DEPARTMENT OF FORESTRY AND FIRE PROTECTION
OFFICE OF THE STATE FIRE MARSHAL
STATE FIRE TRAINING
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Date: January 9, 2026

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

From: Chris Fowler, Chief of State Fire Training, OSFM
Allison L. Shaw, Editor, Sacramento State

SUBJECT/AGENDA ACTION ITEM:
Fire Marshal (2024)

Recommended Actions:
Motion to Approve

Background Information:

This is the second reading of the curriculum, with no stakeholder requests for edits following the October 2025 STEAC meeting.

SFT updated the Fire Marshal (2024) curriculum in alignment with National Fire Protection Association (NFPA) 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024). This curriculum was developed to ensure effective fire marshal roles and responsibilities in California fire agencies.

Analysis/Summary of Issue:

Fire Marshal (2024) Curriculum Launch
SFT will release the Fire Marshal (2024) curriculum on March 1, 2026.

Retirement of Fire Marshal (2014) Curriculum
Effective December 31, 2026, SFT will retire Fire Marshal (2014). On January 1, 2027, SFT will remove the curriculum from the SFT course catalog, and it will no longer be available.

Candidates pursuing Fire Marshal certification using the 2014 task book must complete and submit their Fire Marshal Certification Task Book (2014) postmarked on or before December 31, 2026.

Candidates who do not meet this deadline will be required to meet the Fire Marshal (2024) certification requirements using the Fire Marshal (2024) Certification Task Book.

CTS Guide
- NFPA moved Fire Marshal content from NFPA 1037: Standard on Fire Marshal Professional Qualifications (chapters 4 and 5) to NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (chapters 4 and 5).
- NFPA added standard 5.2.13: Utilize the Concepts of Fire Department Emergency Operations and Firefighter Safety.
- NFPA made minor language changes to standards 4.3.6 that do not impact its intent.
- OSFM added standard 3-10: Implementing a Community Risk Reduction Plan. This was already in a course plan, but wasn't included in the CTS Guide.
- OSFM added standard 8-7: Adapting Technology to Incident Needs.

Course Plans – Universal (applies to all)
- Updated the Instructor/Student Ratio to be 1:30 (lecture) and 1:15 (application). It is difficult to facilitate quality discussions and applications for 30 students. This will provide more instructor perspectives and a higher-quality learning experience for students.

Course Plan 1A – Administration and Professional Development
- Removed several instructor resources:
  - *Fire Marshal's Handbook* (Tim Bradley, 1st edition). This book is no longer available.
  - *Building Department Administration* (International Code Council, 4th edition, 2012). This book is only used in the Fire Marshal 1E course plan.
  - *Legal Aspects of Code Administration* (International Code Council, 2017). This book is only used in the Fire Marshal 1E course plan.
  - *CEQA Deskbook: A Step-By-Step Guide on How to Comply with CEQA* (Solano Press Books, 3rd edition, 2012). This book is only used in the Fire Marshal 1E course plan.

Course Plan 1B – Community Risk Reduction Planning and Management
- Combined Fire Marshal 1B: Community Relations & Fire and Life Safety Education (2018) and Fire Marshal 1D: Community Risk Reduction Program Management (2018) into one course called Fire Marshal 1B: Community Risk Reduction Planning and Management (2024). These courses are already typically taught back-to-back, but have a lot of duplicative material applied in different contexts.

Course Plan 1C – Fire Investigation Program Management

- Changed course delivery time from 18 hours (13.5 lecture, 3 application, 1.5 testing) to 24 hours (16 lecture, 6 application, 2 testing) to accommodate new content.
- Merged Topic 2-5: Developing and Maintaining a Comprehensive Fire Investigation Program into Topic 2-1: Administering Fire Investigation Requirements.
- Added Topic 2-6: Adapting Technology to Incident Needs.

Course Plan 1D – Regulatory Programs Management
- Changed course code from 1E to 1D to maintain consecutive numbering.
- Removed several instructor resources:
  - *A Budgeting Guide for Local Government* (Robert L. Bland, ICMA Press, 4th edition, 2019)
  - *Fire Department Strategic Planning: Creating Future Excellence* (Mark Wallace, PenWell Books, 3rd edition, 2021)
  - *Human Resources Management for Public and Nonprofit Organizations: A Strategic Approach* (Joan E. Pynes, Jossey-Bass, 4th edition, 2013)
- Added an instructor resource:
  - *Guide to Title 24* (California Building Standards Commission, current edition)
- Changed course delivery time from 28.5 hours (21.5 lecture, 5 application, 2 testing) to 30 hours 22.5 lecture / 5.5 application / 2 testing) to accommodate new content.
- Added Topic 2-14: Bridging the Gap Between Operations and Prevention to incorporate new NFPA standard 5.2.13.

Existing Registered Instructors
SFT Registered Instructors authorized to teach Fire Marshal (2014) must complete the following requirement to obtain authorization to teach Fire Marshal (2024):
- Complete the Fire Marshal webform available through SFT.

In Process Instructor Candidates
Candidates actively pursuing Fire Marshal (2014) instructor registration must submit all Fire Marshal (2014) instructor registration documentation postmarked on or before December 31, 2026. Anyone who applies to teach Fire Marshal (2024) on or after January 1, 2027, will be required to meet the Fire Marshal (2024) requirements.

Then SFT Registered Instructors authorized to teach Fire Marshal (2014) must complete the following requirement to obtain authorization to teach Fire Marshal (2024):
- Complete the Fire Marshal webform available through SFT.

New Instructor Registration

New instructor candidates shall meet the following requirements:

Category	Requirement
Instructor Registration	Be an OSFM Registered Instructor
Certification	Fire Marshal (2024)
Education	- Fire Marshal 1A: Administration and Professional Development (2024) - Fire Marshal 1B: Community Risk Reduction Planning and Management (2024) - Fire Marshal 1C: Fire Investigation Program Management (2024) - Fire Marshal 1D: Regulatory Program Management (2024) - Chief Fire Officer 3A: Human Resource Management for Chief Fire Officers (2014 or newer) **OR** Fire Officer 3A: Human Resource Management (2020) - Chief Fire Officer 3A: Human Resource Management for Chief Fire Officers (2014 or newer) **OR** Fire Officer 3A: Human Resource Management (2020) - Fire and Life Safety Educator (2019 or newer) - Statutes and Regulations (SFT- Completed within the last 10 years) - G0290: Basic Public Information Officer Course (2016) **OR** L0105: Public Information Basics (2025)G0290: Basic Public Information Officer Course **OR** S-203: Introduction to Incident Information (CalEMA/Cal OES, CSTI, CDF/CAL FIRE, FEMA, FIRESCOPE, NFA, NWCG, SFT) **OR** E/L0105: Public Information Basics (EMI, CSTI)
Experience	Held the position of fire marshal within a recognized fire agency in California for a minimum of three (3) years
Chief's Letter	Provide a letter signed by their Fire Chief or authorized designee that verifies qualification to deliver Fire Marshal curriculum.
Application	Submit an SFT Instructor Registration Application
Fee	Pay the registration fee

Fire Marshal (2024) Implementation Plan

OVERVIEW

This document is intended to provide information for all State Fire Training (SFT) stakeholders on the updated Fire Marshal (2024) curriculum requirements. Stakeholders are encouraged to study this information carefully and seek clarification from SFT if questions arise.

The Fire Marshal (2024) curriculum is presented as a Certification Fire Service Training and Education System (CFSTES) series. SFT updated the certification training standard (CTS) guide, course plans, and certification task book based on the current National Fire Protection Association (NFPA) standards:

- NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)

IMPLEMENTATION

Candidates entering the SFT system should enroll in the 2024 Fire Marshal courses and comply with the most current Fire Marshal requirements.

New Curriculum	Hours
Fire Marshal 1A: Administration and Professional Development (2024)	**22 hours**
Fire Marshal 1B: Community Risk Reduction Planning and Management (2024)	**20 hours**
Fire Marshal 1C: Fire Investigation Program Management (2024)	**24 hours**
Fire Marshal 1D: Regulatory Program Management (2024)	**30 hours**

Fire Marshal (2024) Curriculum…………………………………………………..……… March 1, 2026

Retirement of Fire Marshal (2014) Curriculum ……….………………..………….. December 31, 2026
Effective December 1, 2026, SFT will retire Fire Marshal (2014). On January 1, 2027, SFT will remove the curriculum from the SFT course catalog, and it will no longer be available.

Candidates pursuing Fire Marshal certification using the 2014 task book must complete and submit their Fire Marshal Certification Task Book (2014) postmarked on or before June 30, 2027.

Candidates who do not meet this deadline will be required to meet the Fire Marshal (2024) certification requirements using the Fire Marshal (2024) Certification Task Book.

INSTRUCTOR REQUIREMENTS

Instructor Registration………………………………………………………….…………………….…... March 1, 2026
Instructors for the Fire Marshal (2024) curriculum must meet the SFT requirements for Registered Instructor. Instructors must have appropriate education and practical experience relating to the specific course content.

Existing Registered Instructors
SFT Registered Instructors authorized to teach Fire Marshal (2014) must complete the following requirement to obtain authorization to teach Fire Marshal (2024):
- Complete the Fire Marshal webform available through SFT.

In Process Instructor Candidates
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New Instructor Registration
New instructor candidates shall meet the following requirements:

Category	Requirement
Instructor Registration	Be an OSFM Registered Instructor
Certification	Fire Marshal (2024)
Education	• Fire Marshal 1A: Administration and Professional Development (2024) • Fire Marshal 1B: Community Risk Reduction Planning and Management (2024) • Fire Marshal 1C: Fire Investigation Program Management (2024) • Fire Marshal 1D: Regulatory Program Management (2024) • Chief Fire Officer 3A: Human Resource Management for Chief Fire Officers (2014 or newer) **OR** Fire Officer 3A: Human Resource Management (2020) • Fire and Life Safety Educator (2019 or newer) • Statutes and Regulations (SFT- Completed within the last 10 years) • G0290: Basic Public Information Officer Course (2016) **OR** L0105: Public Information Basics (2025)G0290: Basic Public Information Officer Course **OR** S-203: Introduction to Incident Information (CalEMA/Cal OES, CSTI,

|	
	CDF/CAL FIRE, FEMA, FIRESCOPE, NFA, NWCG, SFT) **OR** E/L0105: Public Information Basics (EMI, CSTI)
Experience	• Held the position of fire marshal within a recognized fire agency in California for a minimum of three (3) years
Chief's Letter	Provide a letter signed by their Fire Chief or authorized designee that verifies qualification to deliver Fire Marshal curriculum.
Application	Submit an SFT Instructor Registration Application
Fee	Pay the registration fee

POTENTIAL AGENCY IMPACTS

Fire agencies desiring to use the Fire Marshal (2024) curriculum as a requirement for their recruitment/promotion activities need to review the Fire Marshal (2024) curriculum requirements to be sure that all agency training needs are met. After review, fire agencies should update their job specifications and recruitment documentation to reflect these new courses and certification requirements.

Accredited Regional Training Programs (ARTP), Accredited Local Academies (ALA), community colleges, and all other local delivery venues need to review the curriculum and seek approval from their curriculum committee / program sponsor, as appropriate. ARTPs should review the new Fire Marshal (2024) curriculum and discuss potential impacts with their advisory committees.

Fire Marshal

(NFPA 1030: Fire Marshal – Core & Mission-Specific)

Certification Training Standards Guide (2024)
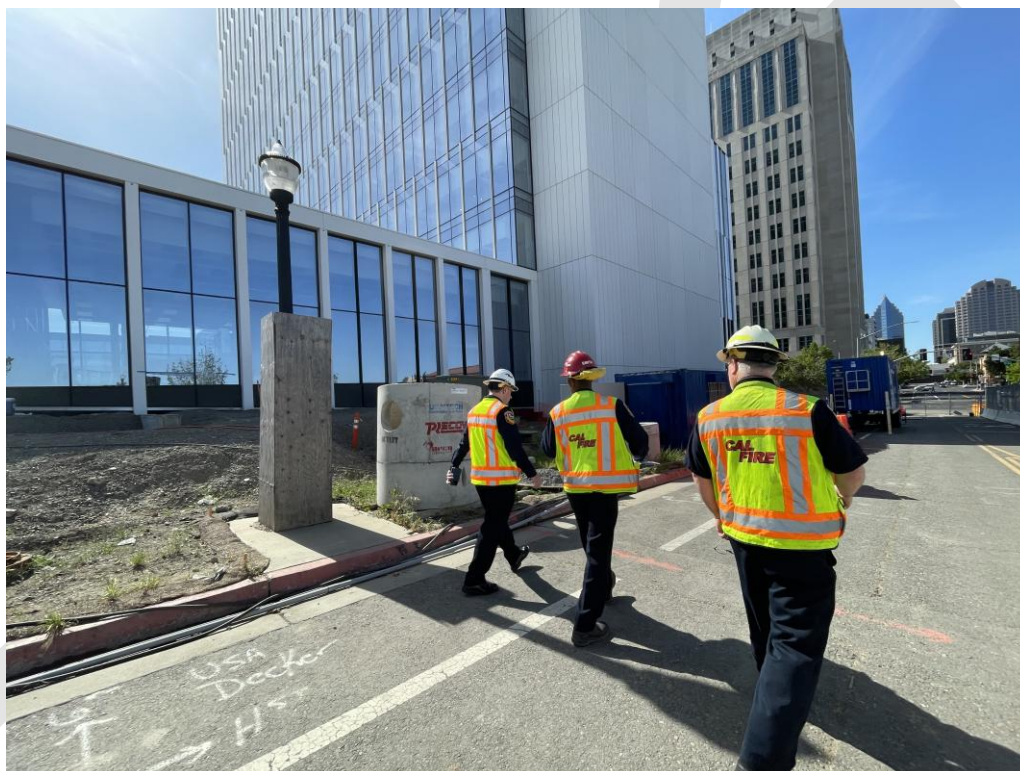
California Department of Forestry and Fire Protection
Office of the State Fire Marshal
State Fire Training

Fire Marshal

Certification Training Standards Guide (2024)

Publication Date: <mark>Month Year</mark>

This CTS guide utilizes the following NFPA standards to provide the qualifications for State Fire Training's Fire Marshal (2024) curriculum:

- NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)

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 CAL FIRE.

Published by State Fire Training.

Table of Contents

Acknowledgements

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

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

CAL FIRE

- Joe Tyler, Director
- Daniel Berlant, State Fire Marshal
- Chris Fowler, Chief of State Fire Training
- Mike Richwine, Chair, Statewide Training and Education Advisory Committee (STEAC); State Fire Marshal (Retired), CAL FIRE/Office of the State Fire Marshal

Cadre – 2025 Curriculum Development

Leadership

- Chris Fowler, Cadre Lead, Division Chief, State Fire Training, Office of the State Fire Marshal
- Caryn Petty, Cadre Lead, Cadre Lead, Deputy State Fire Marshal III (Specialist), CAL FIRE/State Fire Training
- Allison L. Shaw, Lead Editor, Sacramento State

Members (Development and Validation)

- Janice Cheung, Fire Marshal, Redwood City Fire Department
- Chrishana Fields, Fire Marshal, El Dorado Hills Fire Department
- Ian Hardage, Fire Marshal, South San Francisco Fire Department
- Robert Marshall, Deputy Fire Chief (retired), San Mateo Consolidated Fire Department
- Jessica Power, Fire Marshal, San Bruno Fire Department
- Jack "CJ" Stinson, Division Chief, Fire and Life Safety, Office of the State Fire Marshal
- Rocque Yballa, Division Chief (retired), Central County Fire Department

How to Read a CTS Guide

Overview

A curriculum 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 curriculum's NFPA standard and identifies where each curriculum training standard is taught (course plan), tested (skill sheets), and validated (task book).

Individuals aspiring to meet State Fire Training's curriculum 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 curriculum 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 shaded in gray.

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 Marshal

Section 1: Definition of Duties

1-1: Definition of Duties

Authority
1. NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)
   - Paragraph 4.3, 4.4, 4.4.1, 4.5, 4.6, 4.6.1, 5.2, 5.2.1, 5.3, 5.3.1, 5.4, 5.4.1

Job Performance Requirement
There is no job performance requirement identified for this training standard.

Requisite Knowledge
2. Describe the Fire Marshal's role as it pertains to administrative duties
3. Describe the Fire Marshal's role as it pertains to community risk reduction, including the recommendation, creation, and evaluation of jurisdictional requirements that reduce risks in and to the community; appropriate codes and standards; federal, state, and local requirements; incident response; demographic, behavioral, and target hazard data for the appropriate design; development and implementation of specific community risk reduction programs, including guidance provided by NFPA 1300
4. Describe the Fire Marshal's role as it pertains to community relations, including the development and maintenance of effective relationships within the community
5. Describe the Fire Marshal's role as it pertains to professional development, including the recommendation, creation, and evaluation requirements for professional development; and training and professional development principles, guides, and standards
6. Describe the Fire Marshal's mission-specific role as it pertains to regulatory programs, including the development, management, and application of regulatory programs; and codes, standards, and jurisdictional requirements applicable to the management of the regulatory environment, including, but not limited to, fire, building, and life safety codes
7. Describe the Fire Marshal's mission-specific role as it pertains to fire and life safety education, including managing fire and life safety educational programs; fire and life safety education planning and evaluation processes; management of educational programs; and professional development requirements
8. Describe the Fire Marshal's mission-specific role as it pertains to investigation, including the management of a variety of investigations; and codes, standards, and jurisdictional requirements, as they relate to the investigative process

Requisite Skills
1. None

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Marshal 1A (2024) • Topic 1-2	N/A	N/A

Section 2: Administrative Duties

2-1: Administering Jurisdictional Requirements

Authority
1. NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)
   - Paragraph 4.3.1

Job Performance Requirement
Administer jurisdictional requirements related to the roles and responsibilities of the fire marshal, given regulations and organizational goals and objectives pertaining to personnel and labor management, so that the fire marshal functions in a manner consistent with the organizational mission and complies with applicable personnel management laws and regulations.

Requisite Knowledge
1. Describe the organizational structure of a fire prevention bureau within a fire agency
2. Describe the organizational mission of a fire prevention bureau
3. Describe fundamental strategic planning processes of a fire prevention bureau
4. Describe staffing positions, roles, and responsibilities within a fire prevention bureau
5. Describe intra- and inter-organizational relationships

Requisite Skills
1. Use verbal and written communication skills
2. Consolidate information and data from a variety of sources for short- and long-term planning purposes
3. Forecast staffing, capital, and budgetary needs to support the roles and responsibilities of fire marshal
4. Establish an organizational structure, to include both existing and future staffing positions, to implement the roles and responsibilities of fire marshal consistent with the overall organizational structure
5. Integrate relationships, functions, and needs of stakeholders

Content Modification

Block	Modification	Justification
RK1	Added "of a fire prevention bureau within a fire agency".	Added to narrow the scope of the knowledge item. (2014)
RK2	Added "of a fire prevention bureau".	Added to narrow the scope of the knowledge item. (2014)
RK3	Added "of a fire prevention bureau".	Added to narrow the scope of the knowledge item. (2014)

RK4	Added "within a fire prevention bureau".	Added to narrow the scope of the knowledge item. (2014)

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Marshal 1A (2024) • Topic 2-1 (RK5) • Topic 3-1 (RK1, RK4, RS1, RS2, RS3, RS4, RS5) • Topic 3-3 (RK2, RK3)	N/A	Fire Marshal (2024) Certification Task Book • JPR 1

2-2: Establishing Personnel Assignments

Authority
1. NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)
   - Paragraph 4.3.2
2. Office of the State Fire Marshal

Job Performance Requirement
Establish personnel assignments to maximize efficiency, given the knowledge, training, and experience of the members available and federal, state, and local equal opportunity employment requirements, so that the organizational roles and responsibilities and legal requirements are met with the allocated resources and in accordance with jurisdictional requirements.

Requisite Knowledge
1. Identify minimum staffing requirements
2. Identify available human resources
3. Identify jurisdictional requirements
4. Describe considerations used to include individuals of diverse backgrounds in establishing work assignments

Requisite Skills
1. Use interpersonal skills
2. Use verbal and written communication skills

Content Modification

Block	Modification	Justification
JPR	Added "and federal, state, and local equal opportunity employment requirements".	California has specific requirements for hiring public and private employees (California Fair Employment and Housing Act (1959) and Unruh Civil Rights Act (1959)). (2014)
RK4	Added "Describe considerations used to include individuals of diverse backgrounds in establishing work assignments".	California has specific requirements for hiring public and private employees (California Fair Employment and Housing Act (1959) and Unruh Civil Rights Act (1959)). (2014)

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Marshal 1A (2024) • Topic 3-2	N/A	Fire Marshal (2024) Certification Task Book • JPR 2

2-3: Developing a Strategic and Operational Plan

Authority
1. NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)
   - Paragraph 4.3.3
2. Office of the State Fire Marshal

Job Performance Requirement
Develop a strategic and operational plan, given organizational goals and objectives, legal resources, and available resources, so that organizational roles and responsibilities and legal requirements are met with the allocated resources.

Requisite Knowledge
1. Describe the organizational structure of a prevention bureau
2. Describe the legal requirements of a prevention bureau
3. Describe the organizational mission of a prevention bureau
4. Describe fundamental strategic planning processes
5. Describe operational planning processes
6. Identify organizational staffing roles and responsibilities
7. Identify stakeholder relationships

Requisite Skills
1. Use verbal and written communication skills
2. Consolidate information and data from a variety of sources for short- and long-term planning purposes
3. Forecast staffing, capital, and budgetary needs to support the roles and responsibilities of fire marshal
4. Establish an organizational structure, to include both existing and future staffing positions, to implement the roles and responsibilities of fire marshal consistent with the overall organizational structure
5. Integrate relationships, functions, and needs of stakeholders

Content Modification

Block	Modification	Justification
JPR	Changed "Establish" to "Develop".	Cadre wants them to be able to create the plan. Establish feels more like implementing someone else's plan.
RK1	Added "of a prevention bureau".	Added to narrow the scope of the knowledge item. (2014)
RK2	Added "of a prevention bureau".	Added to narrow the scope of the knowledge item. (2014)

RK3	Added "of a prevention bureau".	Added to narrow the scope of the knowledge item. (2014)
RK5	Added knowledge component.	NFPA requests an operational plan in the JPR but doesn't address it as a knowledge or skill component.

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Marshal 1A (2024) • Topic 3-1 (RK6, RS2, RS3, RS4, RS5) • Topic 3-3 (RK1, RK2, RK3, RK4, RK5, RK7, RS1)	N/A	Fire Marshal (2024) Certification Task Book • JPR 3

2-4: Establishing a Budget

Authority
1. NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)
   - Paragraph 4.3.4

Job Performance Requirement
Establish a budget, given the available resources, so that the roles and responsibilities of the fire marshal can be implemented within organizational goals and objectives.

