satisfactorily execute a job performance requirement (JPR).

An evaluator may verify satisfactory execution through the following methods:

- First-hand observation
- Review of documentation that verifies prior satisfactory execution

A qualified evaluator is designated by the candidate's fire chief* and holds an equivalent or higher-level certification. If no such evaluator is present, the fire chief shall designate an individual with more experience than the candidate and a demonstrated ability to execute the job performance requirements.

A task book evaluator may be, but is not required to be, a registered skills evaluator who oversees a State Fire Training certification exam.

A certification task book may have more than one evaluator.

All evaluators shall:

1. Complete a block on the **Signature Verification** page with a handwritten signature.
2. Review and understand the candidate's certification task book requirements and responsibilities.
3. Verify the candidate's successful completion of one or more job performance requirements through observation or review.
 - Do not evaluate any job performance requirement (JPR) until after the candidate initiates the task book.
 - Sign all appropriate lines in the certification task book with a handwritten signature or approved digital signature (e.g. Docusign or Adobe Sign) to record demonstrated performance of tasks.

* For certification task books that do not require fire chief initiation, academy instructors serve as or designate evaluators.

Fire Chief

The fire chief is the individual who initiates (when applicable) and then reviews and confirms the completion of a candidate's certification task book.

A fire chief may identify an authorized designee already on file with State Fire Training to fulfill any task book responsibilities assigned to the fire chief. (See *State Fire Training Procedures Manual*, 4.2.2: Authorized Signatories.)

Initiation

The fire chief shall:

1. Review and understand the candidate's certification task book requirements and responsibilities.

2. Verify that the candidate has met all **Initiation Requirements** prior to initiating the candidate's task book.
3. Open the candidate's task book by signing the **Fire Chief Approval** verification statement with a handwritten (not stamped) signature.
4. Designate qualified evaluators.

Completion

The fire chief shall:

1. Confirm that the candidate has obtained the appropriate signatures to verify successful completion of each job performance requirement.
 - Ensure that all **Job Performance Requirements** were evaluated after the initiation date.
2. Confirm that the candidate meets the **Completion Requirements**.
3. Sign and date the Fire Chief verification statement under **Review and Approval** with a handwritten signature.
 - If signing as an authorized designee, verify that your signature is on file with State Fire Training.

Submission and Review

A candidate should not submit a task book until they have completed all requirements and obtained all signatures. State Fire Training will reject and return an incomplete task book.

To submit a completed task book, please send the following items to the address below:

- A copy of the completed task book (candidate may retain the original)
- All supporting documentation
- Payment

State Fire Training
Attn: Certification
PO Box 944246
Sacramento, CA 94244-2460

State Fire Training reviews all submitted task books.

- If the task book is complete, State Fire Training will authorize the task book and retain a digital copy of the authorized task book in the candidate's State Fire Training file.
- If the task book is incomplete, State Fire Training will return the task book with a notification indicating what needs to be completed prior to resubmission.

Completion of this certification task book is one step in the certification process. Please refer to the *State Fire Training Procedures Manual* for the complete list of qualifications required for certification.

Initiation Requirements

The following requirements must be completed prior to initiating this task book.

Candidate Information

Name: _____

SFT ID Number: _____

Fire Agency: _____

Prerequisites

State Fire Training confirms that there are no prerequisites for initiating this certification task book.

Education

The candidate has completed the following course(s).

- 1A: Fire and Life Safety Educator 1 or Community Risk Educator
- 1B: Fire and Life Safety Educator 2
- 1C: Fire and Life Safety Educator 3

Include documentation to verify course completion requirements when you submit your task book unless verification is already documented in your SFT User Portal.

Fire Chief Approval

Candidate's Fire Chief (please print): _____

I, the undersigned, am the person authorized to verify the candidate's task book initiation requirements and to initiate State Fire Training task books. I hereby certify under penalty of perjury under the laws of the State of California, that the completion of all requirements to open the task book documented herein are true in every respect. I understand that misstatements, omissions of material facts, or falsification of information or documentation may be cause for rejection.

