

Training Program Manager

(NFPA 1020: Fire and Emergency Instructor III)

Certification Training Standards Guide (2025)



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

Training Program Manager

Certification Training Standards Guide (2025)

Publication Date: Month Year

This CTS guide utilizes the following NFPA standards to provide the qualifications for State Fire Training's Training Program Manager (2025) curriculum:

- NFPA 1020: Standard for Fire and Emergency Instructor, Fire Officer, and Emergency Medical Services Officer Professional Qualifications (2025)

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 State Fire Training.

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Table of Contents

Acknowledgements	1
How to Read a CTS Guide	2
Training Program Manager	4
Section 1: General	4
1-1: Definition of Duty.....	4
Section 2: Program Management	5
2-1: Administering a Training Record System	5
2-2: Developing Training Program Policies	6
2-3: Selecting Instructional Staff	7
2-4: Constructing a Performance-based Instructor Evaluation Plan.....	8
2-5: Formulating Budget Needs	9
2-6: Writing Equipment Purchase Specifications	10
2-7: Presenting Evaluation Findings, Conclusions, and Recommendations	11
Section 3: Instructional Development.....	12
3-1: Conducting an Instructional Needs Analysis	12
3-2: Designing Programs or Curriculum.....	13
3-3: Writing Program and Course Outcomes	14
3-4: Writing Course Objectives	15
3-5: Constructing a Course Content Outline	16
Section 4: Evaluation and Testing	17
4-1: Developing a System for Acquiring, Storing, and Disseminating Evaluation Results	17
4-2: Developing a Course Evaluation Plan	18
4-3: Developing a Program Evaluation Plan.....	19
4-4: Analyzing Student Evaluation Instruments	20

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- Mike Richwine, Chair, Statewide Training and Education Advisory Committee (STEAC); State Fire Marshal (Retired), CAL FIRE/Office of the State Fire Marshal

Cadre – 2026 Curriculum Development

Leadership

- Caryn Petty, Cadre Lead, Deputy State Fire Marshal III (Specialist), SFT, OSFM, CAL FIRE
- Katy Luetke Porter, Cadre Support, Deputy State Fire Marshal, SFT, OSFM, CAL FIRE
- Allison L. Shaw, Lead Editor, California State University, Sacramento

Members

- James Brown, Division Chief (ret.), Monterey Fire Department
- Shane Brown, Deputy Fire Chief, Santa Maria Fire Department
- Andrew Dowd, Public Information Officer, Ventura County Fire Department
- Brett Fucillo, Assistant Chief, Special Operation, CAL FIRE
- Darren Hall, San Diego Miramar College Fire Technology Program Director; Fire Captain (ret.), City of Coronado Fire
- Brian Hicks, Captain of Fire Department, Oakland Fire Department
- Cameron Long, Battalion Chief (ret.), City of Tulare Fire Department
- Brett Pearson, Fire Captain, Orange County Fire Authority
- Gilbert Pedroza, Battalion Chief, Glendale Fire Department
- Shawn Tukua, Battalion Chief, Los Angeles City Fire Department; CalChiefs, Training Officers Section
- Benjamin Vernon, Captain Paramedic, San Diego Fire-Rescue 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 in *italics*.

Job Performance Requirements

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

Requisite Knowledge

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

Requisite Skills

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

Content Modification

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

Cross Reference

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

Training Program Manager

Section 1: General

1-1: Definition of Duty

Authority

1. NFPA 1020: Standard for Fire and Emergency Instructor, Fire Officer, and Emergency Medical Services Officer Professional Qualifications (2025)
 - Paragraph 6.2.1
 - Paragraph 6.3.1
 - Paragraph 6.5.1

Job Performance Requirement

There is no job performance requirement for this standard.

Requisite Knowledge

1. Describe the administration of AHJ policies and procedures for the management of instructional resources, staff, facilities, records, and reports
2. Describe planning, developing, and implementing comprehensive programs and curricula
3. Describe developing an evaluation plan; collecting, analyzing, and reporting data; and utilizing data for program validation and student feedback

Requisite Skills

1. None required

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet	Task Book
Instructor 3: Training Program Management (2025) • Topic 1-3	N/A	N/A

Section 2: Program Management

2-1: Administering a Training Record System

Authority

1. NFPA 1020: Standard for Fire and Emergency Instructor, Fire Officer, and Emergency Medical Services Officer Professional Qualifications (2025)
 - Paragraph 6.2.2

Job Performance Requirement

Administer a training record system, given AHJ policies and procedures and the type of training activity to be documented, so that the information captured is concise, meets all AHJ and legal requirements, and can be accessed.

Requisite Knowledge

1. Describe AHJ policies and procedures
2. Describe record-keeping systems
3. Describe professional standards addressing training records
4. Describe legal requirements affecting record-keeping
5. Describe disclosure of information

Requisite Skills

1. Develop records
2. Generate reports

Content Modification

Block	Modification	Justification
JPR	Changed “policy” to “policies and procedures”.	Changed for consistency. These two always go together but NFPA often leaves one out. (2019)
RK1	Changed “policy” to “policies and procedures”.	Changed for consistency. These two always go together but NFPA often leaves one out. (2019)

Cross Reference

Course Plan	Skill Sheet	Task Book
Instructor 3: Training Program Management (2025) • Topic 4-1	N/A	Training Program Manager Certification Task Book (2025) • JPR 1

2-2: Developing Training Program Policies

Authority

1. NFPA 1020: Standard for Fire and Emergency Instructor, Fire Officer, and Emergency Medical Services Officer Professional Qualifications (2025)
 - Paragraph 6.2.3

Job Performance Requirement

Develop policies to support the training program, given AHJ policies and procedures and the training program goals, so that the goals are achieved.