Requisite Knowledge
1. Describe organizational budgeting process
2. Describe basic accounting requirements

Requisite Skills
1. Carry out the organizational budgeting process (i.e., forms, orders, etc.) as related to the roles and responsibilities of fire marshal
2. Communicate the budgetary needs to support the roles and responsibilities of the fire marshal

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Marshal 1A (2024) • Topic 3-4	N/A	Fire Marshal (2024) Certification Task Book • JPR 4

2-5: Monitoring a Budget

Authority
1. NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)
    - Paragraph 4.3.5

Job Performance Requirement
Monitor the condition of the approved budget during the budgeting period, given the available resources and budgetary requirements, so that the roles and responsibilities of the fire marshal can be implemented within organizational goals and objectives.

Requisite Knowledge
1. Describe organizational budgetary monitoring process
2. Describe basic accounting requirements

Requisite Skills
1. Track and analyze trends of financial data pertinent to the roles and responsibilities of the fire marshal

Content Modification

Block	Modification	Justification
RK1	Added "monitoring".	NFPA requires monitoring the budgetary process in the JPR but doesn't address it as a knowledge or skill component. (2014)

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Marshal 1A (2024) • Topic 3-4	N/A	Fire Marshal (2024) Certification Task Book • JPR 5

2-6: Guiding a Departmental Record and Management System

Authority

1. NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)
   - Paragraph 4.3.6
2. Office of the State Fire Marshal

Job Performance Requirement

Guide the development, maintenance, and evaluation of a department record and management system, given policies and procedures, so that competencies and accuracies are achieved.

Requisite Knowledge

1. Identify record-management systems associated with prevention activities
2. Recognize principles involved in the acquisition, entry and extraction, implementation, and retrieval of information by data processing as it applies to the record-keeping and budgetary processes
3. Identify the capabilities, limitations, and maintenance of information management systems

Requisite Skills

1. Describe the Public Records Act Request process
2. Identify archival requirements for different types of records
3. Apply evaluative methods
4. Use verbal and written communication skills
5. Organize data

Content Modification

Block	Modification	Justification
RK1	Added knowledge component.	Fire marshals need to be aware of multiple systems used by the different entities (fire suppression, EMS, Building Department, city, etc.) engaged in prevention activities. (2014)
RK2	Added "entry and extraction".	All RMS systems require data entry and extraction to be useable. (2014)
RK3	Added "and maintenance".	All RMS systems require maintenance over time or the data sets become unusable. (2014)
RS1	Added skills component.	Public records requests are one of the primary reasons that Fire Marshal's extract data from their RMS. (2014)
RS2	Added skills component.	Cadre requested additional information to enhance topic. (2014)

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Marshal 1A (2024) • Topic 3-5	N/A	Fire Marshal (2024) Certification Task Book • JPR 6

Section 3: Community Risk Reduction

3-1: Evaluating Target Risks and Emergency Incident Data

Authority
1. NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)
   - Paragraph 4.4.2

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

Requisite Knowledge
1. Describe risks associated with occupancy types and uses
2. Describe levels of protection
3. Describe emergency response capability
4. Evaluate loss history
5. Identify potential impact of unique hazards associated with the community

Requisite Skills
1. Compare hazards, probability of occurrence, and consequence to established risk
2. Rank risks based on the effect to and in the community

Content Modification

Block	Modification	Justification
RK1	Added "risks associated with" and "and uses".	Risks associated with different uses are important to understand based upon occupancy types. Each type requires a different potential solution. A change in use within the same occupancy class can still be an issue. (2014)
RK5	Added "potential impact of".	Addresses the need to use a risk matrix to identify risks to a community. Low frequency, high impact events may not ever happen, but there still needs to be a plan to address the issues. (2014)

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Marshal 1B (2024) • Topic 4-2	N/A	Fire Marshal (2024) Certification Task Book • JPR 7

3-2: Managing a Data and Information Management Program

Authority
1. NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)
   - Paragraph 4.4.3

Job Performance Requirement
Manage a data and information management program, given identified inputs and outputs, data collection system, and personnel, so that data and information are collected, processed, stored, and maintained.

Requisite Knowledge
1. Describe target risks
2. Describe available input and output
3. Describe strengths and weaknesses of available data management systems
4. Identify available personnel
5. Identify organizational policies related to data and information management

Requisite Skills
1. Establish the parameters for data and information collection
2. Maintain data management and storage systems

Content Modification

Block	Modification	Justification
RK3	Added "strengths and weaknesses of".	Not all data systems are equal. It is important to be able to identify those items to purchase or modify data management systems. (2014)
RK5	Added "to data and information management".	There are many concerns an organization may have related to data and information security, use, and retention. (2014)

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Marshal 1B (2024) • Topic 4-2 (RK1) • Topic 4-3 (RK2, RK3, RK4, RK5, RS1, RS2)	N/A	Fire Marshal (2024) Certification Task Book • JPR 8

3-3: Interpreting Data and Information to Conduct Risk Analysis

Authority
1. NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)
   - Paragraph 4.4.4

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. Identify facts, trends, and high-risk areas

Requisite Skills
1. Analyze and interpret data and information
2. Identify trends

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Marshal 1B (2024) • Topic 4-4	N/	Fire Marshal (2024) Certification Task Book • JPR 9

3-4: Conducting Risk Analysis

Authority
1. NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)
   - Paragraph 4.4.5

Job Performance Requirement
Conduct risk analysis, given data and information trends, target risks, community input, and available resources, so that a risk profile and management solutions are developed.

Requisite Knowledge
1. Evaluate data and information trends
2. Identify community perceptions of risk
3. Identify available resources
4. Describe how to analyze potential solutions and constraints

Requisite Skills
1. Evaluate risk
2. Compare risk to an established or perceived level of risk
3. Identify potential solutions

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Marshal 1B (2024) • Topic 5-1	N/A	Fire Marshal (2024) Certification Task Book • JPR 10

3-5: Evaluating Risk Management Solutions

Authority
1. NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)
   - Paragraph 4.4.6

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

Requisite Knowledge
1. Describe effects of external and internal influences upon the risk management solutions, available resources, and costs

Requisite Skills
1. Identify and evaluate the effects of internal and external influences on the risk management solutions

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Marshal 1B (2024) • Topic 5-2	N/A	Fire Marshal (2024) Certification Task Book • JPR 11

3-6: Integrating Risk Management Solutions with Related Governmental Organizations

Authority
1. NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)
   - Paragraph 4.4.7
2. Office of the State Fire Marshal

Job Performance Requirement
Integrate the risk management solutions with related governmental organizations, given organizational structure and constraints, so that the analysis and solution(s) can be used for organizational planning, development, and implementation.

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

Requisite Skills
1. Recognize the applicability of risk management solution(s) to the roles and responsibilities of the governmental organizations

Content Modification

Block	Modification	Justification
JPR	Changed "organizational groups" to "governmental organizations".	Cadre wanted a more targeted focus on government organizations to distinguish from CTS 3-7, which focuses on other community stakeholders. (2014)
RK1	Added knowledge component.	Cadre wanted a more targeted focus on government organizations to distinguish from CTS 3-7, which focuses on other community stakeholders. (2014)
RK2	Changed "roles and responsibilities of other organizational groups" to "roles, responsibilities, and authority of governmental organizations".	Cadre wanted a more targeted focus on government organizations to distinguish from CTS 3-7, which focuses on other community stakeholders. Governments have authority as well as roles and responsibilities. (2014)
RS1	Changed "the other organizational groups" to "the governmental organizations".	Cadre wanted a more targeted focus on government organizations to distinguish from CTS 3-7, which focuses on other community stakeholders. (2014)

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Marshal 1B (2024) • Topic 6-5	N/A	Fire Marshal (2024) Certification Task Book • JPR 12

3-7: Integrating Risk Management Solution(s) with Community Stakeholders

Authority
1. NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)
   - Paragraph 4.4.8
2. Office of the State Fire Marshal

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

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

Requisite Skills
1. Recognize the applicability of risk managements solution(s) to the roles and responsibilities of the other community stakeholders

Content Modification

Block	Modification	Justification
JPR	Added "analysis and".	You cannot identify any solution without first analyzing the data. (2014)
RK1	Added knowledge component.	Cadre wanted a more targeted focus on community stakeholders to distinguish from CTS 3-6, which now focuses on governmental organizations. (2014)
RK3	Added "proposed".	Fire marshals propose solutions and may have to justify them to senior leaders and/or elected officials. (2014)

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Marshal 1B (2024) • Topic 6-5	N/A	Fire Marshal (2024) Certification Task Book • JPR 13

3-8: Evaluating a Risk Management Program

Authority
1. NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)
   - Paragraph 4.4.9

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

Requisite Knowledge
1. Describe risk management program goals and objectives
2. Identify available information
3. Identify established level of risk
4. Describe evaluation methodologies

Requisite Skills
1. Interpret and analyze the data on the impact of the risk management program

Content Modification

Block	Modification	Justification
RK1	Added "risk management program".	Added to narrow the scope of the knowledge item (2014).

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Marshal 1B (2024) • Topic 7-1	N/A	Fire Marshal (2024) Certification Task Book • JPR 14

3-9: Designing and Implementing a Plan

Authority
1. NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)
   - Paragraph 4.4.10
2. Office of the State Fire Marshal

Job Performance Requirement
Design and implement a plan, given an identified fire safety problem, so that a new program, piece of legislation, or fire safety code is facilitated.

Requisite Knowledge
1. Identify applicable codes, standards, and jurisdictional requirements and their development process
2. Describe how to develop an implementation plan
3. Describe consensus-building techniques

Requisite Skills
1. Use evaluative methods
2. Use consensus-building techniques
3. Use verbal and written communication skills
4. Organize plans
5. Develop an implementation plan

Content Modification

Block	Modification	Justification
RK2	Added knowledge component.	NFPA requests that participants design and implement a plan in the JPR but doesn't address it as a knowledge or skill component. (2014)
RK3	Added knowledge component.	Cadre requested additional information to enhance topic and correspond with RS2. (2014)
RS5	Added skills component.	NFPA requests that participants design and implement a plan in the JPR but doesn't address it as a knowledge or skill component.

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Marshal 1B (2024) • Topic 6-1	N/A	Fire Marshal (2024) Certification Task Book • JPR 15

3-10: Implementing a Community Risk Reduction Plan

Authority
1. Office of the State Fire Marshal

Job Performance Requirement
Create and implement a risk management solution(s) or program, given community risk data and organizational goals and objectives, so that the solution(s) or program is beneficial and cost-effective.

Requisite Knowledge
1. Describe how to analyze data from a community risk assessment
2. Describe how to evaluate the effectiveness of existing solutions
3. Describe potential solutions
4. Identify factors that influence solution selection
5. Describe how to establish SMART performance objectives
6. Describe how to implement solutions using the "5 E's"

Requisite Skills
1. Classify identified risks (probability vs. consequence)
2. Prioritize identified risks
3. Establish SMART performance objectives
4. Implement solutions

Content Modification

Block	Modification	Justification
CTS	Added a new standard.	Implementing the plan is the primary goal but NFPA doesn't cover it.(2024)

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Marshal 1B (2024) • Topic 6-2	N/A	Fire Marshal (2024) Certification Task Book • JPR 16

Section 4: Community Relations

4-1: Developing Relationships with Community Groups

Authority
1. NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)
   - Paragraph 4.5.1

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

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

Requisite Skills
1. Use verbal and written communication skills

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Marshal 1B (2024) • Topic 2-2	N/A	Fire Marshal (2024) Certification Task Book • JPR 17

4-2: Presenting Safety Proposals

Authority
1. NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)
   - Paragraph 4.5.2
2. Office of the State Fire Marshal

Job Performance Requirement
Present safety proposals to community groups, given a list of groups with shared concerns, an understanding of relevant safety measures, and effective presentation tips and techniques, so that the justification for the safety proposal is provided, issues are explained, and solutions, impacts, and benefits are stated.

Requisite Knowledge
1. Identify community demographics
2. Identify formal and informal community leaders
3. Identify community groups
4. Describe community and civic issues
5. Describe effective customer service methods
6. Describe organizational policies for community relations
7. Describe how to develop and present effective presentations

Requisite Skills
1. Use verbal and written communication skills
2. Develop and present effective safety proposal presentations

Content Modification

Block	Modification	Justification
JPR	Added "and effective presentation tips and techniques".	NFPA requests that participants present safety proposals in the JPR but doesn't address it as a knowledge or skill component. (2014)
RK7	Added knowledge component.	NFPA requests that participants present safety proposals in the JPR but doesn't address how to develop one as a knowledge or skill component. (2014)
RS2	Added skills component.	NFPA requests that participants present safety proposals in the JPR but doesn't address it as a knowledge or skill component. (2014)

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Marshal 1B (2024) • Topic 2-2 (RK1, RK2, RK3, RK4, RK5, RK6) • Topic 6-4 (RK7, RS1, RS2)	N/A	Fire Marshal (2024) Certification Task Book • JPR 18

4-3: Creating Media Communication Strategies and Policies

Authority
1. NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)
   - Paragraph 4.5.3

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

Requisite Knowledge
1. Describe methods of disseminating information to the media
2. Describe media needs
3. Describe organizational policies and practices for media relations

Requisite Skills
1. Maintain a constructive relationship with media groups
2. Provide written and verbal information

Content Modification

Block	Modification	Justification
JPR	Added "and social media platforms".	A comprehensive media communication strategy and policy includes social media. (2014)
RK3	Added "and practices".	Not everything an organization does related to media relations falls within a policy. A lot of what it does has evolved over the years creating a past practice. (2014)

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Marshal 1B (2024) • Topic 3-1	N/A	Fire Marshal (2024) Certification Task Book • JPR 19

4-4: Participating in Media Interviews

Authority
1. NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)
   - Paragraph 4.5.4

Job Performance Requirement
Participate in media interviews, given information about organizational goals and prevention practices and strategies and knowledge of interview techniques, so that consistent and accurate information is disseminated in an understandable manner.

Requisite Knowledge
1. Describe interview methodology and techniques
2. Describe organizational policies and practices for media relations

Requisite Skills
1. Use verbal and written communication skills
2. Demonstrate proper interview techniques

Content Modification

Block	Modification	Justification
RK2	Added "for media relations".	Added to narrow the scope of the knowledge item. (2014)

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Marshal 1B (2024) • Topic 3-2	N/A	Fire Marshal (2024) Certification Task Book • JPR 20

Section 5: Professional Development

5-1: Identifying and Prioritizing Professional Development Needs

Authority
1. NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)
   - Paragraph 4.6.2

Job Performance Requirement
Identify and prioritize professional development needs within the department, given jurisdictional requirements, so that professional development requirements are established.

Requisite Knowledge
1. Describe how to conduct a needs analysis
2. Describe how to conduct a task analysis
3. Describe jurisdictional requirements associated with professional development
4. Describe lesson planning methodologies
5. Describe different instructional methods
6. Describe characteristics of adult learners
7. Identify types of instructional media
8. Describe curriculum development processes
9. Describe how to develop evaluation instruments

Requisite Skills
1. Conduct research
2. Facilitate meetings
3. Facilitate needs and task analysis
4. Organize information into functional groupings
5. Interpret data

Content Modification

Block	Modification	Justification
RK1	Added "how to conduct a".	Cadre wanted more focus on doing a needs analysis than just describing what it is and accomplishes. (2014)
RK2	Added "how to conduct a".	Cadre wanted more focus on doing a task analysis than just describing what it is and accomplishes. (2014)
RK3	Added "associated with professional development".	Added to narrow scope of "jurisdictional requirements". (2014)
RK4	Added "methodologies".	Added to narrow scope of "lesson planning". (2014)

RK5	Added "different".	Added to make sure the course covers a broad variety of instructional methodologies. (2014)
RK7	Added "types of".	Added to narrow scope of "instructional media". (2014)
RK8	Added "processes".	Added to narrow scope of "curriculum development". (2014)

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Marshal 1A (2024) • Topic 4-1 (RK1, RK2, RK3) • Topic 4-2 (RK6) • Topic 4-3 (RK4, RK5, RK7, RK8) • Topic 4-4 (RK9)	N/A	Fire Marshal (2024) Certification Task Book • JPR 21

5-2: Prescribing Professional Development Programs

Authority
1. NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)
   - Paragraph 4.6.3

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

Requisite Knowledge
1. Describe organizational goals and requirements associated with professional development
2. Describe principles of instructional design
3. Describe adult learning principles
4. Describe performance-based education principles

Requisite Skills
1. Conduct instructional planning
2. Evaluate training options

Content Modification

Block	Modification	Justification
RK1	Added "associated with professional development".	Added to narrow the scope of the knowledge item. (2014)
RK2	Added "principles of".	Added to narrow the scope of the knowledge item. (2014)
RK4	Added "principles."	Added to narrow the scope of the knowledge item. (2014)

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Marshal 1A (2024) • Topic 4-2	N/A	Fire Marshal (2024) Certification Task Book • JPR 22

5-3: Implementing Professional Development Programs

Authority
1. NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)
   - Paragraph 4.6.4

Job Performance Requirement
Implement professional development programs, given selected options and available resources, so that professional development programs meet organizational goals and objectives.

Requisite Knowledge
1. Describe organizational goals and objectives associated with professional development
2. Identify available resources
3. Describe instructional methods

Requisite Skills
1. Assign responsibility
2. Conduct research
3. Facilitate committee meetings
4. Organize information and data
5. Use verbal and written communication skills
6. Interpret data

Content Modification

Block	Modification	Justification
RK1	Added "associated with professional development".	Added to narrow the scope of the knowledge item. (2014)
RS4	Added "and data".	Most of the information being organized is data. This also corresponds with the "Interpret data" in RS6. (2014)

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Marshal 1A (2024) • Topic 4-2 (RS2, RS4, RS6) • Topic 4-3 (RK1, RK2, RK3, RS1, RS3, RS4)	N/A	Fire Marshal (2024) Certification Task Book • JPR 23

5-4: Evaluating Organizational Professional Development Programs

Authority
1. NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)
   - Paragraph 4.6.5

Job Performance Requirement
Evaluate organizational professional development programs, given organizational goals and objectives, so that professional development meets organizational goals and objectives.

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

Requisite Skills
1. Analyze and evaluate data

Content Modification

Block	Modification	Justification
RK1	Added "associated with professional development".	Added to narrow the scope of the knowledge item. (2014)
RK2	Added "professional development".	Added to narrow the scope of the knowledge item. (2014)

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Marshal 1A (2024) • Topic 4-3 (RK1, RK4) • Topic 4-4 (RK2, RK3, RS1)	N/A	Fire Marshal (2024) Certification Task Book • JPR 24

5-5: Forecasting Organizational Professional Development Needs

Authority
1. NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)
   - Paragraph 4.6.6

Job Performance Requirement
Forecast organizational professional development needs, given professional trends, emerging technologies, and future organizational goals and objectives, so that future organizational and individual professional development needs are planned.

Requisite Knowledge
1. Identify professional development trends
2. Identify emerging technologies
3. Identify future organizational constraints
4. Identify future resources

Requisite Skills
1. Conduct research
2. Evaluate trends
3. Forecast needs

Content Modification

Block	Modification	Justification
RK1	Added "development".	Added to mirror topic title. (2014)

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Marshal 1A (2024) • Topic 4-5	N/A	Fire Marshal (2024) Certification Task Book • JPR 25

Section 6: Regulatory Programs

6-1: Managing a Process for Adopting, Modifying, and Maintaining Codes, Standards, and Jurisdictional Requirements

Authority
1. NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)
   - Paragraph 5.2.2

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

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

Requisite Skills
1. Apply the required knowledge to the organizational jurisdictional requirements
2. Apply the required knowledge to the codes, standards, and jurisdictional requirements development and modification process
3. Apply statistical analysis to a problem

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Marshal 1D (2024) • Topic 2-2	N/A	Fire Marshal (2024) Certification Task Book • JPR 26

6-2: Managing a Process for Conducting Compliance Inspections

Authority
1. NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)
   - Paragraph 5.2.3
2. Office of the State Fire Marshal

Job Performance Requirement
Manage a process for conducting compliance inspections, given applicable codes, standards, and jurisdictional requirements and/or an identified issue, so that the applicable codes, standards, and jurisdictional requirements are identified, deficiencies are identified and documented, and compliance determined.

Requisite Knowledge
1. Identify applicable codes, standards, and jurisdictional requirements
2. Identify inspection functions and programs
3. Describe how to implement documents and methods
4. Describe technological tools to aid compliance inspections

Requisite Skills
1. Develop jurisdictional requirements for the administration of the inspection functions and programs

Content Modification

Block	Modification	Justification
RK2	Added a new knowledge component.	Cadre requested additional information to enhance topic. (2014)

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Marshal 1D (2024) • Topic 2-3	N/A	Fire Marshal (2024) Certification Task Book • JPR 27

6-3: Managing a Design Review Process

Authority
1. Office of the State Fire Marshal

Job Performance Requirement
Manage a process for project design reviews, given policies of the jurisdiction requiring design reviews, a General Plan, and a community risk analysis, so that project design review requirements are completed in accordance with the policies of the jurisdiction.

Requisite Knowledge
1. Identify design review stakeholders
2. Identify applicable statutes, codes, standards, and jurisdictional requirements
3. Describe workflow processes of the jurisdiction

Requisite Skills
1. Develop jurisdictional requirements for administering a design review process
2. Assign tasks

Content Modification

Block	Modification	Justification
CTS	Added a new standard.	Cadre requested an additional standard to distinguish between the "design review" process (CTS 6-3) and the "plan review" process (6-4). (2014)

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Marshal 1D (2024) • Topic 2-5	N/A	Fire Marshal (2024) Certification Task Book • JPR 28

6-4: Managing a Plan Review Process

Authority
1. NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)
   - Paragraph 5.2.4
2. Office of the State Fire Marshal

Job Performance Requirement
Manage a process for enforcing the provisions of the codes, including plan reviews, rendering interpretations, and making code-compliant or organization-specific recommendations, given the policies of the jurisdiction requiring plan reviews, so that requirements for plan reviews are completed in accordance with the policies of the jurisdiction.

Requisite Knowledge
1. Identify applicable codes, standards, and jurisdictional requirements
2. Identify conditions of project approval
3. Describe workflow processes of the jurisdiction
4. Describe technological tools for the plan review process

Requisite Skills
1. Develop jurisdictional requirements for the administration of the plan review functions and program
2. Assign tasks

Content Modification

Block	Modification	Justification
RK2	Added a knowledge component.	Zoning, CEQA, and local requirements are found in conditions of approval and need to be incorporated into project processes. (2014)

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Marshal 1D (2024) • Topic 2-4	N/A	Fire Marshal (2024) Certification Task Book • JPR 29

6-5: Managing an Appeals Process

Authority
1. NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)
   - Paragraph 5.2.5

Job Performance Requirement
Manage an appeals process, given the codes, standards, and jurisdictional requirements, so that appeals can be resolved in compliance with the intent of the applicable codes, standards, and jurisdictional requirements.