Signature: _____ Date: _____

Signature Verification

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

Please print except for the Signature line where a handwritten signature is required.
Add additional signature pages as needed.

Name: _____
Job Title: _____
Organization: _____
Signature: _____

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Job Performance Requirements

The candidate must complete each job performance requirement (JPR) in accordance with the standards of the authority having jurisdiction (AHJ) or the National Fire Protection Association (NFPA), whichever is more restrictive.

When California requirements exceed or require revision to the NFPA standard, the corresponding Office of the State Fire Marshal-approved (OSFM) additions or revisions appear in *italics*.

All JPRs must be completed within a California fire agency or State Fire Training Accredited Regional Training Program (ARTP).

For JPRs that are not part of a candidate's regular work assignment or are a rare event, the evaluator may develop a scenario or interview that supports the required task and evaluate the candidate to the stated standard.

Each JPR shall be evaluated after the candidate initiates the task book.

Fire and Life Safety Educator 1

Education and Implementation

1. Select instructional materials, given a subject, learning objectives, the intended audience, and related resources, so that the materials are specific to the audience and activity objectives and are congruent with nationally standardized campaign themes and messages reflecting current best practices. (NFPA 1035) (CTS 3-1)

Evaluator Signature: _____ Date Verified: _____

2. Practice safety during fire and life safety education activities, given a lesson plan and a list of equipment, so that fire and life safety activities are conducted without injury to educator or participants. (NFPA 1035) (CTS 3-2)

Evaluator Signature: _____ Date Verified: _____

3. Present a lesson, given a lesson plan with multiple presentation methods, evaluation instruments, time allotment, settings, and identified audience, so that the lesson plan is followed and the objectives are met. (NFPA 1035) (CTS 3-3)

Evaluator Signature: _____ Date Verified: _____

4. Adapt a lesson plan, given the lesson content and information on the audience, so that the material presented meets the needs of the audience. (NFPA 1035) (CTS 3-4)

Evaluator Signature: _____ Date Verified: _____

5. Notify the public, given a scheduled event, so that the location, date, time, topic, and sponsoring agency are conveyed. (NFPA 1035) (CTS 3-5)

Evaluator Signature: _____ Date Verified: _____

6. Disseminate educational information, given information and/or materials, a specified audience, and a time frame, so that the information reaches the audience within the specified time (NFPA 1035) (CTS 3-6)

Evaluator Signature: _____ Date Verified: _____

7. Disseminate information through applicable electronic forms of communications, including social media, given an incident, a situation, or event information, organizational policies, and methods and time frame for releasing that information, so that the information is on time and accurate. (NFPA 1035) (CTS 3-7)

Evaluator Signature: _____ Date Verified: _____

Administration

8. Document fire and life safety educational activities, given specific forms or formats, so that all activities are recorded and each component of the form or format is completed with the correct information. (NFPA 1035) (CTS 1-2)

Evaluator Signature: _____ Date Verified: _____

9. Prepare activity reports, given specific forms or formats and information on activities, so that all components of the forms or formats are completed with the correct information. (NFPA 1035) (CTS 1-3)

Evaluator Signature: _____ Date Verified: _____

10. Maintain a work schedule, given a list of events, activity requests, pre-activity requirements, and time allotments, so that all activities are scheduled and completed without conflict. (NFPA 1035) (CTS 1-4)

Evaluator Signature: _____ Date Verified: _____

11. Identify community resources, services, and organizations, given a current list of resources, organizations, and identified need(s), so that the public is referred to the applicable resource(s). (NFPA 1035) (CTS 1-5)

Evaluator Signature: _____ Date Verified: _____

Planning and Development

12. Identify partners to address current fire and life safety issues, given current fire and life safety issues, community resources, services, and organizations, so that information and resources are shared. (NFPA 1035) (CTS 2-1)

Evaluator Signature: _____ Date Verified: _____

Evaluation

13. Administer an evaluation instrument, given the appropriate evaluation instrument and testing policies and procedures, so that lesson outcomes are measured. (NFPA 1035) (CTS 4-1)