Requisite Knowledge

1. Describe AHJ policies and procedures
2. Describe training program goals
3. Describe AHJ policy format

Requisite Skills

1. Write technical documents
2. Make decisions

Content Modification

Block	Modification	Justification
RK1	Added “policies and”.	Changed for consistency. These two always go together but NFPA often leaves one out. (2019)

Cross Reference

Course Plan	Skill Sheet	Task Book
Instructor 3: Training Program Management (2025) • Topic 4-2	N/A	Training Program Manager Certification Task Book (2025) • JPR 2

2-3: Selecting Instructional Staff

Authority

1. NFPA 1020: Standard for Fire and Emergency Instructor, Fire Officer, and Emergency Medical Services Officer Professional Qualifications (2025)
 - Paragraph 6.2.4

Job Performance Requirement

Select instructional staff, given personnel qualifications, instructional requirements, and AHJ policies and procedures, so that staff selection meets AHJ policies and achieves AHJ and instructional goals.

Requisite Knowledge

1. Describe AHJ policies and procedures regarding staff selection
2. Describe instructional requirements
3. Describe assessing the capabilities of instructional staff
4. Describe employment laws
5. Describe AHJ goals

Requisite Skills

1. Use evaluation techniques
2. Use interview methods

Content Modification

Block	Modification	Justification
RK1	Added “and procedures”.	Changed for consistency. These two always go together but NFPA often leaves one out. (2019)
RS1	Added “use”.	NFPA did not provide a verb. (2012)
RS2	Added “use”.	NFPA did not provide a verb. (2012)

Cross Reference

Course Plan	Skill Sheet	Task Book
Instructor 3: Training Program Management (2025) • Topic 4-3	N/A	Training Program Manager Certification Task Book (2025) • JPR 3

2-4: Constructing a Performance-based Instructor Evaluation Plan

Authority

1. NFPA 1020: Standard for Fire and Emergency Instructor, Fire Officer, and Emergency Medical Services Officer Professional Qualifications (2025)
 - Paragraph 6.2.5

Job Performance Requirement

Construct a performance-based instructor evaluation plan, given AHJ policies and procedures and job requirements, so that instructors are evaluated at regular intervals in accordance with AHJ policies.

Requisite Knowledge

1. Describe evaluation methods
2. Describe employment laws
3. Describe AHJ policies and procedures
4. Describe staff schedules
5. Describe job requirements

Requisite Skills

1. Use evaluation techniques
2. Scheduling
3. Write technical writing

Content Modification

Block	Modification	Justification
RK3	Added “and procedures”.	Changed for consistency. These two always go together but NFPA often leaves one out. (2019)
RS1	Added “use”.	NFPA did not provide a verb. (2012)

Cross Reference

Course Plan	Skill Sheet	Task Book
Instructor 3: Training Program Management (2025) • Topic 3-3	N/A	Training Program Manager Certification Task Book (2025) • JPR 4

2-5: Formulating Budget Needs

Authority

1. NFPA 1020: Standard for Fire and Emergency Instructor, Fire Officer, and Emergency Medical Services Officer Professional Qualifications (2025)
 - Paragraph 6.2.6

Job Performance Requirement

Formulate budget needs, given training goals, AHJ budget policy, and current resources, so that the resources required to meet training goals are identified and documented.

Requisite Knowledge

1. Describe AHJ budget policy
2. Describe resource management
3. Describe conducting a needs analysis
4. Identify sources of instructional materials and equipment

Requisite Skills

1. Conduct resource analysis
2. Complete required documentation

Content Modification

Block	Modification	Justification
RK3	Added “conducting a”.	Adjusted language for clarification. (2019)
RS1	Added “conduct”.	NFPA did not provide a verb. (2019)
RS2	Added “complete”.	NFPA did not provide a verb. (2019)

Cross Reference

Course Plan	Skill Sheet	Task Book
Instructor 3: Training Program Management (2025) • Topic 4-4	N/A	Training Program Manager Certification Task Book (2025) • JPR 5

2-6: Writing Equipment Purchase Specifications

Authority

1. NFPA 1020: Standard for Fire and Emergency Instructor, Fire Officer, and Emergency Medical Services Officer Professional Qualifications (2025)
 - Paragraph 6.2.7

Job Performance Requirement

Write equipment purchasing specifications, given curriculum information, training goals, and AHJ guidelines, so that the equipment is appropriate and supports the curriculum.