Requisite Knowledge
1. Describe administrative and legal processes for managing appeals

Requisite Skills
1. Manage appeals in conformance with the applicable codes, standards, and jurisdictional requirements

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Marshal 1D (2024) • Topic 2-6	N/A	Fire Marshal (2024) Certification Task Book • JPR 30

6-6: Managing a Record-keeping Process

Authority
1. NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)
   - Paragraph 5.2.6
2. Office of the State Fire Marshal

Job Performance Requirement
Manage a process for record keeping, given the need to document the processes of the regulatory program, so that there is a record of the regulatory actions.

Requisite Knowledge
1. Describe the regulatory record-keeping requirements of the jurisdiction
2. Identify archival requirements for different regulatory records

Requisite Skills
1. Manage regulatory records according to the applicable requirements

Content Modification

Block	Modification	Justification
RK1	Added "regulatory".	Added to narrow the scope of the knowledge item. (2014)
RK2	Add a new knowledge component.	This is directly tied to the requirements of the California Public Records Act. (2014)
RS1	Added "regulatory".	Added to narrow the scope of the skills item. (2014)

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Marshal 1D (2024) • Topic 2-7	N/A	Fire Marshal (2024) Certification Task Book • JPR 31

6-7: Managing a Permit Process

Authority
1. NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)
   - Paragraph 5.2.7

Job Performance Requirement
Manage a process for administering, evaluating, and issuing permits, licenses, and/or certificates of fitness, given the applicable jurisdictional requirements, so that applicable codes, standards, and jurisdictional requirements are met.

Requisite Knowledge
1. Describe legal processes for managing permits, licenses, and/or certificates of fitness

Requisite Skills
1. Manage permit applications in conformance with the applicable codes, standards, and jurisdictional requirements

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Marshal 1D (2024) • Topic 2-6	N/A	Fire Marshal (2024) Certification Task Book • JPR 32

6-8: Managing a Compliance Interpretation Process

Authority
1. NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)
   - Paragraph 5.2.8
2. Office of the State Fire Marshal

Job Performance Requirement
Manage the compliance interpretation process for prescriptive codes, standards, and jurisdictional requirements, given complex issues related to codes, standards, and jurisdictional requirements, so that a resolution of the issue meets the intent of the prescriptive codes, standards, and jurisdictional requirements.

Requisite Knowledge
1. Identify applicable codes, standards, and jurisdictional requirements
2. Identify code interpretation resources
3. Describe administrative and legal considerations of compliance interpretations

Requisite Skills
1. Evaluate prescriptive codes, standards, and jurisdictional requirements
2. Use verbal and written communication skills

Content Modification

Block	Modification	Justification
RK2	Added a new knowledge component.	Cadre requested additional information to enhance topic. (2014)

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Marshal 1D (2024) • Topic 2-9	N/A	Fire Marshal (2024) Certification Task Book • JPR 33

6-9: Managing an Alternative Means/Methods/Materials Measures Program

Authority
1. NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)
   - Paragraph 5.2.9
2. Office of the State Fire Marshal

Job Performance Requirement
Manage a program for alternative means/methods/materials measures, given the submittal of equivalencies, alternative methods, and performance-based design, so that the final design meets the intent of the codes, standards, and jurisdictional requirements.

Requisite Knowledge
1. Identify codes, standards, and jurisdictional requirements
2. Identify alternative means/methods/materials measures evaluation resources
3. Describe administrative and legal considerations of equivalencies, alternative methods, and performance-based design
4. Describe evaluative programs for objective analysis of alternative means/methods/materials measures
5. Describe technological solutions for alternative means/methods/materials measures

Requisite Skills
1. Evaluate and verify the validity of nonprescriptive design approaches
2. Develop jurisdictional requirements for the administration of alternative means/methods/materials programs

Content Modification

Block	Modification	Justification
JPR	Changed "compliance" to "means/methods/materials".	"Compliance" has a specific meaning. California's adopted code uses this terminology, not the NFPA language. Changed to align with state code. (2024)
RK2	Added a new knowledge component.	Cadre requested additional information to enhance topic. (2014)
RK4	Changed "compliance" to "means/methods/materials".	"Compliance" has a specific meaning. California's adopted code uses this terminology, not the NFPA language. Changed to align with state code. (2024)

RK5	Changed "compliance" to "means/methods/materials".	"Compliance" has a specific meaning. California's adopted code uses this terminology, not the NFPA language. Changed to align with state code. (2024)
RS2	Changed "compliance" to "means/methods/materials".	"Compliance" has a specific meaning. California's adopted code uses this terminology, not the NFPA language. Changed to align with state code. (2024)

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Marshal 1D (2024) • Topic 2-10	N/A	Fire Marshal (2024) Certification Task Book • JPR 34

6-10: Managing a Complaint Reconciliation Process

Authority
1. NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)
   - Paragraph 5.2.10

Job Performance Requirement
Manage the process for reconciling complaints, given the report of a situation or condition, so that complaints are resolved and appropriate action is taken.

Requisite Knowledge
1. Identify applicable codes, standards, and jurisdictional requirements
2. Describe administrative and legal considerations for management and resolving complaints

Requisite Skills
1. Evaluate and resolve complaints through use of the appropriate legal and administrative requirements

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Marshal 1D (2024) • Topic 2-11	N/A	Fire Marshal (2024) Certification Task Book • JPR 35

6-11: Generating Jurisdictional Requirements

Authority
1. NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)
   - Paragraph 5.2.11
2. Office of the State Fire Marshal

Job Performance Requirement
Generate jurisdictional requirements for administering a regulatory management program, given management objectives, so that the requirements are defined, concise, and in accordance with the legal obligations of the jurisdiction.

Requisite Knowledge
1. Describe jurisdictional requirements and management objectives for the regulatory management program
2. Identify resources used to generate jurisdictional requirements

Requisite Skills
1. Interpret jurisdictional requirements
2. Write jurisdictional requirements in accordance with administrative and legal guidelines

Content Modification

Block	Modification	Justification
RK2	Added a new knowledge component.	Cadre requested additional information to enhance topic. (2014)

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Marshal 1D (2024) • Topic 2-12	N/A	Fire Marshal (2024) Certification Task Book • JPR 36

6-12: Managing an Interagency Coordination Program

Authority
1. NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)
   - Paragraph 5.2.12
2. Office of the State Fire Marshal

Job Performance Requirement
Manage a program to coordinate with other agencies, given that other agencies' requirements can overlap the local jurisdictions, so that conflicts are eliminated and clear lines of responsibility are developed.

Requisite Knowledge
1. Identify other regulatory agencies that affect the local jurisdiction
2. Identify administrative and legal authorities pertaining to the program
3. Describe record-keeping requirements of other agencies

Requisite Skills
1. Evaluate other regulatory agencies' requirements
2. Negotiate and resolve conflicts

Content Modification

Block	Modification	Justification
RK3	Added a new knowledge component.	Cadre requested because this impacts how the fire marshal does their paperwork to meet the other agencies' requirements. (2014)

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Marshal 1D (2024) • Topic 2-13	N/A	Fire Marshal (2024) Certification Task Book • JPR 37

6-13: Utilizing the Concepts of Fire Department Emergency Operations and Firefighter Safety

Authority
1. NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)
   - Paragraph 5.2.13

Job Performance Requirement
Utilize the concepts of fire department emergency operations and firefighter safety, given the discretionary authority granted to the jurisdiction in the codes, standards, and jurisdictional requirements, so that fire department emergency operations and firefighter safety are considered.

Requisite Knowledge
1. Describe basics of fire department fireground operations
2. Describe strategy and tactics
3. Describe apparatus placement on a fireground
4. Describe water supply operations

Requisite Skills
1. Apply the discretionary authority granted to the jurisdiction in the codes, standards, and jurisdictional requirements in a manner that incorporates considerations for fire department operations and firefighter safety

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Marshal 1D (2024) • Topic 2-14	N/A	Fire Marshal (2024) Certification Task Book • JPR 38

Section 7: Fire and Life Safety Education

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

Authority
1. NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)
   - Paragraph 5.3.2

Job Performance Requirement
Manage a comprehensive fire and life safety education strategy, given a planning process and relevant information, so that program goals, design, resources, implementation, and evaluation methods are included.

Requisite Knowledge
1. Identify fire and life safety education issues
2. Describe program issues
3. Describe community risks
4. Identify community resources
5. Describe cost/benefit analysis methods

Requisite Skills
1. Design and apply program strategy
2. Select program components
3. Interact with community groups, partnerships, and collaborative efforts

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Marshal 1B (2024) • Topic 6-3	N/A	Fire Marshal (2024) Certification Task Book • JPR 39

7-2: Creating a Collaborative Fire and Life Safety Education Partnership

Authority
1. NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)
   - Paragraph 5.3.3

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

Requisite Knowledge
1. Identify potential community 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

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Marshal 1B (2024) Topic 2-1	N/A	Fire Marshal (2024) Certification Task Book JPR 40

7-3: Managing an Organizational Awareness Campaign

Authority
1. NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)
   - Paragraph 5.3.4

Job Performance Requirement
Manage an awareness campaign within the organization, given fire and life safety education goals and policies, so that members are informed of their role within the organization's fire and life safety education strategy.

Requisite Knowledge
1. Identify organizational mission statement, goals, policies, and education strategy

Requisite Skills
1. Develop an awareness campaign
2. Disseminate information within the organization
3. Implement market strategy

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Marshal 1B (2024) • Topic 4-5	N/A	Fire Marshal (2024) Certification Task Book • JPR 41

7-4: Managing Fire and Life Safety Education Reports

Authority
1. NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)
   - Paragraph 5.3.5

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

Requisite Knowledge
1. Recognize the policy process of the organization
2. Evaluate educational activities and outcomes

Requisite Skills
1. Generate reports
2. Interpret data

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Marshal 1B (2024) • Topic 5-3	N/A	Fire Marshal (2024) Certification Task Book • JPR 42

7-5: Evaluating Fire and Life Safety Programs

Authority
1. NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)
   - Paragraph 5.3.6

Job Performance Requirement
Evaluate fire and life safety programs, given data to indicate risk reduction and loss reduction, so that measurable interpretation of educational efforts can be reported.

Requisite Knowledge
1. Describe evaluation instruments
2. Describe learning objectives
3. Describe testing policies
4. Describe survey policies and procedures

Requisite Skills
1. Apply evaluation practices and procedures

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Marshal 1B (2024) • Topic 7-1	N/A	Fire Marshal (2024) Certification Task Book • JPR 43

7-6: Implementing a Comprehensive Fire and Life Safety Program

Authority
1. NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)
   - Paragraph 5.3.7

Job Performance Requirement
Implement a comprehensive fire and life safety program, given a systematic development process, so that program goals, objectives, design, resources, and evaluation methods are included.

Requisite Knowledge
1. Describe program administration issues
2. Describe community concerns
3. Identify available resources

Requisite Skills
1. Select program components
2. Stimulate interest among community groups
3. Establish partnerships and collaborative efforts

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Marshal 1B (2024) • Topic 6-3	N/A	Fire Marshal (2024) Certification Task Book • JPR 44

Section 8: Investigation

8-1: Administering Investigation Requirements

Authority
1. NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)
   - Paragraph 5.4.2

Job Performance Requirement
Administer applicable codes, standards, and jurisdictional requirements for investigations, given applicable codes, standards, and jurisdictional requirements for investigations, so that investigators are knowledgeable and operate within organizational policies.

Requisite Knowledge
1. Identify local, state, federal, tribal, and provincial laws
2. Describe investigation methodology
3. Describe applicable codes, standards, and jurisdictional requirements to conduct investigations

Requisite Skills
1. Manage the investigative process
2. Evaluate the results

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Marshal 1C (2024) • Topic 2-1	N/A	Fire Marshal (2024) Certification Task Book • JPR 45

8-2: Reviewing Documentation Intended for Litigation or Resolution

Authority
1. NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)
   - Paragraph 5.4.3
2. Office of the State Fire Marshal

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

Requisite Knowledge
1. Identify local, state, federal, tribal, and provincial laws related to investigation, codes, standards, and jurisdictional requirements
2. Identify other pertinent references

Requisite Skills
1. Write technical reports
2. Review fire investigation reports
3. Compile and analyze investigative data

Content Modification

Block	Modification	Justification
RS2	Added new skills component.	A significant portion of a Fire Marshal's job related to fire investigation is to review subordinates' reports. (2014)

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Marshal 1C (2024) • Topic 2-2	N/A	Fire Marshal (2024) Certification Task Book • JPR 46

8-3: Conducting Investigative Analysis

Authority
1. NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)
   - Paragraph 5.4.4
2. Office of the State Fire Marshal

Job Performance Requirement
Conduct investigative analysis, given reports compiled from investigation data, to recommend action, so that fire prevention and other programs can be enhanced.

Requisite Knowledge
1. Describe how to conduct statistical analysis
2. Identify data sources used for investigative analysis

Requisite Skills
1. Use verbal and written communication
2. Evaluate data
3. Write technical reports

Content Modification

Block	Modification	Justification
RK2	Added new knowledge item.	There are many different data sources that help an AHJ identify investigative problems and mitigations. (2024)

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Marshal 1C (2024) • Topic 2-3	N/A	Fire Marshal (2024) Certification Task Book • JPR 47

8-4: Managing Technical Resources Needed to Perform Investigations

Authority
1. NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)
   - Paragraph 5.4.5

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

Requisite Knowledge
1. Identify local, state, federal, tribal, and provincial laws, regulations, and standards for the safety of employees
2. Describe how to use personal protective ensemble and tools needed to conduct investigations

Requisite Skills
1. Demonstrate technical knowledge of equipment
2. Coordinate tasks and people
3. Write procedures
4. Communicate
5. Utilize resources

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Marshal 1C (2024) • Topic 2-4	N/A	Fire Marshal (2024) Certification Task Book • JPR 48

8-5: Developing and Managing a Comprehensive Investigation Program

Authority
1. NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)
   - Paragraph 5.4.6
2. Office of the State Fire Marshal

Job Performance Requirement
Develop and manage a comprehensive investigation program, given reference materials and laws related to investigations, including due process, so that legal mandates are met and jurisdictional requirements are formulated for required investigations that are consistent, complete, and safe.

Requisite Knowledge
1. Identify technical writing and procedure/policy formatting requirements
2. Describe policy issues
3. Identify resources used for developing and managing and investigation program
4. Describe laws and legal aspects of investigations
5. Identify codes, standards, and jurisdictional requirements

Requisite Skills
1. Use verbal and written communication skills

Content Modification

Block	Modification	Justification
RK1	Added "requirements".	Added to narrow the scope of the knowledge item. (2014)
RK3	Added a new knowledge component.	There are federal, state, and local resources useful to a Fire Marshal when developing and managing an investigation program. (2014)

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Marshal 1C (2024) • Topic 2-1	N/A	Fire Marshal (2024) Certification Task Book • JPR 49

8-6: Constructing a Resource Plan for Investigations with Allied Groups

Authority
1. NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)
   - Paragraph 5.4.7

Job Performance Requirement
Construct a resource plan for investigations with allied groups to adapt to incident needs, given knowledge of the capabilities of available groups and resources, so that response to various types of incidents can be investigated.

Requisite Knowledge
1. Identify local, state, federal, tribal, and provincial resources available for use

Requisite Skills
1. Use verbal and written communication skills
2. Utilize resources

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Marshal 1C (2024) • Topic 2-5	N/A	Fire Marshal (2024) Certification Task Book • JPR 50

8-7: Adapting Technology to Incident Needs

Authority
1. Office of the State Fire Marshal

Job Performance Requirement
Adapt technology to incident needs, given knowledge of the capabilities of available technology and resources, so that response to various types of incidents can be investigated.

Requisite Knowledge
1. Describe different technologies that can be used for fire investigations
2. Identify training issues related to technology use
3. Identify policy issues related to technology use

Requisite Skills
1. Use verbal and written communication skills
2. Utilize technology tools and resources

Content Modification

Block	Modification	Justification
CTS	Added a new training standard.	There are many technologies used for incident investigation. Several of them carry legal and/or ethical concerns and require a fair amount of training. A fire marshal needs to be aware of these things to do their job effectively. (2024)

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Marshal 1C (2024) • Topic 2-6	N/A	Fire Marshal (2024) Certification Task Book • JPR 51

Administration and Professional Development (2024)

Course Plan

Course Details

Certification:	Fire Marshal
CTS Guide:	Fire Marshal (2024)
Description:	This course provides the skills and knowledge needed for the Fire Marshal to safely, effectively, and competently carry out the administrative tasks of managing a fire prevention bureau and implement and evaluate a professional development program.
Designed For:	Personnel preparing to pursue Fire Marshal certification or anyone who performs the duties of a Fire Marshal within their agency.
Prerequisites:	None
Standard:	Complete all activities and formative tests.
	Complete all summative tests with a minimum score of 80%.
Hours (Total):	22 hours
	(16.25 lecture / 3.75 application / 2 testing)

Maximum Class Size: 30

Instructor Level: SFT Fire Marshal Registered Instructor

Instructor/Student Ratio: 1:30 (lecture)

1:15 (application)

Restrictions: None

SFT Designation: CFSTES

Table of Contents

Required Resources

Instructor Resources

To teach this course, instructors need:
- *A Budgeting Guide for Local Government* (Robert L. Bland, ICMA Press, 4th edition, 2019)
- *Fire Department Strategic Planning: Creating Future Excellence* (Mark Wallace, PenWell Books, 3rd edition, 2021)
- *Human Resources Management for Public and Nonprofit Organizations: A Strategic Approach* (Joan E. Pynes, Jossey-Bass, 4th edition, 2013)
- *Managing Fire and Emergency Services* (Icma Green Book, 4th edition, 2012)
- NFPA 901: Standard Classifications for Incident Reporting and Fire Protection Data (current edition)
- NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (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/what-we-do/state-fire-training/professional-certifications:
- Activity 2-1: Inter- and Intra-Organiizational Fire Prevention Relationships
- Activity 3-1: Ideal Organizational Structure
- Activity 3-4: Establishing and Monitoring a Budget

Student Resources

To participate in this course, students need:
- *A Budgeting Guide for Local Government* (Robert L. Bland, ICMA Press, 4th edition, 2019)
- NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (current edition / physical or digital access)
- NFPA 1730: Standard on Organization and Deployment of Fire Prevention Inspection and Code Enforcement, Plan Review, Investigation, and Public Education Operations (current edition / physical or digital access)
- A copy of (or access to) your bureau or departmental organizational chart (Topic 3-1)
- A copy of (or access to) your bureau or departmental budget (Topic 3-4)
- Access to a computer and printer

Facilities, Equipment, and Personnel

Facilities

The following facilities are required to deliver this course:

- Standard learning environment or facility, which may include:
    - Writing board or paper easel chart
    - Markers, erasers
    - Amplification devices
    - Projector and screen
    - Laptop or tablet with presentation or other viewing software
    - Internet access with appropriate broadband capabilities

Time Table

Segment	Lecture	Application	Unit Total
Unit 1: Introduction			
Topic 1-1: Orientation and Administration	0.50	0.00	
Topic 1-2: Fire Marshal Certification Process	0.50	0.00	
Unit 1 Totals	**1.00**	**0.00**	**1.00**
Unit 2: Role of the Fire Marshal			
Topic 2-1: Roles and Responsibilities	1.00	0.50	
Unit 2 Totals	**1.00**	**0.50**	**1.50**
Unit 3: Administration			
Topic 3-1: Administering Jurisdictional Requirements	0.50	1.00	
Topic 3-2: Establishing Personnel Assignments	0.75	0.25	
Topic 3-3: Developing a Strategic and Operational Plan	4.00	1.00	
Topic 3-4: Establishing and Monitoring a Budget	4.00	1.00	
Topic 3-5: Guiding a Departmental Record and Management System	1.00	0.00	
Unit 3 Totals	**10.25**	**3.25**	**13.50**
Unit 4: Professional Development			
Topic 4-1: Identifying and Prioritizing Professional Development Needs	1.00	0.00	
Topic 4-2: Prescribing Professional Development Programs	1.00	0.00	
Topic 4-3: Implementing Professional Development Programs	0.50	0.00	
Topic 4-4: Evaluating Organizational Professional Development Programs	1.00	0.00	
Topic 4-5: Forecasting Organizational Professional Development Needs	0.50	0.00	
Unit 4 Totals	**4.00**	0.00	**4.00**
Formative Assessments			
Determined by AHJ or educational institution	**0.0**	**0.00**	**0.00**
Summative Assessment			
Determined by AHJ or educational institution	**0.0**	**2.00**	**2.00**
Course Totals	**16.25**	**5.75**	**22.00**

Time Table Key

1. The Time Table documents the amount of time estimated 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
   - Special needs and accommodations
   - Other requirements as applicable
3. Review course syllabus
   - Course objectives
   - Calendar of events
   - Course requirements
   - Student evaluation process
   - Assignments
   - Activities
   - Required student resources
   - Class participation requirements

Discussion Questions

1. Determined by instructor

Application

1. Determined by instructor

Topic 1-2: Fire Marshal Certification Process

Terminal Learning Objective

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

Enabling Learning Objectives

1. Identify the levels of certification in the Fire Marshal certification track
   - First Responder Inspector (formerly Inspector 2)
   - Fire Inspector (formerly Inspector 2)
   - Fire Plans Examiner (formerly Plan Examiner)
   - Fire Marshal
2. Identify the prerequisites for Fire Marshal certification
   - One of the following certifications:
       - ICC Fire Inspector 2 certification
       - OSFM Fire Inspector 2 (2014 or newer) **or** OSFM Fire Inspector (2024) **and** OSFM Plan Examiner (2015 or newer) **or** OSFM Fire Plans Examiner (2024)
3. Identify the course work required for Fire Marshal certification
   - Fire Marshal 1A: Administration and Professional Development (2024)
   - Fire Marshal 1B: Community Risk Reduction Planning and Management (2024)
   - Fire Marshal 1C: Fire Investigation Program Management (2024)
   - Fire Marshal 1D: Regulatory Program Management (2024)
   - Chief Fire Officer 3A: Human Resource Management for Chief Fire Officers (2014 or newer) **OR** Fire Officer 3A: Human Resource Management (2020)
   - Fire and Life Safety Educator (2019 or newer)
   - Statutes and Regulations (SFT)
   - G0290: Basic Public Information Officer Course (2016) **OR** L0105: Public Information Basics (2025) **OR** S-203: Introduction to Incident Information (CalEMA/Cal OES, CSTI, CDF/CAL FIRE, FEMA, FIRESCOPE, NFA, NWCG, SFT) **OR** E/L0105: Public Information Basics (EMI, CSTI)
4. Identify the exams requirements for Fire Marshal certification
   - Not applicable
5. Identify the task book requirements for Fire Marshal certification
   - Fire Marshal Certification Task Book (2024)
6. Identify the experience requirements for Fire Marshal certification
   - Has a minimum of five (5) years' full-time paid experience or 10 years' volunteer or part-time paid experience in a recognized California fire agency with at least one (1) year full-time paid experience or two (2) years' volunteer or part-time paid time serving as a fire marshal
7. Identify the position requirements for Fire Marshal certification
   - None
8. Describe the certification task book process
9. Describe the certification testing process
   - Not applicable

- All formative and summative testing is completed in individual courses

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

Application
1. Determined by instructor

Unit 2: Role of the Fire Marshal

Topic 2-1: Roles and Responsibilities

Terminal Learning Objective

At the end of this topic a student, given AHJ policies and procedures, will be able to define the role of Fire Marshal in the fire department, identify the mission of the fire service, and follow standard operating procedures and rules and regulations of the fire department.