Evaluator Signature: _____ Date Verified: _____

14. Score an evaluation instrument, given the scoring procedures and grading scale, so that lesson outcomes are known. (NFPA 1035) (CTS 4-2)

Evaluator Signature: _____ Date Verified: _____

Fire and Life Safety Educator 2

Education and Implementation

15. Develop informational material, given an identified fire or life safety objective and characteristics of the target audience, so that the information provided is accurate, relevant to the objective, and specific to the characteristics and needs of the target audience. (NFPA 1035) (CTS 7-1)

Evaluator Signature: _____ Date Verified: _____

16. Develop a lesson plan and a course evaluation mechanism, given a topic, audience characteristics, and an agency-specific standard lesson plan format, so that the lesson plan and course evaluation mechanism addresses JPRs or learning objectives for the topic; includes learning objectives, a lesson outline, course materials, instructional aids; and meets the needs of the target audience. (OSFM) (CTS 7-2)

Evaluator Signature: _____ Date Verified: _____

17. Modify an existing lesson plan, given a topic, audience characteristic, and lesson plan, so that the lesson plan addresses the JPRs or learning objectives for the topic and includes learning objectives, the lesson outline, course materials, instructional aids, and an evaluation plan. (OSFM) (CTS 7-3)

Evaluator Signature: _____ Date Verified: _____

18. Develop and modify educational materials, given a lesson plan and a specified audience, so that the materials support the lesson plan, are specific to the audience, and are congruent with nationally standardized campaign themes and messages reflecting current best practices. (NFPA 1035) (CTS 7-4)

Evaluator Signature: _____ Date Verified: _____

Administration

19. Prepare a written budget proposal for a specific program or activity, given budgetary guidelines, program needs, and delivery expense projections, so that all guidelines are followed, and the budget identifies all program needs. (NFPA 1035) (CTS 5-1)

Evaluator Signature: _____ Date Verified: _____

Planning and Development

20. Establish fire and life safety education priorities within a program, given relevant local loss and injury data, so that local fire and life safety education activities address identified risk priorities. (NFPA 1035) (CTS 6-1)

Evaluator Signature: _____ Date Verified: _____

21. Facilitate a fire and life safety collaborative partnership within the organization and with external partners, given information about the organizations in the partnership, the goals of the partnership, organizational guidelines, attendance at community meetings, and participation at community events, so that mutually beneficial relationships are established and fire and life safety education objectives for the partnership are achieved. (NFPA 1035) (CTS 6-2)

Evaluator Signature: _____ Date Verified: _____

22. Prepare a request for resources from an external organization, given an external agency or department and external agency or department policies on requesting resources and a description of the resources needed, so that the request identifies needed resources and conforms to department and external agency policies and the requirements of the resource provider. (NFPA 1035) (CTS 6-3)

Evaluator Signature: _____ Date Verified: _____

Evaluation

23. Develop an evaluation strategy, given educational goals and objectives and evaluation instrument(s), so that the program outcomes are measured. (NFPA 1035) (CTS 8-1)

Evaluator Signature: _____ Date Verified: _____

24. Design an evaluation instrument, given educational program goals and objectives and an evaluation strategy, so that the evaluation instrument measures the program outcome. (NFPA 1035) (CTS 8-2)

Evaluator Signature: _____ Date Verified: _____

25. Implement an evaluation strategy, given educational program goals and objectives and evaluation instrument(s), so that educational program outcomes are measured. (NFPA 1035) (CTS 8-3)

Evaluator Signature: _____ Date Verified: _____

Fire and Life Safety Educator 3

Administration

26. Project program budget income/expenditures, given program needs, past expenditures, current materials, personnel cost, and guidelines, so that projections are within accepted guidelines and program needs are addressed in the projected income/expenditures. (NFPA 1035) (CTS 5-2)

Evaluator Signature: _____ Date Verified: _____

27. Develop a fire and life safety education division budget, given schedules, budgetary guidelines, program needs, and delivery expense projections so that capital operating and personnel costs are determined and justified. (NFPA 1035) (CTS 9-1)