Requisite Knowledge

1. Describe equipment purchasing procedures
2. Describe available AHJ resources
3. Describe assessing curriculum needs

Requisite Skills

1. Prepare procurement documents
2. Write technical documents

Content Modification

Block	Modification	Justification
RK3	Added “assessing”.	Adjusted language for clarification. (2019)

Cross Reference

Course Plan	Skill Sheet	Task Book
Instructor 3: Training Program Management (2025) • Topic 4-5	N/A	Training Program Manager Certification Task Book (2025) • JPR 6

2-7: Presenting Evaluation Findings, Conclusions, and Recommendations

Authority

1. NFPA 1020: Standard for Fire and Emergency Instructor, Fire Officer, and Emergency Medical Services Officer Professional Qualifications (2025)
 - Paragraph 6.2.8
2. Office of the State Fire Marshal

Job Performance Requirement

Present evaluation findings, conclusions, and recommendations to AHJ administrator, given data summaries and target audience, so that recommendations are unbiased, supported, and reflect AHJ goals, policies, and procedures.

Requisite Knowledge

1. Describe conducting statistical analysis
2. Describe AHJ goals
3. Describe how to validate findings, conclusions, and recommendations with AHJ goals, policies and procedures

Requisite Skills

1. Use presentation skills
2. Prepare reports following AHJ guidelines

Content Modification

Block	Modification	Justification
RK1	Added “conducting”.	Adjusted language for clarification. (2019)
RK3	Added new knowledge item.	Added to strengthen context for AHJ goal. (2012)
RS1	Added “use”.	NFPA did not provide a verb. (2012)

Cross Reference

Course Plan	Skill Sheet	Task Book
Instructor 3: Training Program Management (2025) • Topic 4-6	N/A	Training Program Manager Certification Task Book (2025) • JPR 7

Section 3: Instructional Development

3-1: Conducting an Instructional Needs Analysis

Authority

1. NFPA 1020: Standard for Fire and Emergency Instructor, Fire Officer, and Emergency Medical Services Officer Professional Qualifications (2025)
 - Paragraph 6.3.2

Job Performance Requirement

Conduct an AHJ needs analysis, given AHJ goals, so that instructional needs are identified and solutions are recommended.

Requisite Knowledge

1. Describe needs analysis
2. Describe gap analysis
3. Describe the instructional design process
4. Describe instructional methodology
5. Describe learner characteristics
6. Describe instructional technologies
7. Describe curriculum development
8. Identify facilities
9. Describe development of evaluation instruments

Requisite Skills

1. Conduct research
2. Conduct a needs and gap analysis
3. Forecast
4. Organize

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet	Task Book
Instructor 3: Training Program Management (2025) • Topic 2-1	N/A	Training Program Manager Certification Task Book (2025) • JPR 8

3-2: Designing Programs or Curriculum

Authority

1. NFPA 1020: Standard for Fire and Emergency Instructor, Fire Officer, and Emergency Medical Services Officer Professional Qualifications (2025)
 - Paragraph 6.3.3
2. Office of the State Fire Marshal

Job Performance Requirement

Design programs or curricula, given needs analysis and AHJ goals, so that the goals are supported, learner characteristics are identified, audience-based instructional methodologies are used, and the program meets time and budget constraints.

Requisite Knowledge

1. Describe instructional design
2. Describe instructional methodologies
3. Describe learner characteristics
4. Describe principles of student-centered learning
5. Describe research methods
6. Identify AHJ time and budget constraints

Requisite Skills

1. Write technical documents
2. Select course reference materials

Content Modification

Block	Modification	Justification
RK6	Added new knowledge item.	It's used to measure the standard in the JPR and needs to be addressed. (2019)

Cross Reference

Course Plan	Skill Sheet	Task Book
Instructor 3: Training Program Management (2025) • Topic 2-2	N/A	Training Program Manager Certification Task Book (2025) • JPR 9

3-3: Writing Program and Course Outcomes

Authority

1. NFPA 1020: Standard for Fire and Emergency Instructor, Fire Officer, and Emergency Medical Services Officer Professional Qualifications (2025)
 - Paragraph 6.3.4

Job Performance Requirement

Write program and course outcomes, given needs analysis information, so that the outcomes are clear, concise, measurable, and correlate to AHJ goals.

Requisite Knowledge

1. Describe components and characteristics of outcomes
2. Describe correlating outcomes to AHJ goals

Requisite Skills

1. Write technical documents

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet	Task Book
Instructor 3: Training Program Management (2025) • Topic 2-3	N/A	Training Program Manager Certification Task Book (2025) • JPR 10

3-4: Writing Course Objectives

Authority

1. NFPA 1020: Standard for Fire and Emergency Instructor, Fire Officer, and Emergency Medical Services Officer Professional Qualifications (2025)
 - Paragraph 6.3.5

Job Performance Requirement

Write course objectives, given course outcomes, so that objectives are clear, concise, measurable, and reflect specific tasks.

Requisite Knowledge

1. Describe components of objectives
2. Describe correlating between outcomes and objectives

Requisite Skills

1. Write technical documents

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet	Task Book
Instructor 3: Training Program Management (2025) • Topic 2-4	N/A	Training Program Manager Certification Task Book (2025) • JPR 11

3-5: Constructing a Course Content Outline

Authority

1. NFPA 1020: Standard for Fire and Emergency Instructor, Fire Officer, and Emergency Medical Services Officer Professional Qualifications (2025)
 - Paragraph 6.3.6

Job Performance Requirement

Construct a course content outline, given course objectives and reference sources, so that the content outline supports course objectives.