Enabling Learning Objectives

1. Describe the mission of fire prevention
2. Describe the general roles and responsibilities of a Fire Marshal
   - Administration
   - Community risk reduction
     - Recommending, creating, and evaluating jurisdictional requirements that reduce community risks
     - Appropriate codes and standards
     - Federal, state, and local requirements
     - Incident response
     - Demographic, behavioral, and target hazard data for the appropriate design
     - Development and implementation of specific community risk reduction programs, including guidance provided by NFPA 1300
   - Community relations
     - Developing and maintaining effective relationships within the community
   - Professional development
     - Recommending, creating, and evaluating jurisdictional requirements for professional development
     - Training and professional development principles, guides, and standards
3. Describe the mission-specific roles and responsibilities of the Fire Marshal
   - Regulatory programs
     - Developing, managing, and applying regulatory programs
     - Codes, standards, and jurisdictional requirements applicable to the management of the regulatory environment, including, but not limited to, fire, building, environmental, and life safety codes
   - Fire and life safety education
     - Managing fire and life safety educational programs
     - Fire and life safety education planning and evaluation processes
     - Management of educational programs
     - Professional development requirements
   - Investigation
     - Managing a variety of investigation types
     - Codes, standards, and jurisdictional requirements applicable to the investigative process
4. Identify different fire agency organizational structures
   - City

- County
- District
  - Dependent
  - Independent
- State
- Joint powers agreement (JPA)
- Contract
- Shared services
- Private

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

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

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

Instructor Notes

1. This is an overview of all aspects of the role because administration and professional development work across all aspects of the Fire Marshal's role.
2. Use Activity 2-1 as the basis for discussing ELO 5.
3. NFPA 1730 is a good reference for Discussion Question 3.

CTS Guide Reference: CTS 1-1

Unit 3: Administration

Topic 3-1: Administering Jurisdictional Requirements

Terminal Learning Objective

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

Enabling Learning Objectives

1. Describe the organizational structure of a fire prevention bureau within a fire agency
   - Engineering
   - Enforcement
   - Education
   - Evaluation
   - Investigation
2. Describe staffing positions, roles, and responsibilities within a fire prevention bureau
   - Inspectors
   - Investigators
   - Plan reviewers
   - Support staff
   - Supervisors
   - Fire protection engineers
   - Public information officer
   - Community risk reduction officer
   - Fire Marshal
   - Contract services
3. Describe the role of the Fire Marshal in personnel management
   - Making personnel assignments
   - Developing employee/management relations and programs
   - Developing professional fire prevention staff
   - Conducting and overseeing job performance evaluations
   - Understanding employment-related legal responsibilities
   - Recruiting, hiring, and promoting professional staff
4. Identify the pros and cons of sworn (safety) vs. civilian (non-safety) personnel
   - Personnel assignments
   - Salaries and benefits
   - Employee recruitment and retention
5. Use verbal and written communication skills
6. Consolidate information and data from a variety of sources for short- and long-term planning purposes

7. Forecast staffing, capital, and budgetary needs to support the roles and responsibilities of the Fire Marshal
   - Forecasting for recession vs. growth
8. Establish an organizational structure to include both existing and future staffing positions, to implement the roles and responsibilities of the Fire Marshal consistent with the overall organizational structure
9. Integrate relationships, functions, and needs of stakeholders

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

Application
1. Activity 3-1: Ideal Organizational Structure

Instructor Notes
1. Content from ELO 3 is covered more extensively in Chief Fire Officer 3A: Human Resources Management for Chief Fire Officers (2014 or newer) or Fire Officer 3A: Human Resource Management (2020). Keep this brief.

CTS Guide Reference: CTS 2-1

Topic 3-2: Establishing Personnel Assignments

Terminal Learning Objective

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

Enabling Learning Objectives

1. Identify minimum staffing requirements
   - NFPA 1730: Standard on Organization and Deployment of Fire Prevention Inspection and Code Enforcement, Plan Review, Investigation, and Public Education Operations
2. Identify available human resources
   - Full-time staff
   - Part-time staff
   - Volunteer
   - Intern
   - Retired annuitant
   - Contract personnel
   - Contract agency
3. Identify jurisdictional requirements
   - Authority for hiring, discipline, and termination
   - Authority for employee evaluations
   - Impact of MOUs
   - Impact of Firefighter Bill of Rights
4. Describe considerations used to include individuals of diverse backgrounds in establishing work assignments
   - Specific requirements for hiring public and private employees
   - California Fair Employment and Housing Act (1959)
   - Unruh Civil Rights Act (1959)
5. Use interpersonal skills
6. Use verbal and written communication skills

Discussion Questions

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

Application

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

Instructor Notes

1. None

CTS Guide Reference: CTS 2-2

Topic 3-3: Developing a Strategic and Operational Plan

Terminal Learning Objective

At the end of this topic a student, given organizational goals and objectives, legal resources, and available resources, will be able to develop a strategic and operational plan so that organizational roles and responsibilities and legal requirements are met with the allocated resources.

Enabling Learning Objectives

1. Describe the organizational structure of a prevention bureau
   - NFPA 1730 - Standard on Organization and Deployment of Fire Prevention Inspection and Code Enforcement, Plan Review, Investigation, and Public Education Operations
   - NFPA 1300 (on the horizon)
2. Describe the legal requirements of a prevention bureau
   - Health and Safety Code 13145 and 13146 (fire chief authority in prevention)
   - Health and Safety Code 13803, 13861, and 13862 (district authority in prevention)
   - Local ordinances
3. Describe the organizational mission of a prevention bureau
4. Describe fundamental strategic planning processes
   - Short-range goals for long-range growth
   - Usually covers 5-10 years
   - Conduct SWOT analysis
   - Establish initiatives
   - Develop objectives
   - Develop tasks
     - Assignment
     - Budget
     - Completion date
5. Describe operational planning processes
   - Guide for day-to-day operations
   - Usually covers up to one year
   - Identify "must" do, "should" do, "could" do, "never" do
6. Identify stakeholders
   - Obtain input
   - Identify concerns
   - Obtain buy-in
7. Use verbal and written communication skills

Discussion Questions

1. What are the differences between a strategic plan and an operational plan?
2. When should you update or amend a strategic plan or an operational plan?

Application

1. Using the "ideal" employee organizational chart from Activity 3-1, have students develop a strategic plan objective to achieve ideal staffing.

- Break the objective down into tasks with assignments, budget, completion dates.

Instructor Notes

1. Address ELO 3 from the perspective of using a strategic plan to advance organizational mission.
2. See NFPA 1730 and the NFPA *Fire Protection Handbook* for guidance on developing strategic and operational plans.

CTS Guide Reference: CTS 2-3

Topic 3-4: Establishing and Monitoring a Budget

Terminal Learning Objective

At the end of this topic a student, given available resources and budgetary requirements, will be able to establish and monitor the condition of an approved budget during the budgeting period, so that the roles and responsibilities of the Fire Marshal can be implemented within organizational goals and objectives.

Enabling Learning Objectives

1. Identify funding considerations
   - Funding types
     - General fund
     - Enterprise
     - Grant
     - Benefit assessment
     - Fees/cost recovery
   - Funding districts
     - Community facilities districts (CFD)
     - Community service districts (CSD)
     - Mello-Roos
   - Funding arrangements
     - Contract cities/districts
       - All services
       - Individual services
     - Joint Powers Authority (JPA)
   - Funding restrictions
     - Human resources vs. capital outlay
     - Overtime pay
     - Grant money
2. Identify common budgetary needs
   - Personnel
   - Tools and equipment
   - Resources
     - Books
     - Software
     - Subscriptions
     - Memberships
   - Vehicles
   - Uniforms/PPE
   - Professional development
   - Public education and marketing
   - Internal service fees
   - Contract service fees
3. Describe organizational budgeting processes
   - Budgetary principles

- o Introduction to process
- o Budget cycle
- Preparation and legislative approval
  - o Preparation
  - o Legislative approval process
  - o Conflict/deliberations
  - o Budgetary policy
- Implementation
  - o Financial controls
  - o Communication
  - o Compliance
  - o Evaluating balances
  - o Altering authority
- Accounting and auditing
  - o Budgeting vs. accounting
  - o Framework
  - o Process
  - o Auditing
- Capital improvement planning
  - o Definition
  - o Capital budget process
- Improving performance
  - o Measurement
  - o Expectations
  - o Limitations of performance measurement
4. Describe basic accounting requirements
5. Carry out the organizational budgeting process (i.e., forms, orders, etc.) related to the Fire Marshal's roles and responsibilities
6. Communicate the budgetary needs to support the Fire Marshal's roles and responsibilities
7. Track and analyze financial data trends pertinent to the Fire Marshal's roles and responsibilities

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

Application
1. Activity 3-4: Establishing and Monitoring a Budget

Instructor Notes
1. None

CTS Guide Reference: CTS 2-4, CTS 2-5

Topic 3-5: Guiding a Departmental Record and Management System

Terminal Learning Objective

At the end of this topic a student, given policies and procedures, will be able to guide the development, maintenance, and evaluation of a department record and management system so that competencies and accuracies are achieved.

Enabling Learning Objectives

1. Identify record-management systems associated with prevention activities
   - Types of record retention systems
     - Archival
     - Digital
     - Hard copy
     - Microfiche
     - Laserfiche
   - Records to maintain
     - Alternate material and methods approvals
     - Annual reports
     - Complaints
     - Fire reports
     - Hazardous materials release and exposure reports
     - Inspection reports, forms, and letters
     - Interpretations
     - Ordinances
     - Origin and cause fire investigation reports
     - Permits and certificates that have been issued
     - Plan review comments, approvals, and drawings
     - Policy and procedures manual
     - Resolution
     - Summons
     - Violation letters
2. Identify the capabilities, limitations, and maintenance of information management systems
   - Equipment and materials
   - Space management
   - Security
   - Staffing
   - Timeframes (turnaround time)
   - Timeframes for destroying or purging records
   - Workflow (process)
   - Archiving
   - Retention requirements
     - Federal
     - State
     - Local

3. Recognize principles involved in information and data processing as it applies to record-keeping and budgetary processes
   - Acquisition
   - Entry and extraction
   - Implementation
   - Retrieval
   - Archival requirements
4. Identify procedures for developing and administering a record-keeping system
5. Identify the protocol for accessing public records
   - Legal review for authorization to release
     - o Freedom of Information Act
     - o California Public Records Act
       - ▪ Criteria involving trade secrets
     - o Health Insurance Portability and Accountability Act (1996)
     - o Criminal records
     - o Records involving victims or minors
     - o Requesting procedures
6. Apply evaluative methods
7. Use verbal and written communication skills
8. Organize data

Discussion Questions
1. How long does your agency's records retention policy require fire prevention records to be retained?

Application
1. Determined by instructor

Instructor Notes
1. There is a helpful pocket guide to the California Public Records Act available at https://firstamendmentcoalition.org/handbook/california-public-records-act/

CTS Guide Reference: CTS 2-6

Unit 4: Professional Development

Topic 4-1: Identifying and Prioritizing Professional Development Needs

Terminal Learning Objective

At the end of this topic a student, given jurisdictional requirements, will be able to identify and prioritize professional development needs within the department so that professional development requirements are established.

Enabling Learning Objectives

1. Describe how to conduct a needs analysis
   - Job performance requirements
   - Organizational goals and objectives
   - Jurisdictional needs
   - Local, state, and federal mandates
2. Describe how to conduct a task analysis
   - Generally addressed through NFPA standards and job qualifications
3. Describe jurisdictional requirements associated with professional development
   - Job specifications
   - Continuing education
   - Certifications
   - Personal improvement plans
   - MOUs
4. Conduct research
5. Facilitate meetings
6. Facilitate needs and task analysis
7. Organize information into functional groupings
8. Interpret data

Discussion Questions

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

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Guide Reference: CTS 5-1

Topic 4-2: Prescribing Professional Development Programs

Terminal Learning Objective

At the end of this topic a student, given the results of a professional development needs analysis, will be able to prescribe professional development programs so that the knowledge and skills are job-related, training is performance-based, adult learning principles are used, and the program meets organizational goals and requirements.

Enabling Learning Objectives

1. Describe organizational goals and requirements associated with professional development
   - Training availability
   - Cost effectiveness
   - Instructional delivery model
   - Delivery timeframe
   - Funding source (employee vs. agency)
   - Employee buy-in
   - Job specifications
   - Labor relations issues
   - Human resource related issues
   - Continuing education requirements
2. Describe components of a successful professional development program
   - Job related
   - Performance based
   - Meets employee and organizational needs
     - Professional growth
     - Technological advances
     - Succession planning
   - Incorporates adult learning principles
   - Measurable results
3. Describe principles of instructional design
4. Describe adult learning principles
5. Describe performance-based education principles
6. Conduct instructional planning
7. Conduct instructional planning
8. Conduct research
9. Organize information and data
10. Interpret data
11. Evaluate training options

Discussion Questions

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

Application

1. Determined by instructor

Instructor Notes

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

CTS Guide Reference: CTS 5-2

Topic 4-3: Implementing Professional Development Programs

Terminal Learning Objective

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

Enabling Learning Objectives

1. Describe organizational goals and objectives associated with professional development
2. Identify available resources
   - Internal
     - In-house instructors
     - In-service training
     - Mentoring
     - On-the-job training
   - External
     - Private vendors
     - Courses of instruction
     - Academic institutions
     - Government agencies
     - Professional organizations
3. Describe instructional methods
4. Describe lesson planning methodologies
5. Describe curriculum development processes
6. Identify types of instructional media
7. Assign responsibility
8. Facilitate committee meetings
9. Use verbal and written communication skills

Discussion Questions

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

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Guide Reference: CTS 5-3

Topic 4-4: Evaluating Organizational Professional Development Programs

Terminal Learning Objective

At the end of this topic a student, given organizational goals and objectives, will be able to evaluate organizational professional development programs so that professional development meets organizational goals and objectives.

Enabling Learning Objectives

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

Discussion Questions

1. How would you evaluate a subordinate on a topic unfamiliar to you?
2. How does your agency address professional development succession planning?
3. What do you need to know to determine whether a professional development program is effective?

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Guide Reference: CTS 5-4

Topic 4-5: Forecasting Organizational Professional Development Needs

Terminal Learning Objective

At the end of this topic a student, given professional trends, emerging technologies, and future organizational goals and objectives, will be able to forecast organizational professional development needs so that future organizational and individual professional development needs are planned.

Enabling Learning Objectives

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

Discussion Questions

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

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Guide Reference: CTS 5-5

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 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.

Inter- and Intra-Organizational Fire Prevention Relationships

Activity: 2-1

Format: Group

Time Frame: 30 minutes

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

Materials
- Pen or pencil

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

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

Within a Jurisdiction

Organization	Context	Advantages	Disadvantages
Planning or Community Development			
Building Department			
Public Works			
Human Resources			
Finance			
Police			

Organization	Context	Advantages	Disadvantages
Park & Recreation			

Outside a Jurisdiction

Organization	Context	Advantages	Disadvantages
Neighboring Cities			
County Agencies			
State Fire Marshal			
Building Standards Commission			
Housing & Community Development			

Organization	Context	Advantages	Disadvantages
Licensing Agencies			
Division of the State Architect			
Federal Agencies			
Community Groups or Organizations			

Intra-Organizational

Organization	Context	Advantages	Disadvantages
Operations			
Training			

Organization	Context	Advantages	Disadvantages
Emergency Medical Services			
Public Information			
Administration	Emergency Management		
Emergency Management			
Fire Board			

Ideal Organizational Structure

Activity 3-1

Format: Group (4 per group)

Time Frame: 1 hour

Description

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

Materials
- Paper and pen
- Agency/department organizational chart (provided by the student)

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

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

Ideal Organizational Structure

Notes and Brainstorming

Establishing and Monitoring a Budget

Activity 3-4

Format: Group (4 per group)

Time Frame: 1 hour

Description

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

Materials

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

Instructions

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

Instructor Notes

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

Establishing and Monitoring a Budget

Notes and Brainstorming

Community Risk Reduction Planning & Management (2024)

Course Plan

Course Details

Certification: Fire Marshal

CTS Guide: Fire Marshal (2024)

Description: This course provides the skills and knowledge needed for the Fire Marshal to safely, effectively, and competently develop community partnerships; create media strategies and policies; conduct a community analysis; and create, implement, and evaluate an intervention strategy.

Designed For: Personnel preparing to pursue Fire Marshal certification or anyone who performs community risk reduction, community relations, or fire and life safety education duties within their agency.

Prerequisites: None

Standard: Complete all activities and formative tests.

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

Hours (Total): 20 hours

(15.5 lecture / 2.5 application / 2 testing)

Maximum Class Size: 30

Instructor Level: SFT Fire Marshal Registered Instructor

Instructor/Student Ratio: 1:30 (lecture)

1:15 (application)

Restrictions: None

SFT Designation: CFSTES

Table of Contents

Required Resources

Instructor Resources

To teach this course, instructors need:
- One of the following textbooks:
  - *Fire and Life Safety Educator* (Marsha Giesler, Delmar Cengage Learning, 2nd edition, 2016)
  - *Fire and Life Safety Educator* (IFSTA, Fire Protection Publications, 4th edition, 2023)
- NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (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 (current edition)
- Vision 20/20 Community Risk Reduction (strategicfire.org)
  - CRR Connect (https://strategicfire.org/crr/#tools)
  - Model Performance Template & Guidance Document (https://strategicfire.org/wp-content/uploads/2022/05/Vision-2020-CRR-Model-Performance-Guidance-Template.pdf)
- Coffee Break Training – Public Fire Education Planning (www.usfa.fema.gov)
- Application materials
  - Public education and community risk topic questions (Topic 3-2)
  - Information about a sample planned unit development in a Very High Hazard Severity Zone (Topic 4-1)
  - Sample community risk profile (Topic 5-1)
  - Data showing loss of life in residential occupancies (A2-7) Data showing loss of life in residential occupancies (Topic 5-2)
  - Risk analysis template (Topic 6-2)
  - Sample implementation plan (Topic 6-3)

Online Instructor Resources

The following instructor resources are available online at https://osfm.fire.ca.gov/what-we-do/state-fire-training/professional-certifications:
- Activity 2-1: Identifying Fire Safety Issues
- Activity 2-2: Identifying Community Groups
- Activity 3-1: Identifying Media Methods
- Activity 4-5: Managing an Internal Organizational Awareness Campaign
- Activity 6-4: Creating and Presenting Safety Proposals
- Activity 7-1: Evaluating a Fire and Life Safety Program

Student Resources

To participate in this course, students need:
- Textbook selected by instructor
- NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (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 (current edition)
- Vision 20/20 Community Risk Reduction (strategicfire.org)
  - CRR Connect (https://strategicfire.org/crr/#tools)
  - Model Performance Template & Guidance Document (https://strategicfire.org/wp-content/uploads/2022/05/Vision-2020-CRR-Model-Performance-Guidance-Template.pdf)

Facilities, Equipment, and Personnel

Facilities
The following facilities are required to deliver this course:
- Standard learning environment or facility, which may include:
  - Writing board or paper easel chart
  - Markers, erasers
  - Amplification devices
  - Projector and screen
  - Laptop or tablet with presentation or other viewing software
  - Internet access with appropriate broadband capabilities

Time Table

Segment	Lecture	Application	Unit Total
Unit 1: Introduction			
Topic 1-1: Orientation and Administration	0.50	0.00	
Topic 1-2: Fire Marshal Certification Process	0.50	0.00	
Unit 1 Totals	**1.00**	**0.00**	**1.00**
Unit 2: Developing Community Partnerships			
Topic 2-1: Creating a Collaborative Fire and Life Safety Community Partnership	1.00	0.00	
Topic 2-2: Developing Relationships with Community Groups	1.50	0.00	
Unit 2 Totals	**2.50**	**0.00**	**2.50**
Unit 3: Creating Media Strategies and Policies			
Topic 3-1: Creating Media Communication Strategies and Policies	0.50	0.50	
Topic 3-2: Participating in Media Interviews	0.50	0.00	
Unit 3 Totals	**1.00**	**0.50**	**1.50**
Unit 4: Conducting a Community Analysis			
Topic 4-1: Community Risk Reduction Roles and Responsibilities	1.00	0.00	
Topic 4-2: Evaluating Target Risks and Emergency Incident Data	0.50	1.00	
Topic 4-3: Managing a Data and Information Management Program	1.00	0.00	
Topic 4-4: Interpreting Data and Information to Conduct Risk Analysis	0.50	0.00	
Topic 4-5: Managing an Internal Organizational Awareness Campaign	1.00	0.00	
Unit 4 Totals	**4.00**	**1.00**	**5.00**
Unit 5: Creating an Intervention Strategy			
Topic 5-1: Conducting Risk Analysis	1.00	0.00	
Topic 5-2: Evaluating Risk Management Solutions	1.00	0.00	
Topic 5-3: Managing Fire and Life Safety Education Report(s)	0.50	0.00	
Unit 5 Totals	**2.50**	**0.00**	**2.50**
Unit 6: Implementing an Intervention Strategy			
Topic 6-1: Designing and Implementing a Facilitation Plan	1.00	0.00	
Topic 6-2: Implementing a Community Risk Reduction Plan	1.00	0.00	

Topic 6-3: Implementing and Managing a Comprehensive Fire and Life Safety Strategy or Program	0.50	0.00	
Topic 6-4: Presenting Safety Proposals	0.50	0.50	
Topic 6-5: Integrating Risk Management Solutions with Community Stakeholders and Related Governmental Groups	1.00	0.00	
Unit 6 Totals	**4.00**	**0.50**	**4.50**
Unit 7: Evaluating an Intervention Strategy			
Topic 7-1: Evaluating a Risk Management and Fire and Life Safety Programs	0.50	1.00	
Unit 7 Totals	**0.50**	**1.00**	**1.50**
Formative Assessments			
Determined by AHJ or educational institution	**0.0**	**0.00**	**0.00**
Summative Assessment			
Determined by AHJ or educational institution	**0.0**	**2.00**	**2.00**
Course Totals	**15.50**	**4.50**	**20.00**