Evaluator Signature: _____ Date Verified: _____

28. Develop a public policy recommendation for management, given a fire or injury issue and policy development guidelines, so that justification for the policy is provided, the issue is explained, the policy identifies solutions, and the impact or benefit and/or economic incentive from adopting the policy is stated. (NFPA 1035) (CTS 5-3)

Evaluator Signature: _____ Date Verified: _____

29. Evaluate subordinate performance, given written performance criteria, organizational policies on performance evaluations, and evaluation forms, so that the employee is evaluated objectively, feedback is provided to the employee, and the evaluation is completed according to organizational policy and procedures. (NFPA 1035) (CTS 5-4)

Evaluator Signature: _____ Date Verified: _____

30. Formulate alternate systems of program development and delivery, given interagency networks, funding sources, and volunteer recruitment, so that the fire and life safety strategy is sustained in the community through nontraditional approaches. (NFPA 1035) (CTS 9-2)

Evaluator Signature: _____ Date Verified: _____

Planning and Development

31. Develop a comprehensive organizational fire and life safety education strategy, given a systematic planning process and relevant information, so that program goals, design, resources, implementation, and evaluation methods are included. (NFPA 1035) (CTS 10-1)

Evaluator Signature: _____ Date Verified: _____

32. Create a fire and life safety education coalition, given a working knowledge of multijurisdictional organizations and agencies, a list of fire and injury priorities, and policies for interagency partnerships, so that targeted fires and/or injuries are mitigated. (NFPA 1035) (CTS 10-2)

Evaluator Signature: _____ Date Verified: _____

33. Project future fire and life safety needs, given current and emerging trends and issues, so that proactive planning is accomplished within the organizational mission. (NFPA 1035) (CTS 10-3)

Evaluator Signature: _____ Date Verified: _____

34. Develop a marketing plan, given community risk issues and identified fire and life safety education goals, so that an awareness of the importance of fire and life safety is created within the community. (NFPA 1035) (CTS 10-5)

Evaluator Signature: _____ Date Verified: _____

Education and Implementation

35. 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. (OSFM) (CTS 11-1)

Evaluator Signature: _____ Date Verified: _____

36. Design a fire and life safety education program, given a comprehensive educational strategy, a target audience, and its characteristics, so that the goals of a given strategy are addressed. (NFPA 1035) (CTS 7-5)

Evaluator Signature: _____ Date Verified: _____

37. Revise an educational program, given results of an evaluation process and program objectives, so that the program is modified and objectives are achieved. (NFPA 1035) (CTS 7-6)

Evaluator Signature: _____ Date Verified: _____

38. Create educational messages, given an identified community risk(s), so that the messages are accurate, are specific to the audience, and are congruent with nationally standardized campaign themes and messages reflecting best practices. (NFPA 1035) (CTS 11-3)

Evaluator Signature: _____ Date Verified: _____

39. Establish administrative policies for the fire and life safety education program, given an organizational mission and federal, tribal, state, provincial, and local regulations, so that program policies are stated and support the organizational mission. (NFPA 1035) (CTS 11-2)

Evaluator Signature: _____ Date Verified: _____

40. Create a training program for fire and life safety educators, given identified JPRs and training program goals, so that the educators are able to carry out the JPRs and the training program goals are achieved. (NFPA 1035) (CTS 11-4)

Evaluator Signature: _____ Date Verified: _____

41. Create an awareness campaign within the organization, given identified fire and life safety education goals and policies, so that all members are informed of their roles within the organization's fire and life safety education strategy. (NFPA 1035) (CTS 11-5)

Evaluator Signature: _____ Date Verified: _____

42. Create a comprehensive 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. (NFPA 1035) (CTS 11-6)

Evaluator Signature: _____ Date Verified: _____

Evaluation

43. Implement evaluation methods, given the community's fire and life safety programs, so that the effectiveness of the programs can be determined. (NFPA 1035) (CTS 12-1)

Evaluator Signature: _____ Date Verified: _____

44. Evaluate the quantitative and qualitative educational program aspects, given the community risk reduction program(s), so that benchmarks are recorded, customer satisfaction and educational gain are measured, and behavior change is tracked. (NFPA 1035) (CTS 12-2)

Evaluator Signature: _____ Date Verified: _____

Completion Requirements

The following requirements must be completed prior to submitting this task book.