Requisite Knowledge

1. Describe correlation between course objectives, instructor lesson plans, and instructional methodology

Requisite Skills

1. Write technical documents

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet	Task Book
Instructor 3: Training Program Management (2025) • Topic 2-5	N/A	Training Program Manager Certification Task Book (2025) • JPR 12

Section 4: Evaluation and Testing

4-1: Developing a System for Acquiring, Storing, and Disseminating Evaluation Results

Authority

1. NFPA 1020: Standard for Fire and Emergency Instructor, Fire Officer, and Emergency Medical Services Officer Professional Qualifications (2025)
 - Paragraph 6.5.2

Job Performance Requirement

Develop a system for the acquisition, storage, and dissemination of evaluation results, given AHJ goals and policies, so that the goals are supported and so that those affected by the information receive feedback consistent with AHJ policies and federal, state, and local laws.

Requisite Knowledge

1. Describe record-keeping systems
2. Describe AHJ goals
3. Describe data acquisition techniques
4. Describe applicable laws
5. Describe methods of providing feedback

Requisite Skills

1. Evaluate, develop, and use information systems

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet	Task Book
Instructor 3: Training Program Management (2025) • Topic 3-5	N/A	Training Program Manager Certification Task Book (2025) • JPR 13

4-2: Developing a Course Evaluation Plan

Authority

1. NFPA 1020: Standard for Fire and Emergency Instructor, Fire Officer, and Emergency Medical Services Officer Professional Qualifications (2025)
 - Paragraph 6.5.3

Job Performance Requirement

Develop a course evaluation plan, given course objectives and AHJ policies and procedures, so that objectives are measured and AHJ policies and procedures are followed.

Requisite Knowledge

1. Describe evaluation techniques
2. Identify AHJ constraints
3. Identify resources

Requisite Skills

1. Make decisions
2. Write technical documents

Content Modification

Block	Modification	Justification
JPR	Added “and procedures” in two places.	Changed for consistency. These two always go together but NFPA often leaves one out. (2025)

Cross Reference

Course Plan	Skill Sheet	Task Book
Instructor 3: Training Program Management (2025) • Topic 3-2	N/A	Training Program Manager Certification Task Book (2025) • JPR 14

4-3: Developing a Program Evaluation Plan

Authority

1. NFPA 1020: Standard for Fire and Emergency Instructor, Fire Officer, and Emergency Medical Services Officer Professional Qualifications (2025)
 - Paragraph 6.5.4

Job Performance Requirement

Develop a program evaluation plan, given AHJ policies and procedures, so that instructors, course components, program goals, and facilities are evaluated, student input is obtained, and needed improvements are identified.

Requisite Knowledge

1. Describe evaluation methods
2. Describe AHJ goals

Requisite Skills

1. Construct evaluation instruments
2. Write technical documents

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet	Task Book
Instructor 3: Training Program Management (2025) • Topic 3-1	N/A	Training Program Manager Certification Task Book (2025) • JPR 15

4-4: Analyzing Student Evaluation Instruments

Authority

1. NFPA 1020: Standard for Fire and Emergency Instructor, Fire Officer, and Emergency Medical Services Officer Professional Qualifications (2025)
 - Paragraph 6.5.5

Job Performance Requirement

Analyze student evaluation instruments, given test data, objectives, and AHJ policies and procedures, so that validity and reliability are determined and necessary changes are made.

Requisite Knowledge

1. Describe AHJ policies and procedures
2. Describe applicable laws
3. Describe determining test validity
4. Describe determining test reliability
5. Describe test analysis methods
6. Describe item analysis methods

Requisite Skills

1. Analyze items

Content Modification

Block	Modification	Justification
JPR	Added “and procedures”.	Changed for consistency. These two always go together but NFPA often leaves one out. (2025)
RK1	Added “and procedures”.	Changed for consistency. These two always go together but NFPA often leaves one out. (2025)
RK3	Added “determining”.	Adjusted language for clarification. (2019)
RK4	Added “determining”.	Adjusted language for clarification. (2019)
RK5	Added new knowledge item.	You need to analyze the test before you can analyze the individual items within the test. (2019)

Cross Reference

Course Plan	Skill Sheet	Task Book
Instructor 3: Training Program Management (2025) • Topic 3-4	N/A	Training Program Manager Certification Task Book (2025) • JPR 16



Training Program Management (2025)

Course Plan

Course Details

Certification:	Training Program Manager (2025)
CTS Guide:	Training Program Manager Certification Training Standards Guide (2025)
Description:	This course provides the skills and knowledge needed for an individual to safely, effectively, and competently plan, develop, implement, and evaluate comprehensive programs and curricula.
Designed For:	Personnel preparing to be a college level fire program administrator, Training Officer, or anyone who oversees instruction in a public safety environment.
Prerequisites:	Required: Instructor 1: Instructional Methodology (2019 or newer) or Fire and Emergency Services Instructor 1 certification Recommended: Instructor 2: Instructional Development (2019 or newer) or Fire and Emergency Services Instructor 2 certification
Standard:	Complete all group activities and formative tests. Pass all individual activities without omitting critical criteria as identified on the activity sheet. Complete summative test with a minimum score of 80%. Unless otherwise specified by the instructor, AI tools may be used for course activities. The scope of permitted use may vary by assignment. Students remain responsible for the accuracy and integrity of their submissions and must appropriately cite and disclose any use of AI tools.
Hours (Total):	24 hours (13.0 lecture / 8.75 application / 2.25 testing)
Maximum Class Size:	30
Instructor Level:	SFT Training Program Management Registered Instructor
Instructor/Student Ratio:	1:30 (lecture) 1:15 (presentation)
Restrictions:	None
SFT Designation:	CFSTES