Time Table Key

1. The Time Table documents the amount of time estimated 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
   - Special needs and accommodations
   - Other requirements as applicable
3. Review course syllabus
   - Course objectives
   - Calendar of events
   - Course requirements
   - Student evaluation process
   - Assignments
   - Activities
   - Required student resources
   - Class participation requirements

Discussion Questions

1. Determined by instructor

Application

1. Determined by instructor

Topic 1-2: Fire Marshal Certification Process

Terminal Learning Objective

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

Enabling Learning Objectives

1. Identify the levels of certification in the Fire Marshal certification track
   - First Responder Inspector (formerly Inspector 2)
   - Fire Inspector (formerly Inspector 2)
   - Fire Plans Examiner (formerly Plan Examiner)
   - Fire Marshal
2. Identify the prerequisites for Fire Marshal certification
   - One of the following certifications:
     - ICC Fire Inspector 2 certification
     - OSFM Fire Inspector 2 (2014 or newer) **or** OSFM Fire Inspector (2024) **and** OSFM Plan Examiner (2015 or newer) **or** OSFM Fire Plans Examiner (2024)
3. Identify the course work required for Fire Marshal certification
   - Fire Marshal 1A: Administration and Professional Development (2024)
   - Fire Marshal 1B: Community Risk Reduction Planning and Management (2024)
   - Fire Marshal 1C: Fire Investigation Program Management (2024)
   - Fire Marshal 1D: Regulatory Program Management (2024)
   - Chief Fire Officer 3A: Human Resource Management for Chief Fire Officers (2014 or newer) **OR** Fire Officer 3A: Human Resource Management (2020)
   - Fire and Life Safety Educator (2019 or newer)
   - Statutes and Regulations (SFT)
   - G0290: Basic Public Information Officer Course (2016) **OR** L0105: Public Information Basics (2025) **OR** S-203: Introduction to Incident Information (CalEMA/Cal OES, CSTI, CDF/CAL FIRE, FEMA, FIRESCOPE, NFA, NWCG, SFT) **OR** E/L0105: Public Information Basics (EMI, CSTI)
4. Identify the exams requirements for Fire Marshal certification
   - Not applicable
5. Identify the task book requirements for Fire Marshal certification
   - Fire Marshal Certification Task Book (2024)
6. Identify the experience requirements for Fire Marshal certification
   - Has a minimum of five (5) years' full-time paid experience or 10 years' volunteer or part-time paid experience in a recognized California fire agency with at least one (1) year full-time paid experience or two (2) years' volunteer or part-time paid time serving as a fire marshal
7. Identify the position requirements for Fire Marshal certification
   - None
8. Describe the certification task book process
9. Describe the certification testing process
   - Not applicable

- All formative and summative testing is completed in individual courses

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

Application
1. Determined by instructor

Unit 2: Developing Community Partnerships

Topic 2-1: Creating a Collaborative Fire and Life Safety Community Partnership

Terminal Learning Objective

At the end of this topic a student, given an overview of the Fire Marshal's community relations roles, a description of local community groups, a list of fire and injury priorities, and organizational policies for community partnerships, will be able to create a collaborative fire and life safety education partnership so that a specific fire or injury priority is mitigated by the partnership.

Enabling Learning Objectives

1. Identify the fire marshal's role as a community leader
   - Authority figure
   - Subject matter expert
   - Economic vitality (stimulate vs. stifle)
   - Community vision
   - Liaison
   - Problem solver
2. Identify the fire marshal's responsibilities in developing effective community relations
   - Plan legislative and regulatory activities
   - Understand the importance of community leadership
   - Receive and evaluate public feedback
   - Respond to inquiries and complaints
   - Communicate public problems
   - Identify the need for and preparing community outreach programs
   - Convey messages to the community
   - Propose code changes
   - Testify at hearings
   - Market the fire prevention bureau
   - Serve as a bridge between government and the community
     - Share community needs with government officials
     - Educate community about government mandates during enforcement process
3. Identify stakeholders with shared concerns and resources
4. Articulate the importance of community leadership as it relates to the fire service and fire and life safety
5. Describe team development dynamics
6. Facilitate meetings
   - Understand stakeholder perspectives and roles/responsibilities
   - Establish agenda
   - Provide written action items and tasks
7. Motivate partners to achieve goals
8. Manage and maintain teamwork

Discussion Questions
1. What types of community relations issues do most fire agencies face?
2. What community groups in your AHJ can you use to convey a message to the public?
3. What issues might require a Fire Marshal to testify before a city or county council?
4. When dealing with multiple stakeholders, how do you select a leader?
5. What stakeholders would you involve in a burn prevention campaign?
6. What stakeholders would you involve in a National Night Out event?

Application
1. Activity 2-1: Identifying Fire Safety Issues

Instructor Notes
1. None

CTS Guide Reference: CTS 7-2

Topic 2-2: Developing Relationships with Community Groups

Terminal Learning Objective

At the end of this topic a student, given a description of local groups and organizational policies for relationships with community groups, will be able to develop relationships with community groups, attendance at community meetings, and participation at community events so that a schedule is established for ongoing contacts.

Enabling Learning Objectives

1. Identify community demographics
2. Identify formal and informal community leaders
3. Identify community groups
   - Making personnel assignments
   - Developing employee/management relations and programs
   - Developing professional fire prevention staff
   - Conducting and overseeing job performance evaluations
   - Understanding employment-related legal responsibilities
   - Recruiting, hiring, and promoting professional staff
4. Identify opportunities for community interaction
   - Community meetings
     - Public meetings (fire board, city council, etc.)
     - Civic groups (Kiwanis, Rotary, Boy Scouts, etc.)
     - Special interest groups
   - Community risk assessment
   - Community events (street fairs, cultural celebrations, parades, etc.)
   - Fire prevention week
   - Volunteerism
   - Social media
5. Describe the value of creating meaningful relationships with community groups
   - Fosters community support for fire services
   - Establishes and maintains ongoing contacts
   - Strengthens communication
   - Creates fund-raising and philanthropic opportunities
   - Promotes fire and life safety education
   - Keeps your "enemies" close
6. Describe community and civic issues
7. Describe effective customer service methods
8. Describe organizational policies for community relations
9. Use verbal and written communication skills

Discussion Questions

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

Application
    1.   Activity 2-2: Identifying Community Groups

Instructor Notes
    1.   None

CTS Guide Reference: CTS 4-1

Unit 3: Creating Media Strategies and Policies

Topic 3-1: Creating Media Communication Strategies and Policies

Terminal Learning Objective

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

Enabling Learning Objectives

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

Discussion Questions

1. What media methods does your bureau use to communication with the community?
   - Do you feel these methods are effective?
2. What are the benefits of developing positive media relationships?
3. How does a media strategy differ from emergency management or crisis communication?

Application

1. Activity 3-1: Identifying Media Methods

Instructor Notes

1. None

CTS Guide Reference: CTS 4-3

Topic 3-2: Participating in Media Interviews

Terminal Learning Objective

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

Enabling Learning Objectives

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

Discussion Questions

1. What are good sources for information to share about common community risk topics?
2. How would you handle a media request to address rumors or speculation?

Application

1. Given common public education or community risk topics, have students practice responding to interview questions.

Instructor Notes

1. Material from this topic is also covered in depth in G0290: Basic Public Information Officer Course (2016) **or** L0105: Public Information Basics (2025). This topic is intended to cover routine (proactive) communications.
2. Develop the public education and community risk topic questions for the application.

CTS Guide Reference: CTS 4-4

Unit 4: Conducting a Community Analysis

Topic 4-1: Community Risk Reduction Roles and Responsibilities

Terminal Learning Objective

At the end of this topic a student, given definitions, will be able to define community risk reduction and its application to the role of the Fire Marshal.

Enabling Learning Objectives

1. Define "risk"
   - The possibility of loss or injury
   - Someone or something that creates an actual hazard or the perception of a hazard
2. Define "community risk reduction"
   - The process of identifying, assessing, and managing risks and making decisions that balance risk factors with mission benefits
   - "The essence of risk management lies in maximizing areas that we have some control over the outcome while minimizing the areas where we have absolutely no control over the outcome and the linkage between cause and effect is hidden from us." (Peter L. Bernstein)
   - Programs, actions, and services used by a community, which prevent or mitigate the loss of life, property, and resources associated with life safety, fire, and other disasters within a community. (Vision 20/20)
3. Identify the purpose of risk reduction
   - Risk mitigation
   - Incident prevention
   - Code development
4. Identify public education needs
5. Identify the fire marshal's role in risk management
   - Gathering and examining data
   - Identifying funding sources for risk management programs
   - Developing a risk management program
     - Pre-fire planning
     - Fire loss
     - Hazardous materials
     - Wildland urban interface
     - Injury
     - Disaster preparedness (disaster resistance)
     - Youth Firesetter Intervention program
6. Identify roles for other fire service divisions within a fire department in risk management programs
   - Suppression
   - Emergency Medical Services (EMS)
   - Training
   - Administration

- Management

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

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

Instructor Notes
1. None

CTS Guide Reference: None

Topic 4-2: Evaluating Target Risks and Emergency Incident Data

Terminal Learning Objective

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

Enabling Learning Objectives

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

Discussion Questions

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

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Guide Reference: CTS 3-1

Topic 4-3: Managing a Data and Information Management Program

Terminal Learning Objective

At the end of this topic a student, given identified inputs and outputs, a data collection system, and personnel, will be able to manage a data and information management program so that data and information are collected, processed, stored, and maintained.

Enabling Learning Objectives

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

Discussion Questions

1. How do you verify the accuracy of your data?
2. How does data entry in the field influence community risk decision making?
3. How can you ensure that different individuals provide or collect data consistently across the department?

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Guide Reference: CTS 3-2

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

Terminal Learning Objective

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

Enabling Learning Objectives

1. Describe types of data most often used to analyze risk
   - Annual reports and records
   - Emergency incident data
   - Facts
   - Trends
   - Target risks
   - Community input
   - Census data
   - Historical records
   - Financial records
   - Regulations
2. Identify facts, trends, and high-risk areas
3. Identify additional data sources available for analysis
   - Pandemics
     - 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 risk matrix (probability vs. consequences) model
   - High probability / High consequence (maximum hazard)
     - Emergency medical response, etc.
   - Low probability / High consequence (high hazard)
     - Pandemics, hazardous materials, major flooding, terrorism, earthquakes, WUI conflagration, etc.
   - High probability / Low consequence (moderate hazard)
     - Storms, heavy rains, trip and fall hazards, dumpster fires, yard trash fires, etc.
   - Low probability / Low consequence (remote hazard)

o   Isolated structure fire, ancillary building fire, etc.
   5. Analyze and interpret data and information

Discussion Questions
   1. Why are Computer Aided Dispatch or communication and fire and EMS reports very important data sources to most fire agencies?
   2. Where do target hazards fall in the risk matrix model?
   3. How does fuel management (or 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 3-3

Topic 4-5: Managing an Internal Organizational Awareness Campaign

Terminal Learning Objective

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

Enabling Learning Objectives

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

Discussion Questions

1. What are the most effective ways to communicate the roles and responsibilities of a fire and life safety education campaign within your organization?

Application

1. Activity 4-5: Managing an Internal Organizational Awareness Campaign

Instructor Notes

1. None

CTS Guide Reference: CTS 7-3

Unit 5: Creating an Intervention Strategy

Topic 5-1: Conducting Risk Analysis

Terminal Learning Objective

At the end of this topic a student, given data and information trends, target risks, community input, and available resources, will be able to conduct risk analysis so that a risk profile and management solutions are developed.

Enabling Learning Objectives

1. Evaluate data and information trends
2. Identify community perceptions of risk
   - Community perception
     - Hot topics in the media at the time (earthquakes, abductions, terrorism, floods, etc.)
     - Can also be very micro (a traffic sign on their street)
     - Often don't recognize risks
     - Complacency ("That's why I have insurance.")
   - Fire service perception
     - Probability that a fire or emergency will occur
     - Risk is relative: low to extremely high
   - Fire marshal perception
     - Leading community risk reduction is part of the job
     - Identification of risk helps define issues to address
     - Promote mitigation through engineering, education, and enforcement
3. Identify available resources
4. Describe types of risks faced by an organization and its exposure to those risks
5. Describe components of a community risk profile
   - Protection levels
   - Loss history (data analysis)
   - Stakeholder, political, and community perceptions of risk
   - Topography, climate, geology, geography
   - Target hazards within the community
   - Occupancy types
   - Percent of responses by occupancy types
   - Perception of risk
   - Demographics (age groups, cultural groups, socioeconomic groups)
   - Population density and anticipated growth
   - Construction types and features
   - Fire agency access
   - Water supply
6. Describe components of a community risk profile specific to a wildland urban interface
   - Fuel types and density
     - Influence on fire behavior (speed and intensity)

- o Influences fire intensity
- Topography and climate
  - o Influence on fire behavior (speed and intensity)
  - o Influences fire spread
- Ignition-resistant construction features
  - o Reduces likelihood of flying embers igniting structures
  - o Winds associated with these events cause embers to travel farther
  - o Can lead to urban conflagration
- Emergency access and community egress
- Water supply
  - o May not have municipal water supply system
  - o May need to use alternative water sources (swimming pools, private water tanks, rivers, etc.)
- Fuel mitigation measures and effectiveness (defensible space)
  - o Slows or limits fire spread
  - o Reduces likelihood of direct flame impingement on structures
7. Describe potential solutions and constraints
   - Urban environment
   - Wildland/urban interface environment
   - Intermix environment
   - Plants and animals protected by environmental laws
8. Evaluate risk
9. Compare risk to an established or perceived level of risk
10. Identify potential solutions

Discussion Questions
1. How can a Geographical Information System (GIS) assist in assessing community risk?
2. How would you handle public perception of risk heightened by events happening elsewhere?

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

Instructor Notes
1. NFPA identified the SFPE *Guide for Fire Risk Assessment* and *Handbook of Fire Protection Engineering* as resources on how to perform a fire risk analysis.

CTS Guide Reference: CTS 3-4

Topic 5-2: Evaluating Risk Management Solutions

Terminal Learning Objective

At the end of this topic a student, given the risk analysis, organizational and community constraints, regulatory requirements, available resources, and financial impacts, will be able to evaluate risk management solutions so that the most beneficial and cost-effective solution(s) can be established.

Enabling Learning Objectives

1. Describe effects of external and internal influences on risk management solutions
2. Identify available resources
3. Describe how to evaluate solutions
   - Conducting drills
   - Reviewing post-incident data
   - Conducting public surveys or meetings
   - Re-evaluating fuel density
   - Assessing compliance with performance objectives
4. Evaluate costs associated with risk management solutions
5. Identify and evaluate effects of internal and external influences on risk management solutions
6. Describe how to modify solutions
   - In an effective system, cycle never stops: analyze, implement, evaluate, revise how to analyze data from a community risk profile
7. Evaluate solutions
8. Modify solutions

Discussion Questions

1. Why is documentation critical to the evaluation process?
2. How might stakeholders react to a proposed solution?

Application

1. Given data showing loss of life in residential occupancies (provided by instructor), prepare a comparison showing the effectiveness of residential sprinklers as they relate to fire death and dollar loss reduction.
   - Example: Automatic Sprinklers: A 10 Year Study, Scottsdale, AZ, www.homefiresprinkler.org.

Instructor Notes

1. None

CTS Guide Reference: CTS 3-5

Topic 5-3: Managing Fire and Life Safety Education Report(s)

Terminal Learning Objective

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

Enabling Learning Objectives

1. Describe organizational policies
2. Evaluate educational activities and outcomes
3. Generate and compile reports (to develop FLS education report)
   - Incident records management
   - Inspection violations reports
   - NFIRS (National Fire Incident Reporting System)
   - PCR (patient care report) injuries and fatalities
   - Personnel hours
4. Interpret data
5. Report to policy makers

Discussion Questions

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

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Guide Reference: CTS 7-4

Unit 6: Implementing an Intervention Strategy

Topic 6-1: Designing and Implementing a Facilitation Plan

Terminal Learning Objective

At the end of this topic a student, given an identified fire safety problem, will be able to design and implement a plan so that a new program, piece of legislation, or fire safety code is facilitated.

Enabling Learning Objectives

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

Discussion Questions

1. How can each division (suppression, EMS, prevention, training, and administration) contribute to a community risk reduction program?
2. When does the consensus-building process start? When does it end?

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Guide Reference: CTS 3-9

Topic 6-2: Implementing a Community Risk Reduction Plan

Terminal Learning Objective

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

Enabling Learning Objectives

1. Describe how to analyze data from a community risk assessment
2. Describe how to evaluate the effectiveness of existing solutions
3. Classify identified risks (probability vs. consequence)
4. Prioritize identified risks
5. Describe potential solutions
   - Passive vs. active mitigation
     - Passive: take steps to reduce impacts of risk beyond your control
       - Tsunami evacuation route signs, building placement, fire walls, fuel modification, etc.
     - Active: take steps to reduce potential risks before they happen
       - Public education, immunizations, mechanical smoke control, sprinklers, etc.
6. Identify factors that influence solution selection
   - Political influence
   - Budget and resource constraints
   - Community values
   - Risk tolerance
   - Community and stakeholder buy-in (critical throughout entire process)
7. Describe and demonstrate establishing SMART performance objectives
   - SMART: specific, measurable, attainable, realistic, time sensitive
8. Describe and demonstrate implementing solutions using the "5 E's", including:
   - Engineering
     - City/county general plan
     - New codes, regulations, and standards
     - New technology
       - Oxygen fuses
       - Smart stoves
     - New or modified policy
   - Education
     - Public awareness and media
     - Citizen training
     - Community evacuation plans
     - New or modified policy
   - Enforcement
     - Adopted codes, regulations, and standards
     - New or modified policy
   - Emergency response

- o Resource management
- o Responder training
- Economic incentive
  - o Insurance rates (WUI)
  - o Federal grants (SAFER, FP&S, etc.)

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

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

Instructor Notes
1. None

CTS Guide Reference: CTS 3-10

Topic 6-3: Implementing and Managing a Comprehensive Fire and Life Safety Strategy or Program

Terminal Learning Objective

At the end of this topic a student, given a systematic development process, a planning process, and relevant information, will be able to implement and manage a comprehensive fire and life safety strategy or program so that goals, objectives, design, resources, implementation, and evaluation methods are included.

Enabling Learning Objectives

1. Identify the Fire Marshal's role in fire and life safety education
   - Community leadership and interaction
   - Program development
     - Safety proposal presentations
     - Safety reports
2. Identify fire and life safety education issues
3. Describe fire and life safety program issues
   - Collect and evaluate data/feedback
   - Evaluate all-risk community concerns
   - Identify and prioritize problems
   - Establish goals and objectives
   - Determine budget and resource constraints
   - Identify solutions and alternatives
   - Establish collaborative partnerships with community groups, businesses, and other governmental agencies
   - Educate personnel on their roles
4. Describe community risks
5. Identify community resources
6. Describe cost/benefit analysis methods
7. Design and apply program strategy using the 5 E's
8. Describe program administration issues
9. Describe community concerns
10. Identify available resources
11. Select program components
12. Stimulate interest among community groups
13. Interact with community groups, partnerships, and collaborative efforts
14. Establish partnerships and collaborative efforts
15. Solicit feedback
16. Conduct formal and informal evaluations

Discussion Questions

1. What are some of the most effective ways to reach the public with an educational message?
2. How would you select the personnel who will present a fire and life safety education program?

3. Why is it important to familiarize and educate agency personnel on their role within the education program strategy?
4. What challenges might you face during implementation?
   - How would you address them?

Application
1. Determined by instructor

Instructor Notes
1. None

CTS Guide Reference: CTS 7-1, CTS 7-6

Topic 6-4: Presenting Safety Proposals

Terminal Learning Objective

At the end of this topic a student, given a list of groups with shared concerns, an understanding of relevant safety measures, and effective presentation tips and techniques, will be able to present safety proposals to community groups so that the justification for the safety proposal is provided, issues are explained, and solutions, impacts, and benefits are stated.

Enabling Learning Objectives

1. Describe how to develop and present effective presentations
   - Develop
     - o Identify issues in context
     - o Utilize the Community Risk Assessment
     - o Draft proposal
   - Present
     - o Explain issue or need
     - o Describe proposed solutions, impacts, and benefits
     - o Solicit and receive feedback
     - o Create community buy-in
     - o Follow up as needed
   - Evaluate the courses
2. Use verbal and written communication skills
3. Describe how to present effective safety proposal presentations

Discussion Questions

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

Application

1. Activity 6-4: Creating and Presenting Safety Proposals

Instructor Notes

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

CTS Guide Reference: CTS 4-2

Topic 6-5: Integrating Risk Management Solutions with Community Stakeholders and Related Governmental Groups

Terminal Learning Objective

At the end of this topic a student, given organizational structure and constraints and interface with community individuals and organizations, will be able to integrate risk management solutions with community stakeholders and related governmental and organizational groups so that the analysis and solution(s) can be used for organizational planning, development, and implementation.

Enabling Learning Objectives

1. Identify entities with risk management roles and responsibilities
   - Community stakeholders
   - Governmental agencies
   - Organizational groups
2. Describe roles, responsibilities, and authority of:
   - Community stakeholders
   - Governmental agencies
   - Organizational groups
3. Describe how proposed risk management solution(s) affect other entities
4. Recognize applicability of risk management solution(s) to roles and responsibilities of community stakeholders and other governmental and organizational groups

Discussion Questions

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

Application

1. Determined by instructor

Instructor Notes

1. None

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

Unit 7: Evaluating an Intervention Strategy

Topic 7-1: Evaluating Risk Management and Fire and Life Safety Programs

Terminal Learning Objective

At the end of this topic a student, given data to indicate risk reduction and loss reduction, existing risk analysis, implemented solution(s), and data and information applications, will be able to evaluate risk management and fire and life safety programs so that measurable interpretations of educational efforts can be reported and continued improvement of the risk management program goals and objectives can be monitored and achieved.

Enabling Learning Objectives

1. Describe program goals and objectives
   - Risk management
   - Fire and life safety education
2. Describe survey policies and procedures
3. Identify available information
   - Identify loss reduction
   - Identify risk reduction
4. Interpret and analyze data
5. Identify established level of risk
6. Describe evaluation instruments and methodologies
7. Apply evaluation practices and procedures
   - Measure outcomes against goals and objective and interpret results
   - Solicit feedback from participants
   - Determine program modification needs
   - Develop improvement plan

Discussion Questions

1. How will you measure the outcomes specified in the program goals and objectives?
2. Why is it important to have an evaluation plan in place before you start a program?
3. What steps can you take when an evaluation determines that solutions are too costly or there is not enough staff to address the issue?
4. How would you redirect a campaign if it weren't meeting your objectives?