Education

The candidate has completed the following course(s).

- One of the following:
 - Fire Inspector 1A: Duties and Administration
 - Company Officer 2C: Fire Inspections and Investigation
 - Three college-level units in Introduction to Fire Technology
- One of the following: *
 - Public Information and Warning (FEMA EL0105)
 - Public Information Officer – Basic (FEMA G290)
 - Introduction to Incident Information (NWCG S-203)
- One of the following: *
 - Youth Firesetting Prevention and Intervention (NFA-F0633 *and* NFA-F0634)
 - Youth Firesetting Prevention and Intervention (NFA-R0629)

Include documentation to verify course completion requirements when you submit your task book unless verification is already documented in your SFT User Portal.

Experience

The candidate meets the following experience requirements.

- One of the following, performing fire and life safety education within a recognized fire agency in California:
 - Three years' full-time paid experience, or
 - Six years' volunteer or part-time paid experience (two months' part-time paid or volunteer = one month full-time paid), or
 - A combination of full-time paid and part-time paid or volunteer experience equal to three years' full-time paid

Agency	Experience	Start Date	End Date

Position

State Fire Training confirms that there are no position requirements for this job function certification.

Updates

The candidate has completed and enclosed all updates to this certification task book released by State Fire Training since its initial publication.

Number of enclosed updates: _____

Completion Timeframe

The candidate has completed all requirements documented in this certification task book within five years of its initiation date.

Initiation Date (see Fire Chief Approval under **Initiation Requirements**): _____

Review and Approval

Candidate

Candidate (please print): _____

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 the completion of all requirements documented herein is true in every respect. I understand that misstatements, omissions of material facts, or falsification of information or documentation may be cause for rejection or revocation.

Signature: _____ Date: _____

Fire Chief

Candidate's Fire Chief (please print): _____

I, the undersigned, am the person authorized to verify the candidate's qualifications for certification. I hereby certify under penalty of perjury under the laws of the State of California, that the completion of all requirements documented herein are true in every respect. I understand that misstatements, omissions of material facts, or falsification of information or documentation may be cause for rejection.

Signature: _____ Date: _____

Task Book Update 2021-1

Justification

In 2021, State Fire Training updated the Community Risk Educator certification to align with NFPA 1035: Standard on Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist and Youth Firesetter Program Manager Professional Qualifications (2015).

This Task Book Update applies to the following task book:

- Community Risk Educator Certification Task Book (2010)

Revision/Update

1. NFPA made minor language revisions to the text that do not impact job performance requirement (JPR) intent.
 - No updates required.
2. NFPA changed the standard associated with 5.4.1.
 - New JPR signoff required.
3. NFPA added a new requirement with 4.4.4
 - New JPR signoff required.
4. NFPA added a new requirement with 4.4.7
 - New JPR signoff required.

Additional Requirements

Education and Implementation

1. Select instructional materials, given a subject, learning objectives, the intended audience, and related resources, so that the materials are specific to the audience and activity objectives and are congruent with nationally standardized campaign themes and messages reflecting current best practices. (NFPA 1035) (CTS 3-1)

Evaluator Signature: _____ Date Verified: _____

2. Adapt a lesson plan, given the lesson content and information on the audience, so that the material presented meets the needs of the audience. (NFPA 1035) (CTS 3-4)

Evaluator Signature: _____ Date Verified: _____

3. Disseminate information through applicable electronic forms of communications, including social media, given an incident, a situation, or event information, organizational policies, and methods and time frame for releasing that information, so that the information is on time and accurate. (NFPA 1035) (CTS 3-7)

Evaluator Signature: _____ Date Verified: _____