Table of Contents

Course Details	1
Table of Contents	2
Required Resources.....	3
Instructor Resources.....	3
Online Instructor Resources.....	3
Student Resources.....	3
Facilities, Equipment, and Personnel.....	4
Timetable.....	5
Timetable Key	6
Unit 1: Introduction.....	7
Topic 1-1: Orientation and Administration	7
Topic 1-2: Training Program Manager Certification Process.....	8
Topic 1-3: Definition of Duty	9
Unit 2: Instructional Development	11
Topic 2-1: Conducting an Instructional Needs Analysis	11
Topic 2-2: Designing Programs or Curriculum.....	13
Topic 2-3: Writing Program and Course Outcomes	14
Topic 2-4: Writing Course Objectives.....	15
Topic 2-5: Constructing a Course Content Outline	16
Unit 3: Evaluation and Testing	17
Topic 3-1: Developing a Program Evaluation Plan	17
Topic 3-2: Developing a Course Evaluation Plan.....	18
Topic 3-3: Constructing a Performance-based Instructor Evaluation Plan.....	19
Topic 3-4: Analyzing Student Evaluation Instruments	20
Topic 3-5: Developing a System for Acquiring, Storing, and Disseminating Evaluation Results	21
Unit 4: Program Management	22
Topic 4-1: Administering a Training Record System	22
Topic 4-2: Developing Training Program Policies.....	23
Topic 4-3: Selecting Instructional Staff	24
Topic 4-4: Formulating Budget Needs	26
Topic 4-5: Writing Equipment Purchasing Specifications.....	27
Topic 4-6: Presenting Evaluation Findings, Conclusions, and Recommendations	28
How to Read a Course Plan.....	29

Required Resources

Instructor Resources

To teach this course, instructors need:

- *Fire and Emergency Services Instructor* (4th edition, Jones & Bartlett Learning, 2027)
- Access to NFPA 1401: Recommended Practice for Fire Service Training Reports and Records (current edition)
- Copies of AHJ policies and procedures and sample forms, such as:
 - Needs analysis/assessment
 - JPRs
 - Task analysis
 - Evaluation instruments
 - Performance-based training program
 - Course implementation
 - Program and course goals
 - Course objectives
 - Course content outline
 - Training record-keeping systems
 - Applicable laws affecting evaluation results
 - Evaluation plan
 - Instructor evaluations
 - Item analysis
 - Training program policy recommendations
 - Formats for submitting policy recommendation
 - Instructor selection criteria
 - Equipment purchasing procedures

Online Instructor Resources

The following instructor resources are available online at

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

- Presenting Evaluation Findings, Conclusions, and Recommendations Grading Rubric

Student Resources

To participate in this course, students need:

- *Fire and Emergency Services Instructor* (4th edition, Jones & Bartlett Learning, 2027)
- Access to NFPA 1401: Recommended Practice for Fire Service Training Reports and Records (current edition)

Students may be asked to supply:

- A personal laptop or tablet with presentation or other viewing hardware and/or software

- Other devices as needed for distance learning (if applicable) including camera, microphone, internet access with appropriate broadband capability

Facilities, Equipment, and Personnel

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

- Standard learning environment or facility
 - Writing board or paper conference pads
 - Markers, erasers
 - Computer or tablet with presentation or other viewing software
 - Amplification devices
 - Projector and screen
- Laptop or tablet with presentation or other viewing hardware and/or software
- Other devices as needed for distance or hybrid learning (if applicable) such as a camera, microphone, internet access with appropriate broadband capability, participation platform that allows for student monitoring etc.
- Access to a computer lab (if applicable)
- Access to an outdoor facility (if applicable)
- Equipment as needed for student-led demonstrations or psychomotor lessons such as appliances, extinguishers, hose, hand tools, ladders, power tools, protective equipment/clothing, rope, salvage equipment, simulation materials
 - Adequate space to accommodate the required skills

Timetable

Segment	Lecture	Application	Unit Total
Unit 1: Introduction			
Topic 1-1: Orientation and Administration	0.25	0.25	
Topic 1-2: Training Program Manager Certification Process	0.25	0.0	
Topic 1-3: Definitions of Duty	0.5	0.0	
Unit 1 Totals	1.0	0.25	1.25
Unit 2: Instructional Development			
Topic 2-1: Conducting an Instructional Needs Analysis	1.5	0.5	
Topic 2-2: Designing Programs or Curriculum	1.0	0.0	
Topic 2-3: Writing Program and Course Outcomes	0.5	0.5	
Topic 2-4: Writing Course Objectives	0.5	0.5	
Topic 2-5: Constructing a Course Content Outline	0.5	0.5	
Unit 2 Totals	4.0	2.0	6.0
Unit 3: Evaluation and Testing			
Topic 3-1: Developing a Program Evaluation Plan	0.5	0.5	
Topic 3-2: Developing a Course Evaluation Plan	0.5	0.5	
Topic 3-3: Constructing a Performance-based Instructor Evaluation Plan	1.0	0.5	
Topic 3-4: Analyzing Student Evaluation Instruments	1.0	0.0	
Topic 3-5: Developing a System for Acquiring, Storing, and Disseminating Evaluation Results	1.0	0.0	
Unit 3 Totals	4.0	1.5	5.5
Unit 4: Program Management			
Topic 4-1: Administering a Training Record System	0.5	0.0	
Topic 4-2: Developing Training Program Policies	1.0	0.0	
Topic 4-3: Selecting Instructional Staff	0.5	0.0	
Topic 4-4: Formulating Budget Needs	0.5	0.5	
Topic 4-5: Writing Equipment Purchasing Specifications	0.5	0.5	
Topic 4-6: Presenting Evaluation Findings, Conclusions, and Recommendations	1.0	4.0	
Unit 4 Totals	4.0	5.0	9.0
Formative Assessments			
Determined by AHJ or educational institution	0.0	1.25	1.25
Summative Assessment			
Determined by AHJ or educational institution	0.0	1.0	1.0
Course Totals	13.0	11.0	24.0