Application

1. Activity 7-1: Evaluating a Fire and Life Safety Program

Instructor Notes

1. None

CTS Guide Reference: CTS 3-8, CTS 7-5

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 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.

Identifying Fire Safety Issues

Activity: 2-1

Format: Individual (in a small class) /Small Group (2-3 people in a larger class)

Time Frame: 1 hour and 30 minutes

Description

This activity provides students with an opportunity to conduct a fire safety review to identify issues that need to be addressed by a community risk reduction plan.

Instructions

1. Read the reports (see below).
2. Identify the trends you see.
3. Present your findings to the class and address the following items:
   a. Which occupancies have the highest risk?
   b. Which occupancies pose the greatest hazard?
   c. Which occupancies could employ engineering solutions to address issues?
   d. Which occupancies could employ enforcement solutions to address issues?
   e. Which occupancies could employ education solutions to address issues?
   f. Which occupancies need economic incentive solutions to address issues?
   g. Which occupancies pose a problem with emergency response?
4. What is one thing that you could do as a Fire Marshal that would have the greatest reduction in risk to your community?

Occupancy Type	Number of fires	Fire Cause	Property Loss	Property Value	Deaths	Injuries	FF Injuries
A-2	**16**		**F1,652,015.00**	**F26,725,000.00**		**6**	**2**
A-2	3	Intentional act	F27,000.00	F4,725,000.00			2
A-2	13	Failure to clean grease ducts	F1,625,015.00	F22,000,000.00		6	0

Occupancy Type	Number of fires	Fire Cause	Property Loss	Property Value	Deaths	Injuries	FF Injuries
A-3	**3**		**F1,252,250.00**	**F4,511,250.00**			
A-3	2	Intentional Act	F5,000.00	F3,264,000.00			
A-3	1	Unattended Candles	F1,247,250.00	F1,247,250.00			1

Occupancy Type	Number of fires	Fire Cause	Property Loss	Property Value	Deaths	Injuries	FF Injuries
B (Restaurants)	**17**	**Failure to clean grease ducts**	**F3,264,233.00**	**F17,277,252.00**		**2**	**2**

Occupancy Type	Number of fires	Fire Cause	Property Loss	Property Value	Deaths	Injuries	FF Injuries
B (Other than restaurant	**6**		**F197,375.00**	**F12,980,000.00**			**2**
B (Other than restaurant	2	Electrical Failure	F22,000.00	F4,750,000.00			
B (Other than restaurant	4	Toaster Fires	F175,375.00	F8,230,000.00		1	

Occupancy Type	Number of fires	Fire Cause	Property Loss	Property Value	Deaths	Injuries	FF Injuries
E	7	Intentional act	F1,475,650.00	F19,500,000.00			2

Occupancy Type	Number of fires	Fire Cause	Property Loss	Property Value	Deaths	Injuries	FF Injuries
F-2	1	Equipment Failure	F927,655.00	F5,345,000.00			2

Occupancy Type	Number of fires	Fire Cause	Property Loss	Property Value	Deaths	Injuries	FF Injuries
I-2.1	1	Failure to clean grease ducts	F455,240.00	F1,435,220.00		1	

Occupancy Type	Number of fires	Fire Cause	Property Loss	Property Value	Deaths	Injuries	FF Injuries
M	22		F30,814,471.00	F69,705,000.00			3
M	4	Intentional Act	F2,525,350.00	F14,227,000.00			
M	2	Electrical Failure	F12,000.00	F6,245,000.00			1
M	14	Improper clearance to combustibles	F6,277,121.00	F27,233,000.00			1
M	2	Improper separation of Hazardous Materials	$22,000,000.00	F22,000,000.00			1

Occupancy Type	Number of fires	Fire Cause	Property Loss	Property Value	Deaths	Injuries	FF Injuries
R-1	**2**		**$131,000.00**	**F4,127,250.00**		1	
R-1	1	Intentional	$127,000.00	F2,705,250.00			
R-1	1	Smoking Materials	$4,000.00	F1,422,000.00		1	

Occupancy Type	Number of fires	Fire Cause	Property Loss	Property Value	Deaths	Injuries	FF Injuries
R-2	**42**		**$18,385,813.00**	**F102,145,590.00**			
R-2	6	Intentional	$2,225,700.00	F31,500,000.00			
R-2	4	Undetermined	$1,275,000.00	F4,750,000.00	2	1	
R-2	22	Cooking Related	$9,257,358.00	F46,274,835.00	2	1	
R-2	5	Smoking Related	$752,000.00	F12,000,000.00			
R-2	2	Electrical Related	$525,000.00	F3,270,000.00			
R-2	3	Drug Manufacturing	$4,350,755.00	F4,350,755.00		6	

Occupancy Type	Number of fires	Fire Cause	Property Loss	Property Value	Deaths	Injuries	FF Injuries
R-3	**53**		**$18,453,716.00**	**F42,259,921.00**	**4**	**8**	
R-3	3	Intentional	$1,250,111.00	F2,125,000.00		2	
R-3	7	Undetermined	$1,450,225.00	F5,622,000.00	1		
R-3	6	Improper clearance to combustibles	$982,177.00	F4,835,100.00	2	4	
R-3	37	Cooking Related	F14,771,203.00	F29,677,821.00		1	

Occupancy Type	Number of fires	Fire Cause	Property Loss	Property Value	Deaths	Injuries	FF Injuries
R-4	**1**	**Smoking Related**	**F27,000.00**	**F837,222.00**	**1**	**1**	

Occupancy Type	Number of fires	Fire Cause	Property Loss	Property Value	Deaths	Injuries	FF Injuries
Vegetation Fires	**101**		**F1,800,000.00**	**F39,276,055.00**			
Vegetation Fires	15	Intentional	F260,000.00	F260,000.00			4
Vegetation Fires	3	Mowing	F1,275,000.00	F37,250,225.00			
Vegetation Fires	1	Lightning Strike	F15,000.00	F15,000.00			

Identifying Community Groups

Activity: 2-2

Format: Individual or small group

Time Frame: 30 minutes

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

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

Group	Key Contact (Name / Phone / Email)	Benefits

Identifying Media Methods

Activity: 3-1

Format: Group or Individual

Time Frame: 30 minutes

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

Materials
- Activity 3-1 worksheet
- www.nfpa.org website access
- Pen/pencil

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

Media Outlets	Potential Audiences
- Newspaper (deadlines that must be met) - Website - Social media (policies need to be formed) - Email - Television Public Service Announcement (deadlines that must be met) - Radio (deadlines that must be met) - Brochure - Handouts in schools (permission deadlines)	- Elementary school students - High school students - College students living off campus - Young families - Multi family dwelling units - Single family dwelling units - Young Adults - Middle-aged adults - Senior citizens

Message #1

Media Outlets	Potential Audiences

Message #2

Media Outlets	Potential Audiences

Message #3

Media Outlets	Potential Audiences

Message #4

Media Outlets	Potential Audiences

Message #5

Media Outlets	Potential Audiences

Managing an Internal Organizational Awareness Campaign

Activity: 4-5

Format: Individual/Small Group

Time Frame: 1 hour and 30 minutes

Description

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

Instructions

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

Managing an Internal Organizational Awareness Campaign

Notes / Brainstorming

Creating and Presenting Safety Proposals

Activity: 6-4

Format: Small group

Time Frame: 2 hours

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

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

Notes / Brainstorming

Evaluating a Fire and Life Safety Program

Activity: 7-1

Format: Individual/Small Group

Time Frame: 1 hour

Description

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

Instructions

1. Using Activity 4-5, determine whether the identified objectives, steps, and tasks can be measured.
2. If not, add measurement metrics to your plan.
3. How would you redirect the campaign if it weren't meeting your objectives?

Evaluating a Fire and Life Safety Program

Notes / Brainstorming

Fire Investigation Program Management (2024)
Course Plan

Course Details

Certification:	Fire Marshal
CTS Guide:	Fire Marshal (2024)
Description:	This course provides an overview of the knowledge and skills needed to administer fire investigation requirements, review documentation intended for litigation or resolution, conduct investigative analysis, manage technical resources, construct a resource plan for investigations with allied groups, adapt technology to incident needs, and develop and manage a comprehensive investigation program.
Designed For:	Personnel preparing to pursue Fire Marshal certification or anyone who manages a fire investigation program within their agency
Prerequisites:	None
Standard:	Complete all activities and formative tests.
	Complete all summative tests with a minimum score of 80%.
Hours (Total):	24 hours
	(16 lecture / 6 application / 2 testing)
Maximum Class Size:	30
Instructor Level:	SFT Fire Marshal Registered Instructor
Instructor/Student Ratio:	1:30 (lecture)
	1:15 (application)
Restrictions:	None
SFT Designation:	CFSTES

Table of Contents

Required Resources

Instructor Resources

To teach this course, instructors may use:
- NFPA 921: Guide for Fire and Explosion Investigations (current edition)
- NFPA 1030: Standard for Professional Qualifications for Fire Prevention Programs (current edition)
- NFPA 1033: Standard for Professional Qualifications for Fire Investigator (current edition)
- NFPA 1037: Standard for Professional Qualifications for Fire Prevention Program Positions (current edition)
- Sample fire investigation reports (Topic 2-2)
- PPE and investigation tools (Topic 2-4)

Online Instructor Resources

The following instructor resources are available online at https://osfm.fire.ca.gov/what-we-do/state-fire-training/professional-certifications:
- None

Student Resources

To participate in this course, students need:
- NFPA 921: Guide for Fire and Explosion Investigations (current edition / physical or digital access)
- NFPA 1030: Standard for Professional Qualifications for Fire Prevention Programs (current edition / physical or digital access)
- NFPA 1033: Standard for Professional Qualifications for Fire Investigator (current edition / physical or digital access)
- NFPA 1037: Standard for Professional Qualifications for Fire Prevention Program Positions (current edition / physical or digital access)
- Student's AHJ fire investigation policies (Topic 2-1)

Facilities, Equipment, and Personnel

Facilities
The following facilities are required to deliver this course:
- Standard learning environment or facility, which may include:
  - Dry erase board or paper easel chart
  - Markers, erasers
  - Amplification devices
  - Projector and screen
  - Laptop or tablet with presentation or other viewing software
  - Internet access with appropriate broadband capabilities

Time Table

Segment	Lecture	Application	Unit Total
Unit 1: Introduction			
Topic 1-1: Orientation and Administration	0.50	0.00	
Topic 1-2: Fire Marshal Certification Process	0.50	0.00	
Unit 1 Totals	**1.00**	**0.00**	**1.00**
Unit 2: Investigation			
Topic 2-1: Administering Fire Investigation Requirements	6.00	1.25	
Topic 2-2: Reviewing Documentation Intended for Litigation or Resolution	2.00	1.25	
Topic 2-3: Conducting Investigative Analysis	1.00	0.00	
Topic 2-4: Managing Technical Resources Needed to Perform Investigations	2.00	1.25	
Topic 2-5: Constructing a Resource Plan for Investigations with Allied Groups	2.00	2.25	
Topic 2-6: Adapting Technology to Incident Needs	2.00	0.00	
Unit 2 Totals	**15.00**	**6.00**	**20.00**
Formative Assessments			
Determined by AHJ or educational institution	**0.00**	**0.00**	**0.00**
Summative Assessment			
Determined by AHJ or educational institution	**0.00**	**2.00**	**1.50**
Course Totals	**16.00**	**8.00**	**24.00**

Time Table Key

1. The Time Table documents the amount of time estimated 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
   - Special needs and accommodations
   - Other requirements as applicable
3. Review course syllabus
   - Course objectives
   - Calendar of events
   - Course requirements
   - Student evaluation process
   - Assignments
   - Activities
   - Required student resources
   - Class participation requirements

Discussion Questions

1. Determined by instructor

Application

1. Determined by instructor

Topic 1-2: Fire Marshal Certification Process

Terminal Learning Objective

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

Enabling Learning Objectives

1. Identify the levels of certification in the Fire Marshal certification track
   - First Responder Inspector (formerly Inspector 2)
   - Fire Inspector (formerly Inspector 2)
   - Fire Plans Examiner (formerly Plan Examiner)
   - Fire Marshal
2. Identify the prerequisites for Fire Marshal certification
   - One of the following certifications:
     - ICC Fire Inspector 2 certification
     - OSFM Fire Inspector 2 (2014 or newer) **or** OSFM Fire Inspector (2024) **and** OSFM Plan Examiner (2015 or newer) **or** OSFM Fire Plans Examiner (2024)
3. Identify the course work required for Fire Marshal certification
   - Fire Marshal 1A: Administration and Professional Development (2024)
   - Fire Marshal 1B: Community Risk Reduction Planning and Management (2024)
   - Fire Marshal 1C: Fire Investigation Program Management (2024)
   - Fire Marshal 1D: Regulatory Program Management (2024)
   - Chief Fire Officer 3A: Human Resource Management for Chief Fire Officers (2014 or newer) **OR** Fire Officer 3A: Human Resource Management (2020)
   - Fire and Life Safety Educator (2019 or newer)
   - Statutes and Regulations (SFT)
   - G0290: Basic Public Information Officer Course (2016) **OR** L0105: Public Information Basics (2025) **OR** S-203: Introduction to Incident Information (CalEMA/Cal OES, CSTI, CDF/CAL FIRE, FEMA, FIRESCOPE, NFA, NWCG, SFT) **OR** E/L0105: Public Information Basics (EMI, CSTI)
4. Identify the exams requirements for Fire Marshal certification
   - Not applicable
5. Identify the task book requirements for Fire Marshal certification
   - Fire Marshal Certification Task Book (2024)
6. Identify the experience requirements for Fire Marshal certification
   - Has a minimum of five (5) years' full-time paid experience or 10 years' volunteer or part-time paid experience in a recognized California fire agency with at least one (1) year full-time paid experience or two (2) years' volunteer or part-time paid time serving as a fire marshal
7. Identify the position requirements for Fire Marshal certification
   - None
8. Describe the certification task book process
9. Describe the certification testing process
   - Not applicable

- All formative and summative testing is completed in individual courses

Discussion Questions

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

Application

1. Determined by instructor

Unit 2: Fire Investigation

Topic 2-1: Administering Fire Investigation Requirements

Terminal Learning Objective

At the end of this topic a student, given applicable codes, standards, AHJ requirements, reference materials, and laws related to fire investigations, will be able to administer applicable codes, standards, and AHJ requirements for fire investigations so that investigators are knowledgeable and operate within organizational policies; legal requirements are met; AHJ requirements that are consistent, complete, and safe are formulated for required investigations, the fire marshal can manage a comprehensive fire investigation program.

Enabling Learning Objectives

1. Define key fire investigation terms
   - Origin: The general location where a fire or explosion began. (NFPA 921, Chapter 3)
   - Fire cause: The circumstances, conditions, or agencies that bring together a fuel, ignition source, and oxidizer (such as air or oxygen) resulting in a fire or a combustion explosion. (NFPA 921, Chapter 3)
   - Fire investigation: The process of determining the origin, cause, and development of a fire or explosion. (NFPA 921, Chapter 3)
   - Arson: Willfully and maliciously setting fire to, burning, causing to be burned, or aiding, counseling, or procuring the burning of, any structure, forest land, or property. (California Penal Code 451)
   - Reckless burning: Unlawfully causing a fire by recklessly setting fire to, burning, or causing to be burned any structure, forestland, or property. (California Penal Code 452)
2. Describe applicable codes, standards, and AHJ requirements to conduct investigations
   - California Fire Code, 104.11
   - California Health and Safety Code, 13107
   - California Penal Code
     - 451
     - 452
     - 830
3. Describe laws and legal aspects of investigations
4. Describe how to identify different types of fire investigations
   - For reporting purposes only
     - No identified crime
     - Trend identification
     - Risk analysis
   - For a civil case
     - Fire caused by product failure or malfunction
   - For a criminal case
     - Arson
     - Reckless burning

- Insurance fraud
5. Identify local, state, federal, tribal, and provincial laws
   - California Fire Code charging language
6. Identify fire investigation models
   - Dedicated unit
   - Suppression personnel
   - Regional group
   - Contract
   - Office of the State Fire Marshal
7. Identify resources
8. Describe investigation methodology
   - NFPA 921: Guide for Fire and Explosion Investigations (current edition)
9. Describe how to conduct investigations
   - Scientific method
   - Methodical approach
   - Always treat as a criminal scene
10. Describe how to monitor investigative actions and administrative follow up
    - Review and evaluate investigation reports and data
    - Analyze in context patterns and trends
    - Recommend action that enhances fire prevention and education programs
11. Describe different requirements for different types of fire investigations
    - Securing a scene
    - Collecting and storing evidence
    - External agency or organization involvement
12. Apply codes, standards, and AHJ requirements to conduct investigations
13. Describe common policy issues
    - Firearms use by investigators
14. Describe how to develop an administrative policy for fire origin and cause investigations
    - Consider codes, standards, and AHJ requirements for investigations including:
      - NFPA 921: Guide for Fire and Explosion Investigations (current edition)
      - NFPA 1033: Standard for Professional Qualifications for Fire Investigators (current edition)
      - NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (current edition)
    - Apply local, state, and federal laws, including:
      - California Penal Code
      - Search and seizure case law
    - Apply organizational policies
    - Select program components
15. Describe how to identify and develop policies and procedures related to fire investigations:
    - Authority
      - Legal authority to conduct investigations

- Criminal case management
  - Conducting arrests
  - Conducting interviews
  - Conducting search and seizure
  - Search warrant policy
  - Use of force policy
  - Using applicable criminal civil statutes
  - Criminal database use policies
    - California Justice Information Center (CJIC)
    - National Crime Information Center (NCIC)
    - Transunion TLOxp
  - Criminal filing policy
- Civil case management
  - Interpreting and using contract and insurance law
  - Maintaining chain of custody
  - Evidence collection and storage
  - Using applicable civil statutes
  - Forensic analysis and laboratory testing
- Report writing
  - Report review
  - Status of notes
- Evidence
  - Maintaining chain of custody
  - Evidence collection and storage
  - Forensic analysis and laboratory testing
- Training
  - Investigator training and certification
  - Weapon qualifications
  - Defensive tactics
  - Driver training
- Special topics in fire investigations
  - Juvenile fire-setter programs
  - Fire fatalities
  - Large loss fires
  - Serial arson
  - Code 3 driving policy
- Agency coordination
  - Fire agencies
  - Law enforcement agencies
  - School districts
  - Local government (cities, counties, etc.)
  - California Department of Insurance
  - Other state and federal agencies

- DMV
- ATF

16. Manage the investigative process and evaluate the results
17. Identify technical writing and procedure/policy formatting requirements
18. Use verbal and written communication skills

Discussion Questions

1. What is the difference between fire investigation and arson investigation?
2. How would an investigation for a criminal case differ from an investigation for reporting purposes?
3. What is the role of the private investigator? How can he or she assist with the fire agency origin and cause investigation?
4. What are the potential consequences of having no policy or incomplete policies for conducting fire investigations?
5. What groups within your city or county could you go to for help in developing a fire investigation program?

Application

1. Using a sample of AHJ policies (provided by students), have students compare their policies with NFPA 1030, 1033, and 921 (current edition) to determine consistency.

Instructor Notes

1. None

CTS Guide Reference: CTS 8-1, CTS 8-5

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

Terminal Learning Objective

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

Enabling Learning Objectives

1. Identify types and formats of investigation reports
   - Paper-based
   - Electronic
2. Describe how to review and assess investigation data and reports
   - Review for compliance with agency report-writing policies and procedures
   - Review for accuracy, completeness, and verifiability
     - Data accuracy for electronic formats
   - Review for clear and concise writing techniques
     - Remove irrelevant material
     - Use correct grammar, spelling, and punctuation
     - Write from a first-person point of view
     - Avoid jargon and overly complicated or ambiguous terminology
     - Use paragraphs that are short and to the point
     - Use simple language
     - Place opinions and conclusions in the correct locations
     - Maximize statements of fact and observations that an investigator can prove
   - Ensure correlation with the National Emergency Response Information System (NERIS) or incident reports
   - Anticipate submittal for litigation or resolution
   - Ensure that report or data content supports report conclusion or findings
3. Identify local, state, federal, tribal, and provincial laws related to investigation, codes, standards, and AHJ requirements
   - Civil rights laws
   - Fair Credit Reporting Act
   - Laws applicable to the AHJ
   - Libel and slander laws
   - Privacy laws
   - Punitive damages and attorney-client privilege laws
   - Rules of evidence, including spoliation
   - Trespass and invasion of privacy laws
4. Identify other pertinent references
5. Write technical reports
6. Review fire investigation reports
7. Compile and analyze investigative data

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

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

Instructor Notes
1. Be familiar with ASTM E620, *Standard Practice for Reporting Opinions of Scientific or Technical Experts*.

CTS Guide Reference: CTS 8-2

Topic 2-3: Conducting Investigative Analysis

Terminal Learning Objective

At the end of this topic a student, given reports compiled from investigation data, will be able to conduct investigative analysis, to recommend action, so fire prevention and other programs can be enhanced.

Enabling Learning Objectives

1. Identify data sources used for investigative analysis
2. Describe how to conduct statistical analysis
3. Use verbal and written communication
4. Write technical reports
5. Evaluate data
6. Communicate findings verbally and in writing
7. Decide on a course of action
   - Public education campaign
   - Code change
     - Ordinance
     - Model code
   - Legislation

Discussion Questions

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

Application

1. Determined by instructor

Instructor Notes

1. Refer to NFPA 921: Guide for Fire and Explosion Investigations (current edition) when teaching this section.

CTS Guide Reference: CTS 8-3

Topic 2-4: Managing Technical Resources Needed to Perform Investigations

Terminal Learning Objective

At the end of this topic a student, given personnel, protective equipment, AHJ requirements, and other necessary equipment, including investigation tools and resources for investigations, will be able to manage technical resources needed to perform investigations so that investigators are protected and equipped and investigations are conducted in accordance with safety requirements.