Timetable Key

1. The Timetable documents the amount of time required to deliver the content included in the course plan.
2. Time is documented using the quarter system:
 - 15 min. = 0.25 hours
 - 30 min. = 0.50 hours
 - 45 min. = 0.75 hours
 - 60 min. = 1.00 hours
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

Instructor Notes

1. None

Topic 1-2: Training Program Manager Certification Process

Terminal Learning Objective

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

Enabling Learning Objectives

1. Identify the levels of certification in the Fire and Emergency Services Instructor certification track
 - Fire and Emergency Services Instructor 1
 - Fire and Emergency Services Instructor 2
 - Training Program Manager
2. Identify the prerequisites for certification
 - One of the following certifications:
 - Fire and Emergency Services Instructor 2 (2019 or newer)
 - Instructor 2 (2019 or newer)
3. Identify the course work required for certification
 - One of the following courses:
 - Instructor 3: Training Program Management (2025)
 - Instructor 3: Instructional Program Management (2019 or newer)
4. Identify the exams requirements for certification
 - No exams outside of class formative and summative testing
5. Identify the task book requirements for certification
 - Training Program Manager Certification Task Book (2025) for SFT certification
6. Identify the experience requirements for certification
 - A minimum of one (1) year's full-time or two (2) years' part-time paid or volunteer experience in a recognized California fire agency or SFT Accredited Regional Training Program (ARTP) in training program management
7. Identify the position requirements for certification
 - The position requirement is met when the applicant fulfills the role of the specific duties as defined by the fire chief
8. Describe the certification task book process
9. Describe the certification testing process

Discussion Questions

1. Determined by instructor

Application

1. Determined by instructor

Instructor Notes

1. None

Topic 1-3: Definition of Duty

Terminal Learning Objective

At the end of this topic a student, given roles and responsibilities, will be able to define the role of a Training Program Manager regarding program management, instructional development, and evaluation and testing.

Enabling Learning Objectives

1. Identify instructional roles by NPFA professional qualification level
 - Fire and Emergency Services Instructor I (FESI 1) – Demonstrates the knowledge and ability to:
 - Deliver instruction effectively from a prepared lesson plan, including instructional aids and evaluation instruments
 - Adapt lesson plans to the unique requirements of the students and AHJ
 - Organize the learning environment so that learning and safety are maximized
 - Meet the AHJ's record-keeping requirements
 - Fire and Emergency Services Instructor II (FESI 2) – In addition to meeting Fire and Emergency Services Instructor I qualifications, demonstrates the knowledge and ability to:
 - Develop individual lesson plans for a specific topic including learning objectives, instructional aids, and evaluation instruments
 - Schedule training sessions based on AHJ's overall training plan
 - Supervise and coordinate the activities of other instructors
 - Fire and Emergency Services Instructor III (Training Program Manager) – In addition to meeting Fire and Emergency Services Instructor II qualifications, demonstrates the knowledge and ability to:
 - Develop comprehensive training curricula and programs for use by single or multiple organizations
 - Conduct organization needs analysis
 - Design record-keeping and scheduling systems
 - Develop training goals and implementation strategies
 - Live Fire Instructor – Has the training and experience to supervise students during a live fire training evolution
 - Live Fire Instructor In Charge – Has the training and experience to oversee a live fire training evolution
2. Describe Training Program Manager program management responsibilities
 - Administer AHJ policies and procedures for managing instructional resources, staff, facilities, records, and reports
3. Describe Training Program Manager instructional development responsibilities
 - Plan, develop, and implement comprehensive programs and curricula
4. Describe Training Program Manager evaluation and testing responsibilities
 - Develop an evaluation plan
 - Collect, analyze, and report data
 - Utilize data for program validation and student feedback
5. Describe Training Program Manager's leadership role

6. Describe using AI in training program management

Discussion Questions

1. What are the general roles and responsibilities of a Training Program Manager
2. Why is it important to understand the roles and responsibilities of other teaching/training positions that you may oversee within your AHJ?
3. How can viewing AI as “augmented intelligence” help a Training Program Manager use AI appropriately?

Application

1. Determined by instructor

CTS Guide Reference: 1-1

Draft

Unit 2: Instructional Development

Topic 2-1: Conducting an Instructional Needs Analysis

Terminal Learning Objective

At the end of this topic a student, given AHJ goals, will be able to conduct an AHJ needs assessment/analysis so that instructional needs are identified and solutions are recommended.