Enabling Learning Objectives

1. Identify resources needed to perform a fire investigation
   - Personnel
     - Peace officer status (California Penal Code 830.37)
     - Education and certification requirements
   - AHJ requirements
   - Protective equipment
     - Personal protective equipment
     - Air monitoring equipment
   - Investigation tools
     - Evidence cans
     - Evidence tags
     - Photography equipment
     - Special equipment for digging into debris
     - Lighting equipment
     - Tool kits
     - Hydrocarbon detector
     - Decontamination equipment
   - Resources
     - Law enforcement support
     - Crime lab support
     - In-service personnel
     - District attorney support
2. Describe procedures for managing resources needed to perform fire investigations
   - Training on report writing policies and procedures
   - Coordinating tasks and people
   - Protecting and equipping investigators
   - Conducting investigations according to AHJ policies and procedures
   - Ensuring safety
   - Long-term case management
3. Identify local, state, federal, tribal, and provincial laws, regulations, and standards for the safety of employees
4. Demonstrate technical knowledge of equipment
5. Describe how to use personal protective ensemble and tools needed to conduct investigations
6. Use personal protective ensemble and tools needed to conduct investigations

7. Coordinate tasks and people
8. Write procedures
9. Communicate
10. Utilize resources

Discussion Questions
1. Should fire investigators be required to wear breathing apparatus during investigations?
2. Why is it important to use clean evidence collection tools and equipment?
3. What factors should be considered to ensure investigator safety?

Application
1. Given the protective equipment and investigation tools listed in ELO 1, have students practice using them.

Instructor Notes
1. None

CTS Guide Reference: CTS 8-4

Topic 2-5: Constructing a Resource Plan for Investigations with Allied Groups

Terminal Learning Objective

At the end of this topic a student, given knowledge of the capabilities of available groups and resources, will be able to construct a resource plan for investigations with allied groups to adapt to incident needs so that response to various types of incidents can be investigated.

Enabling Learning Objectives

1. Describe types of complex fire investigations
   - Large loss
   - Fire death
   - Serial arson
   - Campaign wildfire
   - Pipeline, plane or rail crash, other transportation
2. Identify local, state, federal, tribal, and provincial resources and their capabilities
   - Federal Bureau of Investigation
   - Federal Bureau of Alcohol, Tobacco, Firearms, and Explosives
   - Cal FIRE / Office of the State Fire Marshal
   - Local fire agencies
   - Local law enforcement agencies
   - Forensic laboratories
   - District attorney
   - Coroner
   - Environmental agencies
     - Water system impact
     - Runoff/contamination
     - Hazardous materials
3. Use verbal and written communication skills
4. Utilize resources

Discussion Questions

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

Application

1. Given a large or complex fire scenario, have the students create an Investigations Branch ICS plan detailing how they would organize the fire investigation, and identify the resources needed to complete the investigation. Student groups will present their findings to the class as a briefing.

Instructor Notes

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

CTS Guide Reference: CTS 8-6

Topic 2-6: Adapting Technology to Incident Needs

Terminal Learning Objective

At the end of this topic, a student, given knowledge of the capabilities of available technology and resources, will be able to adapt technology to incident needs so that response to various types of incidents can be investigated.

Enabling Learning Objectives

1. Describe different technologies that can be used for fire investigations, including:
   - Drones
   - Lidar
   - Simulators
     - o FDS/Smokeview
     - o Egress simulators (E-Sim, Pathfinder, etc.)
   - AutoCAD/3D building models
   - GIS
   - AR/VR
   - Private search databases
     - o TLOxp Transunion
     - o NICB – National Insurance Crime Bureau
     - o PACER – Public Access to Court Electronic Records
   - Crime search databases
     - o NCIC – National Crime Information Center
     - o CJIS – Criminal Justice Information System
     - o Local databases (i.e., LA Clear)
2. Identify training issues related to technology use
3. Identify policy issues related to technology use
4. Use verbal and written communication skills
5. Utilize technology tools and resources

Discussion Questions

1. What types of fire investigation technology are available in your AHJ that you may already use in a different capacity?

Application

1. Determined by instructor

Instructor Notes

1. Bring in different technology tools to demonstrate with students

CTS Guide Reference: CTS 8-7

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 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.

Regulatory Program Management (2024)

Course Plan

Course Details

Certification: Fire Marshal

CTS Guide: Fire Marshal (2024)

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

Designed For: Personnel preparing to pursue Fire Marshal certification or anyone who manages a regulatory program within their agency.

Prerequisites: None

Standard: Complete all activities and formative tests.

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

Hours (Total): 30 hours

(22.5 lecture / 5.5 application / 2 testing)

Maximum Class Size: 30

Instructor Level: SFT Fire Marshal Registered Instructor

Instructor/Student Ratio: 1:30 (lecture)

1:15 (application)

Restrictions: None

SFT Designation: CFSTES

Table of Contents

Required Resources

Instructor Resources

To teach this course, instructors need:
- *Building Department Administration* (International Code Council, 4th edition, 2012)
- California Building Code (current edition)
- California Fire Code (current edition)
- *CEQA Deskbook: A Step-By-Step Guide on How to Comply with CEQA* (Solano Press Books, 3rd edition, 2012)
- *Guide to Title 24* (California Building Standards Commission, current edition)
- *Legal Aspects of Code Administration* (International Code Council, 2017)
- *Managing Fire and Emergency Services* (Icma Green Book, 4th edition, 2012)
- NFPA 901: Standard Classifications for Fire and Emergency Services Incident Reporting and Fire Protection Data (current edition)
- NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (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)
- Application materials
  - Alternative compliance measure requests (Topic 2-10)
  - Complaints (Topic 2-11)

Online Instructor Resources

The following instructor resources are available online at https://osfm.fire.ca.gov/what-we-do/state-fire-training/professional-certifications:
- None

Student Resources

To participate in this course, students need:
- California Building Code (current edition)
- California Fire Code (current edition)
- NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (current edition / physical or digital access)
- Application materials
  - Physical or digital access to their agency or department's local ordinances (Topic 2-2)
  - Physical or digital access to their agency or department's records-retention policy (Topic 2-7)
  - *Guide to Title 24* (https://www.dgs.ca.gov/BSC/Resources/Page-Content/Building-Standards-Commission-Resources-List-Folder/Guidebooks---Title-24) (Topic 2-13)

Facilities, Equipment, and Personnel

Facilities

The following facilities are required to deliver this course:

- Standard learning environment or facility, which may include:
    - Writing board or paper easel chart
    - Markers, erasers
    - Amplification devices
    - Projector and screen
    - Laptop or tablet with presentation or other viewing software
    - Internet access with appropriate broadband capabilities

Time Table

Segment	Lecture	Application	Unit Total
Unit 1: Introduction			
Topic 1-1: Orientation and Administration	0.50	0.00	
Topic 1-2: Fire Marshal Certification Process	0.50	0.00	
Unit 1 Totals	**1.00**	**0.00**	**1.00**
Unit 2: Managing Regulatory Programs			
Topic 2-1: Regulatory Program Roles and Responsibilities	0.50	0.00	
Topic 2-2: Managing a Process for Adopting, Modifying, and Maintaining Codes, Standards, and AHJ Requirements	4.00	1.50	
Topic 2-3: Managing a Process for Conducting Compliance Inspections	6.00	0.00	
Topic 2-4: Managing a Plan Review Process	2.00	0.00	
Topic 2-5: Managing a Design Review Process	1.00	0.00	
Topic 2-6: Managing an Appeals Process	1.00	0.00	
Topic 2-7: Managing a Record-keeping Process	0.50	0.50	
Topic 2-8: Managing a Permit Process	1.50	0.00	
Topic 2-9: Managing a Compliance Interpretation Program	1.00	0.00	
Topic 2-10: Managing a Program for Alternative Compliance Measures	1.50	1.50	
Topic 2-11: Managing a Complaint Reconciliation Process	0.50	0.50	
Topic 2-12: Generating AHJ Requirements	0.50	0.00	
Topic 2-13: Managing an Interagency Coordination Program	0.50	1.50	
Topic 2-14: Bridging the Gap Between Operations and Prevention	1.00	0.00	
Unit 2 Totals	**21.50**	**5.50**	**27.00**
Formative Assessments			
Determined by AHJ or educational institution	**0.00**	**0.00**	**0.00**
Summative Assessment			
Determined by AHJ or educational institution	**0.00**	**2.00**	**2.00**
Course Totals	**22.50**	**7.50**	**30.00**

Time Table Key

1. The Time Table documents the amount of time estimated 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
   - Special needs and accommodations
   - Other requirements as applicable
3. Review course syllabus
   - Course objectives
   - Calendar of events
   - Course requirements
   - Student evaluation process
   - Assignments
   - Activities
   - Required student resources
   - Class participation requirements

Discussion Questions

1. Determined by instructor

Application

1. Determined by instructor

Topic 1-2: Fire Marshal Certification Process

Terminal Learning Objective

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

Enabling Learning Objectives

1. Identify the levels of certification in the Fire Marshal certification track
   - First Responder Inspector (formerly Inspector 2)
   - Fire Inspector (formerly Inspector 2)
   - Fire Plans Examiner (formerly Plan Examiner)
   - Fire Marshal
2. Identify the prerequisites for Fire Marshal certification
   - One of the following certifications:
     - ICC Fire Inspector 2 certification
     - OSFM Fire Inspector 2 (2014 or newer) **or** OSFM Fire Inspector (2024) **and** OSFM Plan Examiner (2015 or newer) **or** OSFM Fire Plans Examiner (2024)
3. Identify the course work required for Fire Marshal certification
   - Fire Marshal 1A: Administration and Professional Development (2024)
   - Fire Marshal 1B: Community Risk Reduction Planning and Management (2024)
   - Fire Marshal 1C: Fire Investigation Program Management (2024)
   - Fire Marshal 1D: Regulatory Program Management (2024)
   - Chief Fire Officer 3A: Human Resource Management for Chief Fire Officers (2014 or newer) **OR** Fire Officer 3A: Human Resource Management (2020)
   - Fire and Life Safety Educator (2019 or newer)
   - Statutes and Regulations (SFT)
   - G0290: Basic Public Information Officer Course (2016) **OR** L0105: Public Information Basics (2025) **OR** S-203: Introduction to Incident Information (CalEMA/Cal OES, CSTI, CDF/CAL FIRE, FEMA, FIRESCOPE, NFA, NWCG, SFT) **OR** E/L0105: Public Information Basics (EMI, CSTI)
4. Identify the exams requirements for Fire Marshal certification
   - Not applicable
5. Identify the task book requirements for Fire Marshal certification
   - Fire Marshal Certification Task Book (2024)
6. Identify the experience requirements for Fire Marshal certification
   - Has a minimum of five (5) years' full-time paid experience or 10 years' volunteer or part-time paid experience in a recognized California fire agency with at least one (1) year full-time paid experience or two (2) years' volunteer or part-time paid time serving as a fire marshal
7. Identify the position requirements for Fire Marshal certification
   - None
8. Describe the certification task book process
9. Describe the certification testing process
   - Not applicable

- All formative and summative testing is completed in individual courses

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

Application
1. Determined by instructor

Unit 2: Managing Regulatory Programs

Topic 2-1: Regulatory Program Roles and Responsibilities

Terminal Learning Objective

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

Enabling Learning Objectives

1. Identify the role of the Fire Marshal in regulatory programs, including:
   - Adopting the California Building Standards Code
   - Adopting and modifying codes and standards at the local level
     - o Types: codes, standards, ordinances, resolutions
     - o Timeframes
     - o Considerations
   - Maintaining codes and standards at the local level
   - Developing and administering an inspection program
   - Developing and administering a plan review program
   - Managing appeals and alternate means of protection

Discussion Questions

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

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Guide Reference: None

Topic 2-2: Managing a Process for Adopting, Modifying, and Maintaining Codes, Standards, and AHJ Requirements

Terminal Learning Objective

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

Enabling Learning Objectives

1. Describe applicable AHJ requirements
2. Describe applicable legal and administrative processes in the AHJ for the adoption and modification of codes, standards, and AHJ requirements
3. Describe how to conduct statistical analysis
4. Describe the California Building Standards (CBS) code adoption process
   - Triennial code cycle
   - State agencies prepare amendments to model code
   - Submit amendments to California Building Standards Commission (CBSC)
   - 45-day public comment period and public hearings
   - CBSC approves amendments and forwards to publisher
   - Code becomes effective 180 days after publication
   - CBS code only applies to state-regulated occupancies and buildings
5. Describe the model codes and standards development process
   - When to adopt and modify codes at the local level
     - To apply CBS codes to non-state-regulated occupancies and buildings
     - To amend CBS codes at the local level
     - To create new codes at the local level (must meet state minimums)
     - Cannot modify code related to:
       - L occupancies
       - Public schools
       - Residential care facilities (six or fewer residents)
   - Considerations for adopting and modifying codes, standards, ordinances, or resolutions at the local level
     - Intent, purpose, and scope
     - Clearly defined, concise language
     - Geographic, topographic, climatic considerations for building standards modifications
     - Coordination with other inter- and intra-jurisdictional departments or agencies
     - Uniformity and consistency with state and regional groups and stakeholders
     - National Fire Incident Reporting System (NFIRS) fire loss data, local fire loss data, and origin and cause fire investigation reporting
     - Legal obligations, including:
       - Attorney General's Opinion, City of Pasadena (01-306)

- Attorney General's Opinion, Mendocino Fire Protection District (97-516)
- Hall vs. City of Taft (1956)
- Mission Development/Castle Construction vs. City of Vallejo (1994 / AB 2983 / HSC 18945(c))
- Widmar vs. City of Marysville (1984 / HSC 13146.2)
  - o Recent historic fires
    - Station Night Club fire (2003)
    - Ghostship fire (2016)
- Adopting and modifying codes, standards, ordinances, or resolutions at the local level
  - o Review agency's statutory authority
  - o Establish facts and findings for building standards
    - California Building Standards only (HSC 17958.5)
    - Geographic, topographic, climatic reason for modification
    - Follow Administrative Procedures Act (5 U.S.C. 551) rule-making process
    - Draft language and adoptions resolution
    - Present to appropriate governing bodies
    - Public hearing process
      - In conjunction with counsel and clerk
      - Can vary by municipality
    - Formal adoption by governing bodies
    - Special districts amending CBS must have amendments ratified by impacted regions (town, city, etc.)
      - Region's governing body can further modify
    - Must file facts and findings and final amendment
      - Ordinance only takes effect after filing
      - CBSC for city departments
      - Housing and Community Development (HCD) for fire districts
    - Place into local code
    - Effective 30 days after final adoption/ratification by all governing bodies
- Maintaining local codes, standards, ordinances, or resolutions
  - o Erratum (minor updates to correct errors)
  - o Revisions between formal code cycles
  - o Emergency amendments
  - o Removal if adopted at the state or national level
6. Describe identified facts, trends, and high-risk areas
7. Apply the required knowledge to the organizational AHJ requirements
8. Apply the required knowledge to the codes, standards, and AHJ requirements development and modification process
9. Apply statistical analysis to a problem

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

Application
1. Using their own local ordinances, have each student identify one change they wish to make and develop a justification for that change.

Instructor Notes
1. None

CTS Guide Reference: CTS 6-1

Topic 2-3: Managing a Process for Conducting Compliance Inspections

Terminal Learning Objective

At the end of this topic a student, given applicable codes, standards, and AHJ requirements and/or an identified issue, will be able to manage a process for conducting compliance inspections so that the applicable codes, standards, and AHJ requirements are identified, deficiencies are documented, and compliance is determined.

Enabling Learning Objectives

1. Identify inspection functions and programs
   - Maintenance
   - New construction
   - Weed abatement
   - Code enforcement
   - Complaints
   - Wildland urban interface
2. Identify applicable codes, standards, and AHJ requirements
3. Describe how to implement documents and methods
4. Describe technological tools to aid compliance inspections
5. Develop AHJ requirements for administering inspection functions and programs
6. Describe elements of an inspection program
   - Budget
   - Equipment and materials
   - Documentation
   - Staffing
   - Timeframes (turnaround time)
   - Workflow (process)
7. Describe considerations that go into developing an inspection program
   - Staff assignments (prevention bureau vs. engine company)
   - Geographical areas of responsibility
   - Occupancy-specific inspection types
   - Building-specific inspection types
   - Mandated vs. non-mandated inspections
   - Target hazards
   - Inspection frequency
   - Fire protection equipment and systems
   - New construction
   - Existing systems
   - Taskforce inspections
   - Logistics (engine parking, etc.)
   - Managing inspection outcomes
   - Fire watch (non-fire agency personnel)
   - Fire safety officer standby (fire agency personnel)
   - Political environment

8. Identify types of state-mandated inspections
   - Organized camps (HSC 18897.5)
   - High-rise (excluding hospitals) (HSC 13217)
   - Hotels, motels, and apartments (HSC 13146.2)
   - Jails and prisons (HSC 13146.1)
   - K-12 schools (HSC 13146.3)
9. Identify local agency responsibilities for inspections within limited statutory authority facilities
   - County (jails, facilities in municipality jurisdictions)
   - State (HSC 13108)
   - Federal (hazmat minus DOD / 42 USC 11022)
   - Other (sovereign nation)
   - Fairgrounds (owned by the state)
   - Specialized assembly occupancies
     - Wine caves
     - Fixed guideway transit systems (PUC General Order 164 (current version)) and stations (CBC/CFC)
10. Describe documents associated with an inspection program
    - Checklists
    - Citation notices
    - Inspection forms
    - Inspection reports
    - Permit forms
    - Referral forms
    - Notice and orders
    - Stop-work orders
    - Invoices
11. Describe process for developing an infraction, criminal, or administrative citation program
    - Identify the pros and cons using one program versus another to obtain desired outcomes
    - Identify appropriate procedures and requirements for program development
    - Develop the program
      - Adopt bail and fee schedules
      - Create relevant forms
    - Develop organizational policies and controls
    - Train personnel to implement
12. Identify inspection responsibilities related to the CAL FIRE STD 850 form
    - Health and Safety Code (HSC) 13235
13. Describe the three levels of involvement with the Certified Unified Program Agency (CUPA)
    - Full CUPA (manage all six CUPA programs)
      - Business Emergency Plans (BEP)

- o California Fire Code HazMat (HMIS / HMMP)
- o Underground storage tanks (USTs)
- o Aboveground storage tanks (ASTs)
- o Hazardous Waste
- o CalARP (Accidental Release Program)
- Participating agency (PA) (manage some, but not all, CUPA programs)
- No CUPA involvement at all
  - o Environmental Health manages CUPA
  - o Fire prevention bureau still responsible for California Fire Code (CFC) enforcement and CFC permitting

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

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

Application
1. Determined by instructor

Instructor Notes
1. None

CTS Guide Reference: CTS 6-2

Topic 2-4: Managing a Plan Review Process

Terminal Learning Objective

At the end of this topic a student, given the policies of the AHJ requiring plan reviews, will be able to manage a process for enforcing the provisions of the codes, including plan reviews, rendering interpretations, and making code-compliant or organization-specific recommendations so that requirements for plan reviews are completed in accordance with AHJ policies.

Enabling Learning Objectives

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

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

Application
1. Determined by instructor

Instructor Notes
1. None

CTS Guide Reference: CTS 6-4

Topic 2-5: Managing a Design Review Process

Terminal Learning Objective

At the end of this topic a student, given AHJ policies requiring design reviews, a General Plan, and a community risk analysis, will be able to manage a process for project design reviews so that project design review requirements are completed in accordance with AHJ policies.

Enabling Learning Objectives

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

Discussion Questions

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

Application

1. Determined by instructor

Instructor Notes

1. For ELO 2, be aware of things like the Permit Streamlining Act, ADU laws, AB-38, AB-130, SB-9, SB-131, etc.

CTS Guide Reference: CTS 6-3

Topic 2-6: Managing an Appeals Process

Terminal Learning Objective

At the end of this topic a student, given codes, standards, and AHJ requirements, will be able to manage an appeals process so that appeals can be resolved in compliance with the intent of applicable codes, standards, and AHJ requirements.

Enabling Learning Objectives

1. Describe administrative and legal processes for managing appeals
2. Manage appeals in conformance with applicable codes, standards, and AHJ requirements
3. Describe appeals and their purpose
   - Authority: CCR Title 19, section 2.03
   - An application to a recognized authority for decision
   - An individual can appeal if they do not agree with an order, decision, or determination made by a fire official
   - Local regulation vs. State Fire Marshal regulation
4. Identify to which office one should submit appeals to orders, decisions, or determinations:
   - A non-state-regulated occupancy = local fire marshal office
   - A state-regulated occupancy or building = Office of the State Fire Marshal
   - A historic building = State Historical Buildings Safety Board
5. Describe how to develop and implement an appeals process
   - Establish administrative process
     o Equipment and materials
     o Documentation
     o Staffing
     o Timeframes (turnaround time)
     o Workflow (process)
   - Establish appeals board and/or identify members
   - Develop hearing procedures
   - Document a resolution
   - Address cost recovery

Discussion Questions

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

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Guide Reference: CTS 6-5

Topic 2-7: Managing a Record-keeping Process

Terminal Learning Objective

At the end of this topic a student, given the need to document regulatory program processes, will be able to manage a process for record keeping so that there is a record of the regulatory actions.

Enabling Learning Objectives

1. Describe AHJ regulatory record-keeping requirements
2. Identify archival requirements for different types of regulatory records
3. Manage regulatory records according to the applicable requirements
   - California Public Records Act
   - Intellectual property concerns

Discussion Questions

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

Application

1. Using their own records-retention policy, have students compare their policy to others' policies and note differences.

Instructor Notes

1. None

CTS Guide Reference: CTS 6-6

Topic 2-8: Managing a Permit Process

Terminal Learning Objective

At the end of this topic a student, given applicable AHJ requirements, will be able to manage a process for administering, evaluating, and issuing permits, licenses, and/or certificates of fitness so that applicable codes, standards, and AHJ requirements are met.

Enabling Learning Objectives

1. Describe legal processes for managing permits, licenses, and/or certificates of fitness
2. Manage permit applications in conformance with the applicable codes, standards, and AHJ requirements
3. Describe how to develop and administer a process to issue permits and certificates of occupancy
    -   Establish administrative process
    -   Staffing
    -   Timeframes (turnaround time)
    -   Workflow (process)
    -   Cost recovery measures
4. Describe how to enforce permit regulations in accordance with AHJ policies applicable codes and standards
    -   Issue permit
    -   Conduct inspection
    -   Cite violations
    -   Assess penalties (including revocation)
    -   Issue stop work orders

Discussion Questions

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

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Guide Reference: CTS 6-7

Topic 2-9: Managing a Compliance Interpretation Program

Terminal Learning Objective

At the end of this topic a student, given complex issues related to codes, standards, and AHJ requirements, will be able to manage the compliance interpretation process for prescriptive codes, standards, and AHJ requirements, so that a resolution of the issue meets the intent of the prescriptive codes, standards, and AHJ requirements.

Enabling Learning Objectives

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

Discussion Questions

1. How would your AHJ handle challenges with complying with a formal interpretation from the Office of the State Fire Marshal or ICC?
2. Who is authorized to provide formal interpretation for a municipal ordinance at the local level?
3. For how long is a formal interpretation valid?
4. Who is responsible implementing codes within your AHJ? What are their qualifications?