Enabling Learning Objectives

1. Describe a training program needs analysis/assessment
 - Training Program Manager's role
 - Functions and components
 - AHJ, local, state, and federal requirements
2. Describe conducting a needs analysis/assessment
3. Describe a gap analysis
4. Describe the instructional design process
5. Describe instructional methodologies
 - Classroom
 - Drill/training ground
 - Distance/hybrid learning
6. Describe learner characteristics
7. Describe instructional technologies
8. Determine curriculum development needs
9. Identify facilities
10. Describe developing evaluation instruments
11. Conduct research
 - Job observation
 - Compliance and regulation
 - Skills/knowledge development and improvement
12. Conduct a needs and gap analysis
13. Conduct committee meetings
14. Forecast
15. Organize information

Discussion Questions

1. Why would you need to conduct a needs analysis?
2. Who in your AHJ is involved in conducting a needs analysis?
3. What is the difference between agency training requests and a training needs analysis?
4. What methods does your AHJ use to determine training needs?
5. How do governmental regulations influence training needs?

Application

1. Given a sample fire service instructional needs analysis, have students work in groups to review the analysis and share their training recommendations with the class.

Instructor Notes

1. None

CTS Guide Reference: CTS 3-1

Draft

Topic 2-2: Designing Programs or Curriculum

Terminal Learning Objective

At the end of this topic a student, given AHJ goals and a needs analysis, will be able to design a training program or curriculum so that the goals are supported, learner characteristics are identified, audience-based instructional methodologies are used, and the program meets time and budget constraints.

Enabling Learning Objectives

1. Describe designing or managing a comprehensive AHJ training master plan
 - AHJ training program master plan
 - Discipline-specific training programs
 - Individual courses
2. Describe instructional design
3. Describe copyright law as it pertains to program or curriculum design
 - Plagiarism
 - Fair use
 - Intellectual property
 - Public domain
4. Describe the curriculum development process
 - Describe instructional methodologies
 - Describe learner characteristics
 - Describe principles of student-centered learning
 - Describe research methods
5. Identify AHJ time and budget constraints
6. Write technical documents
7. Select course reference materials

Discussion Questions

1. What is your AHJ's curriculum development process and how could you improve it?
2. What steps are involved with designing a curriculum?
3. What are some cost-effective methods to develop courses or curriculum?
4. What is your AHJ's policy on AI use for program or curriculum development?
5. What is a Training Program Manager's responsibility for ensuring that programs and curriculum are comprehensive and current?
6. Where can a Training Program Manager find current, relevant information about program and curriculum design?
7. If you violate copyright law as an instructor and don't get caught, is it wrong?

Application

1. Determined by instructor

Instructor Notes

1. None.

CTS Guide Reference: CTS 3-2

Topic 2-3: Writing Program and Course Outcomes

Terminal Learning Objective

At the end of this topic a student, given needs analysis information, will be able to write program and course outcomes so that the outcomes are clear, concise, measurable, and correlate to AHJ goals.

Enabling Learning Objectives

1. Describe correlating outcomes to AHJ program and course goals
 - Training Program Manager sets training program goals to meet AHJ needs
 - Individual program goals defined to achieve training program goals
 - Curricula and individual courses developed to meet individual program goals
2. Describe the components and characteristics of program outcomes
 - Providing clear leader's intent
 - Based on local, state, and federal training mandates
 - Based on needs assessment / gap analysis
3. Describe components and characteristics of course outcomes
 - Providing appropriate education/certification to meet program goals
 - Focus on meeting organizational and/or personnel needs
4. Describe how to write program and course outcomes
5. Describe how to measure program and course outcomes
6. Write program and course outcomes

Discussion Questions

1. How do course outcomes and learning objectives differ?
2. What should course outcomes include?
3. What factors should you consider when preparing an outcome statement or training master plan?
4. How does diversity align with your AHJ's program outcomes?

Application

1. Given a fire service training topic, have students write a course goal that is clear, concise, and measurable.

Instructor Notes

1. The application activity connects with the activities in Topic 2-4 and Topic 2-5.
2. While often used interchangeably, outcomes and objectives are not the same. Objectives are the smaller steps to achieving an overall outcome.

CTS Guide Reference: CTS 3-3

Topic 2-4: Writing Course Objectives

Terminal Learning Objective

At the end of this topic a student, given course outcomes, will be able to write course objectives so that objectives are clear, concise, measurable, and reflect specific tasks.

Enabling Learning Objectives

1. Describe components and characteristics of course objectives
 - Terminal learning objectives (student learning outcome)
 - Mager model: Task (performance) + Condition (given) + Standard (criterion)
 - ABCD model: Audience + Behavior + Condition + Degree
 - SMART objectives: Specific, Measurable, Assignable/Achievable, Relevant, Time-bound
 - Enabling learning objectives (student behavioral objective)
2. Describe writing course objectives
3. Describe correlating course objectives to outcomes
4. Write course objectives

Discussion Questions

1. When writing a course objective, how do you determine the level of achievement for the students?
2. How do you make sure that a course objective correlates to the course outcomes?