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Guide Reference: CTS 6-8

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

Terminal Learning Objective

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

Enabling Learning Objectives

1. Identify codes, standards, and AHJ requirements
2. Identify alternative means/methods/materials measures evaluation resources
   - International Code Council Evaluation Services (ICC-ES)
   - Office of the State Fire Marshal (OSFM)
   - NFPA 550: Guide to the Fire Safety Concepts Tree
   - Other standards organizations
   - Fire modeling
3. Describe administrative and legal considerations of equivalencies, alternative methods, and performance-based design
4. Describe evaluative programs for objective analysis of alternative means/methods/materials measures
5. Describe technological solutions for alternative means/methods/materials measures
6. Evaluate and verify validity of nonprescriptive design approaches
7. Develop AHJ requirements for administering alternative means/methods/materials measures programs
8. Describe alternative means/methods/materials methods and their purpose
   - Authority
     - California Building Code 104.9 (2025)
     - Title 19 California Code of Regulations (CCR), Div. 1, Chapter 1, (1), Article 2
   - Installation of any material or any design or method of construction not specifically prescribed by code
   - Allowing new materials, methods, or technologies
   - Examining proposed alternatives from a performance-based standpoint
9. Describe how to develop a jurisdictional process for alternative means/methods/materials methods
   - Consider using design professional peer review
   - Consider using of subject-matter experts
   - Request research reports or specialized tests
   - Recognize practical difficulties
   - Review alternate methods and materials
   - Determine equivalency with prescriptive code
   - Recover costs

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

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

Instructor Notes
1. Develop the application scenarios.

CTS Guide Reference: CTS 6-9

Topic 2-11: Managing a Complaint Reconciliation Process

Terminal Learning Objective

At the end of this topic a student, given the report of a situation or condition, will be able to manage the process for reconciling complaints so that complaints are resolved and appropriate action is taken.

Enabling Learning Objectives

1. Identify applicable codes, standards, and AHJ requirements
2. Describe administrative and legal considerations for management and resolving complaints
   - Create policies and procedures
   - Develop a method for evaluating complaints
   - Develop forms and tracking systems
   - Establish a referral process to other agencies or departments
   - Establish methods for resolving complaints
   - Document referral or resolution
3. Evaluate and resolve complaints using appropriate legal and administrative requirements

Discussion Questions

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

Application

1. Given eight to 10 complaints, have students prioritize the order in which they would address them and why.

Instructor Notes

1. Develop the application complaints.

CTS Guide Reference: CTS 6-10

Topic 2-12: Generating AHJ Requirements

Terminal Learning Objective

At the end of this topic a student, given management objectives, will be able to generate AHJ requirements for administering a regulatory management program so that the requirements are defined, concise, and in accordance with the legal obligations of the AHJ.

Enabling Learning Objectives

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

Discussion Questions

1. Determined by instructor

Application

1. Determined by instructor

Instructor Notes

1. ELO 1 and 2 were addressed throughout Unit 2: Regulatory Programs. Focus on ELO 3 and 4.

CTS Guide Reference: CTS 6-11

Topic 2-13: Managing an Interagency Coordination Program

Terminal Learning Objective

At the end of this topic a student, given other agencies' requirements that overlap the local AHJ' requirements, will be able to manage a program to coordinate with other agencies so that conflicts are eliminated and clear lines of responsibility are developed.

Enabling Learning Objectives

1. Identify other regulatory agencies that affect the local AHJ
   - Administrative Office of Courts (AOC)
   - Board of State and Community Corrections (BSCC)
   - Building Standards Commission (BSC)
   - California Energy Commission
   - Department of Consumer Affairs (CA)
   - Department of Fish and Game
   - Department of Food and Agriculture (AGR)
   - Department of Public Health
   - Department of Water Resources
   - Division of the State Architect
   - Housing and Community Development (HCD)
   - Local agencies
   - Occupational Safety and Health Administration (OSHA)
   - Office of Statewide Health Planning and Development (OSHPD)
   - Public Utilities Commission (PUC)
   - State Lands Commission
   - State libraries
   - University of California (UC)
   - Water districts
2. Identify administrative and legal authorities pertaining to the program
3. Describe record-keeping requirements of other agencies
   - Impacts how Fire Marshal completes paperwork to meet other agency requirements
4. Describe procedures for administering a program to coordinate with other agencies
   - Develop memoranda of understanding between agencies (if applicable)
   - Recognize and research jurisdictional limitations
   - Research other agencies' jurisdictional responsibilities
5. Evaluate other regulatory agencies' requirements
6. Negotiate and resolve conflicts

Discussion Questions

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

Application

1. Use the activities in *Guide to Title 24*.

Instructor Notes

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

CTS Guide Reference: CTS 6-12

Topic 2-14: Bridging the Gap Between Operations and Prevention

Terminal Learning Objective

At the end of this topic a student, given the discretionary authority granted to the jurisdiction in the codes, standards, and jurisdictional requirements, will be able to utilize the concepts of fire department emergency operations and firefighter safety so that fire department emergency operations and firefighter safety are considered.

Enabling Learning Objectives

1. Describe basics of fire department fireground operations
2. Describe strategy and tactics
3. Describe apparatus placement on a fireground
4. Describe water supply operations
5. Describe how using Incident Command System principles impacts prevention activities
6. Apply the discretionary authority granted to the jurisdiction in the codes, standards, and jurisdictional requirements in a manner that incorporates considerations for fire department operations and firefighter safety

Discussion Questions

1. Why is it relevant for a Fire Marshal to understand fireground operations?

Application

1. Determined by instructor

Instructor Notes

1. Spending time with your training chief, observing operations teams, and reviewing policies and procedures will strengthen this topic.

CTS Guide Reference: CTS 6-13

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 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 Marshal

(NFPA 1030: Fire Marshal – Core & Mission-Specific)

Certification Task Book (2024)

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 Marshal Certification Training Standards Guide (2024) which is based on:

- NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)

Published: Month Year

Published by: State Fire Training, PO Box 944246, Sacramento, CA 94244-2460

Cover photo courtesy of 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

Except for 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's fire chief 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 if 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 book 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's fire chief 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

The candidate has completed one of the following certifications:
- ICC Fire Inspector 2 certification
- OSFM Fire Inspector 2 (2014 or newer) **or** OSFM Fire Inspector (2024) **and** OSFM Plan Examiner (2015 or newer) **or** OSFM Fire Plans Examiner (2024)

Include documentation to verify education requirements unless verification is already documented in your SFT User Portal.

Education

The candidate has completed the following course(s).

- Fire Marshal 1A: Administration and Professional Development (2024)
- Fire Marshal 1B: Community Risk Reduction Planning and Management (2024)
- Fire Marshal 1C: Fire Investigation Program Management (2024)
- Fire Marshal 1D: Regulatory Program Management (2024)
- Chief Fire Officer 3A: Human Resource Management for Chief Fire Officers (2014 or newer) **OR** Fire Officer 3A: Human Resource Management (2020)
- Fire and Life Safety Educator (2019 or newer)
- Statutes and Regulations (SFT- Completed within the last 10 years)
- G0290: Basic Public Information Officer Course (2016) **OR** L0105: Public Information Basics (2025)G0290: Basic Public Information Officer Course **OR** S-203: Introduction to Incident Information (CalEMA/Cal OES, CSTI, CDF/CAL FIRE, FEMA, FIRESCOPE, NFA, NWCG, SFT) **OR** E/L0105: Public Information Basics (EMI, CSTI)

Include documentation to verify education requirements 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: _____   **Name:** _____

Job Title: _____   Job Title: _____

Organization: _____   Organization: _____

Signature: _____   Signature: _____

Name: _____   **Name:** _____

Job Title: _____   Job Title: _____

Organization: _____   Organization: _____

Signature: _____   Signature: _____

Name: _____   **Name:** _____

Job Title: _____   Job Title: _____

Organization: _____   Organization: _____

Signature: _____   Signature: _____

Name: _____   **Name:** _____

Job Title: _____   Job Title: _____

Organization: _____   Organization: _____

Signature: _____   Signature: _____

Name: _____   **Name:** _____

Job Title: _____   Job Title: _____

Organization: _____   Organization: _____

Signature: _____   Signature: _____

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 gray.

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's fire chief initiates the task book.

Administrative Duties

1. Administer jurisdictional requirements related to the roles and responsibilities of the fire marshal, given regulations and organizational goals and objectives pertaining to personnel and labor management, so that the fire marshal functions in a manner consistent with the organizational mission and complies with applicable personnel management laws and regulations. (NFPA 4.3.1) (CTS 2-1)

    Evaluator Signature: _____ Date Verified: _____

2. Establish personnel assignments to maximize efficiency, given the knowledge, training, and experience of the members available and federal, state, and local equal opportunity employment requirements, so that the organizational roles and responsibilities and legal requirements are met with the allocated resources and in accordance with jurisdictional requirements. (NFPA 4.3.2) (CTS 2-2)

    Evaluator Signature: _____ Date Verified: _____

3. Develop a strategic and operational plan, given organizational goals and objectives, legal resources, and available resources, so that organizational roles and responsibilities and legal requirements are met with the allocated resources. (NFPA 4.3.3) (CTS 2-3)

    Evaluator Signature: _____ Date Verified: _____

4. Establish a budget, given the available resources, so that the roles and responsibilities of the fire marshal can be implemented within organizational goals and objectives. (NFPA 4.3.4) (CTS 2-4)

    Evaluator Signature: _____ Date Verified: _____

5. Monitor the condition of the approved budget during the budgeting period, given the available resources and budgetary requirements, so that the roles and responsibilities of the fire marshal can be implemented within organizational goals and objectives. (NFPA 4.3.5) (CTS 2-5)

    Evaluator Signature: _____ Date Verified: _____

6. Guide the development, maintenance, and evaluation of a department record and management system, given policies and procedures, so that competencies and accuracies are achieved. (NFPA 4.3.6) (CTS 2-6)

    Evaluator Signature: _____ Date Verified: _____

Community Risk Reduction

7. Evaluate target risks and emergency incident data, given community profile levels of protection, occupancy types, percent of responses by occupancy type, perspectives of risk, and available data and information, including loss, so that a community risk profile can be developed based on an acceptable level of risk. (NFPA 4.4.2) (CTS 3-1)

    Evaluator Signature: _____ Date Verified: _____

8. Manage a data and information management program, given identified inputs and outputs, data collection system, and personnel, so that data and information are collected, processed, stored, and maintained. (NFPA 4.4.3) (CTS 3-2)

    Evaluator Signature: _____ Date Verified: _____

9. Interpret data and information, given output from a data/information management system, so that the data and information provide an adequate basis of knowledge to conduct risk analysis. (NFPA 4.4.4) (CTS 3-3)

    Evaluator Signature: _____ Date Verified: _____

10. Conduct risk analysis, given data and information trends, target risks, community input, and available resources, so that a risk profile and management solutions are developed. (NFPA 4.4.5) (CTS 3-4)

    Evaluator Signature: _____ Date Verified: _____

11.   Evaluate risk management solutions, given the risk analysis, organizational and community constraints, regulatory requirements, available resources, and financial impacts, so that the most beneficial and cost-effective solution(s) can be established. (NFPA 4.4.6) (CTS 3-5)

        Evaluator Signature: _____ Date Verified: _____

12.   Integrate the risk management solutions with related governmental organizations, given organizational structure and constraints, so that the analysis and solution(s) can be used for organizational planning, development, and implementation. (NFPA 4.4.7) (CTS 3-6)

        Evaluator Signature: _____ Date Verified: _____

13.   Integrate the risk management solution(s) with community stakeholders, given interface with community individuals and organizations, so that the risk management analysis and solution(s) can be used for community planning, development, and implementation. (NFPA 4.4.8) (CTS 3-7)

        Evaluator Signature: _____ Date Verified: _____

14.   Evaluate the risk management program, given the existing risk analysis, implemented solution(s), and data and information applications, so that continued improvement of the program goals and objectives can be monitored and achieved. (NFPA 4.4.9) (CTS 3-8)

        Evaluator Signature: _____ Date Verified: _____

15.   Design and implement a plan, given an identified fire safety problem, so that a new program, piece of legislation, or fire safety code is facilitated. (NFPA 4.4.10) (CTS 3-9)

        Evaluator Signature: _____ Date Verified: _____

16.   Create and implement a risk management solution(s) or program, given community risk data and organizational goals and objectives, so that the solution(s) or program is beneficial and cost-effective. (OSFM) (CTS 3-10)

        Evaluator Signature: _____ Date Verified: _____

Community Relations

17.   Develop relationships with community groups, given a description of local groups and organizational policies for relationships with community groups, attendance at community meetings, and participation at community events, so that a schedule is established for ongoing contacts. (NFPA 4.5.1) (CTS 4-1)

        Evaluator Signature: _____ Date Verified: _____

18.   Present safety proposals to community groups, given a list of groups with shared concerns, an understanding of relevant safety measures, and effective presentation tips and techniques, so that the justification for the safety proposal is provided, issues are explained, and solutions, impacts, and benefits are stated. (NFPA 4.5.2) (CTS 4-2)

Evaluator Signature: _____ Date Verified: _____

19.   Create media communication strategies and policies, given a list of media outlets such as newspaper, radio, web pages, television, and social media platforms; characteristics of local media including deadlines; and the resources to provide media with accurate information, so that consistent and accurate prevention information is disseminated in an understandable manner. (NFPA 4.5.3) (CTS 4-3)

Evaluator Signature: _____ Date Verified: _____

20.   Participate in media interviews, given information about organizational goals and prevention practices and strategies and knowledge of interview techniques, so that consistent and accurate information is disseminated in an understandable manner. (NFPA 4.5.4) (CTS 4-4)

Evaluator Signature: _____ Date Verified: _____

Professional Development

21.   Identify and prioritize professional development needs within the department, given jurisdictional requirements, so that professional development requirements are established. (NFPA 4.6.2) (CTS 5-1)

Evaluator Signature: _____ Date Verified: _____

22.   Prescribe professional development programs, given the results of a professional development needs analysis, so that the knowledge and skills are job-related, training is performance-based, adult learning principles are used, and the program meets organizational goals and requirements. (NFPA 4.6.3) (CTS 5-2)

Evaluator Signature: _____ Date Verified: _____

23.   Implement professional development programs, given selected options and available resources, so that professional development programs meet organizational goals and objectives. (NFPA 4.6.4) (CTS 5-3)

Evaluator Signature: _____ Date Verified: _____

24. Evaluate organizational professional development programs, given organizational goals and objectives, so that professional development meets organizational goals and objectives. (NFPA 4.6.5) (CTS 5-4)

    Evaluator Signature: _____ Date Verified: _____

25. Forecast organizational professional development needs, given professional trends, emerging technologies, and future organizational goals and objectives, so that future organizational and individual professional development needs are planned. (NFPA 4.6.6) (CTS 5-5)

    Evaluator Signature: _____ Date Verified: _____

Regulatory Programs

26. Manage a process for the adoption, modification, and maintenance of codes, standards, and jurisdictional requirements, given fire loss data and/or a demonstrated need or deficiency, so that the code, standard, or jurisdictional requirement is written and addresses the identified need or deficiency. (NFPA 5.2.2) (CTS 6-1)

    Evaluator Signature: _____ Date Verified: _____

27. Manage a process for conducting compliance inspections, given applicable codes, standards, and jurisdictional requirements and/or an identified issue, so that the applicable codes, standards, and jurisdictional requirements are identified, deficiencies are identified and documented, and compliance determined. (NFPA 5.2.3) (CTS 6-2)

    Evaluator Signature: _____ Date Verified: _____

28. Manage a process for project design reviews, given policies of the jurisdiction requiring design reviews, a General Plan, and a community risk analysis, so that project design review requirements are completed in accordance with the policies of the jurisdiction. (OSFM) (CTS 6-3)

    Evaluator Signature: _____ Date Verified: _____

29. Manage a process for enforcing the provisions of the codes, including plan reviews, rendering interpretations, and making code-compliant or organization-specific recommendations, given the policies of the jurisdiction requiring plan reviews, so that requirements for plan reviews are completed in accordance with the policies of the jurisdiction. (NFPA 5.2.4) (CTS 6-4)

    Evaluator Signature: _____ Date Verified: _____

30. Manage an appeals process, given the codes, standards, and jurisdictional requirements, so that appeals can be resolved in compliance with the intent of the applicable codes, standards, and jurisdictional requirements. (NFPA 5.2.5) (CTS 6-5)

    Evaluator Signature: _____ Date Verified: _____

31. Manage a process for record keeping, given the need to document the processes of the regulatory program, so that there is a record of the regulatory actions. (NFPA 5.2.6) (CTS 6-6)

    Evaluator Signature: _____ Date Verified: _____

32. Manage a process for administering, evaluating, and issuing permits, licenses, and/or certificates of fitness, given the applicable jurisdictional requirements, so that applicable codes, standards, and jurisdictional requirements are met. (NFPA 5.2.7) (CTS 6-7)

    Evaluator Signature: _____ Date Verified: _____

33. Manage the compliance interpretation process for prescriptive codes, standards, and jurisdictional requirements, given complex issues related to codes, standards, and jurisdictional requirements, so that a resolution of the issue meets the intent of the prescriptive codes, standards, and jurisdictional requirements. (NFPA 5.2.8) (CTS 6-8)

    Evaluator Signature: _____ Date Verified: _____

34. Manage a program for alternative means/methods/materials measures, given the submittal of equivalencies, alternative methods, and performance-based design, so that the final design meets the intent of the codes, standards, and jurisdictional requirements. (NFPA 5.2.9) (CTS 6-9)

    Evaluator Signature: _____ Date Verified: _____

35. Manage the process for reconciling complaints, given the report of a situation or condition, so that complaints are resolved and appropriate action is taken. (NFPA 5.2.10) (CTS 6-10)

    Evaluator Signature: _____ Date Verified: _____

36. Generate jurisdictional requirements for administering a regulatory management program, given management objectives, so that the requirements are defined, concise, and in accordance with the legal obligations of the jurisdiction. (NFPA 5.2.11) (CTS 6-11)

    Evaluator Signature: _____ Date Verified: _____

37. Manage a program to coordinate with other agencies, given that other agencies' requirements can overlap the local jurisdictions, so that conflicts are eliminated and clear lines of responsibility are developed. (NFPA 5.2.12) (CTS 6-12)

    Evaluator Signature: _____ Date Verified: _____

38. Utilize the concepts of fire department emergency operations and firefighter safety, given the discretionary authority granted to the jurisdiction in the codes, standards, and jurisdictional requirements, so that fire department emergency operations and firefighter safety are considered. (NFPA 5.2.13) (CTS 6-11)

    Evaluator Signature: _____ Date Verified: _____

Fire and Life Safety Education

39. Manage a comprehensive fire and life safety education strategy, given a planning process and relevant information, so that program goals, design, resources, implementation, and evaluation methods are included. (NFPA 5.3.2) (CTS 7-1)

    Evaluator Signature: _____ Date Verified: _____

40. Create a collaborative fire and life safety education partnership, given a description of local community groups, a list of fire and injury priorities, and organizational policies for community partnerships, so that a specific fire or injury priority is mitigated by the partnership. (NFPA 5.3.3) (CTS 7-2)

    Evaluator Signature: _____ Date Verified: _____

41. Manage an awareness campaign within the organization, given fire and life safety education goals and policies, so that members are informed of their role within the organization's fire and life safety education strategy. (NFPA 5.3.4) (CTS 7-3)

    Evaluator Signature: _____ Date Verified: _____

42. Manage the fire and life safety education report(s) for policy makers, given relevant information, so that educational strategies, goals, objectives, activities, impact, budgets, and outcomes are described. (NFPA 5.3.5) (CTS 7-4)

    Evaluator Signature: _____ Date Verified: _____

43. Evaluate fire and life safety programs, given data to indicate risk reduction and loss reduction, so that measurable interpretation of educational efforts can be reported. (NFPA 5.3.6) (CTS 7-5)

    Evaluator Signature: _____ Date Verified: _____

44.   Implement a comprehensive fire and life safety program, given a systematic development process, so that program goals, objectives, design, resources, and evaluation methods are included. (NFPA 5.3.7) (CTS 7-6)

Evaluator Signature: _____ Date Verified: _____

Investigation

45.   Administer applicable codes, standards, and jurisdictional requirements for investigations, given applicable codes, standards, and jurisdictional requirements for investigations, so that investigators are knowledgeable and operate within organizational policies. (NFPA 5.4.2) (CTS 8-1)

Evaluator Signature: _____ Date Verified: _____

46.   Review and assess investigation reports and data to be submitted in anticipation of litigation or resolution, given details of an investigation including evidence collected, reports, scene sketches, photographs, other related information, and data relevant to the investigation, so that complete, accurate documents are submitted for possible legal action. (NFPA 5.4.3) (CTS 8-2)

Evaluator Signature: _____ Date Verified: _____

47.   Conduct investigative analysis, given reports compiled from investigation data, to recommend action, so that fire prevention and other programs can be enhanced. (NFPA 5.4.4) (CTS 8-3)

Evaluator Signature: _____ Date Verified: _____

48.   Manage technical resources needed to perform investigations, given personnel, protective equipment, jurisdictional requirements, and other necessary equipment, including investigation tools and resources for investigations, so that investigators are protected and equipped and investigations are conducted according to safety requirements. (NFPA 5.4.5) (CTS 8-4)

Evaluator Signature: _____ Date Verified: _____

49.   Develop and manage a comprehensive investigation program, given reference materials and laws related to investigations, including due process, so that legal mandates are met and jurisdictional requirements are formulated for required investigations that are consistent, complete, and safe. (NFPA 5.4.6) (CTS 8-5)

Evaluator Signature: _____ Date Verified: _____

50. Construct a resource plan for investigations with allied groups to adapt to incident needs, given knowledge of the capabilities of available groups and resources, so that response to various types of incidents can be investigated. (NFPA 5.4.7) (CTS 8-6)

    Evaluator Signature: _____ Date Verified: _____

51. Adapt technology to incident needs, given knowledge of the capabilities of available technology and resources, so that response to various types of incidents can be investigated. (OSFM) (CTS 8-7)

    Evaluator Signature: _____ Date Verified: _____

Completion Requirements

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

Experience

The candidate meets one of the following experience requirements.

- Has a minimum of five (5) years' full-time paid experience or 10 years' volunteer or part-time paid experience in a recognized California fire agency with at least one (1) year full-time paid experience or two (2) years' volunteer or part-time paid time serving as a fire marshal.

Agency	Experience	Start Date	End Date

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

Position

The candidate meets the qualifications for this level of certification. The position requirement is met when the applicant fulfills the role of the specific duties as defined by the Fire Chief.

Supporting Documentation

State Fire Training confirms that there are no supporting documentation 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 signature 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: _____