Application

1. Given the course outcomes developed in Topic 2-3, have students write three correlating course objectives.

Instructor Notes

1. Other references for this topic include:
 - Benjamin Bloom's *Taxonomy of Educational Objectives*
 - Robert Mager's *Preparing Instructional Objectives*
2. Treat this as a refresher of creating lesson plans and course plans from FESI 2. Some Training Program Managers may engage in course development depending on AHJ size and policies.

CTS Guide Reference: CTS 3-4

Topic 2-5: Constructing a Course Content Outline

Terminal Learning Objective

At the end of this topic a student, given reference resources and course objectives, will be able to construct a course content outline so that the content outline supports course objectives.

Enabling Learning Objectives

1. Describe the components and organization of a course content outline
2. Describe how to correlate between:
 - Course content outline
 - Course objectives
 - Course outcomes
 - Instructor lesson plans
 - Instructional methods
 - AHJ structure
 - Current best practices
3. Write a course content outline

Discussion Questions

1. What is the purpose of creating a course content outline?
2. What is the TPM's role in the creation of course outlines?
3. How does a course content outline assist the instructor?
4. How does a course content outline assist the student?

Application

1. Given the course outcomes and objectives developed in Topics 2-3 and Topic 2-4, have students develop a course content outline.

Instructor Notes

1. Provide a sample course outline to assist students with the application activity.
2. Treat this as a refresher of creating lesson plans and course plans from FESI 2. Some Training Program Managers may engage in course development depending on AHJ size and policies

CTS Guide Reference: CTS 3-5

Unit 3: Evaluation and Testing

Topic 3-1: Developing a Program Evaluation Plan

Terminal Learning Objective

At the end of this topic a student, given AHJ policies and procedures and course objectives, will be able to develop a program evaluation plan so that instructors, course components, program goals, and facilities are evaluated, student input is obtained, and needed improvements are identified.

Enabling Learning Objectives

1. Describe the purpose of evaluation plans
2. Describe the types and categories of evaluation plans
3. Describe the components of a program evaluation plan
4. Describe evaluation techniques and methods
5. Evaluate agency resources and constraints
6. Identify AHJ goals regarding evaluation plans
7. Construct evaluation instruments
8. Write a course evaluation plan

Discussion Questions

1. What is the purpose of a program evaluation plan?
2. What data would you use to evaluate a program?
3. How can the evaluation information be captured and analyzed to construct new program goals for the following year?

Application

1. Given AHJ policies and course objectives, have students work in groups to develop a program evaluation plan.

Instructor Notes

1. Topics 3-1 and 3-2 can be taught together if the objectives of both are met.

CTS Guide Reference: CTS 4-3

Topic 3-2: Developing a Course Evaluation Plan

Terminal Learning Objective

At the end of this topic a student, given AHJ policies and procedures and course objectives, will be able to develop a course evaluation plan so that objectives are measured and AHJ policies and procedures are followed.

Enabling Learning Objectives

1. Describe the purpose of evaluation plans
2. Describe the types and categories of evaluation plans
3. Describe the components of a course evaluation plan
4. Describe evaluation techniques and methods
5. Evaluate AHJ resources and constraints
6. Make decisions
7. Write a course evaluation plan

Discussion Questions

1. What is the purpose of a course evaluation plan?
2. What data would you use to evaluate a course?
3. What are some cost-effective ways to promote a positive student experience?

Application

1. Given AHJ policies and course objectives, have students work in groups to develop a course evaluation plan.

Instructor Notes

1. Per NFPA 1020 (2025), “a program can consist of multiple courses, a course can consist of multiple classes, and a class can consist of a single teaching session, such as refresher or update training.” (A.6.5.3)
2. Topics 3-1 and 3-2 can be taught together if the objectives of both are met.

CTS Guide Reference: CTS 4-2

Topic 3-3: Constructing a Performance-based Instructor Evaluation Plan

Terminal Learning Objective

At the end of this topic a student, given AHJ policies and procedures and job requirements, will be able to construct a performance-based instructor evaluation plan so that instructors are evaluated at regular intervals in accordance with AHJ policies.

Enabling Learning Objectives

1. Describe elements of an instructor evaluation
 - Job description duties
 - Desired criteria to be evaluated
 - Form or spreadsheet to collect data
 - Review evaluation plan with supervising officer to gain approval
 - Review evaluation plan with instructors
 - Conduct review of courses
 - Provide feedback with recommendations
2. Describe evaluation methods
3. Describe applicable employment laws
4. Describe AHJ policies and procedures regarding instructor evaluation plans
5. Describe staff schedules
6. Describe job requirements
7. Use evaluation techniques
8. Set staff evaluation schedule
9. Write a performance-based instructor evaluation plan

Discussion Questions

1. How often should you evaluate an instructor? Why?
2. How have you handled a poor instructor evaluation (that you have received or given to your instructional staff)?
3. What approach would you take after observing poor behavior from one of your instructors?
4. As a Training Program Manager, how can you encourage program instructors to support their own evaluations?

Application

1. Given job requirements and AHJ policies and procedures, have students construct a performance-based instructor evaluation plan.

Instructor Notes

1. None

CTS Guide Reference: CTS 2-4

Topic 3-4: Analyzing Student Evaluation Instruments

Terminal Learning Objective

At the end of this topic a student, given AHJ policies and procedures, objectives, and test data, will be able to analyze student evaluation instruments so that validity and reliability are determined and necessary changes are made.

Enabling Learning Objectives

1. Describe AHJ policies and procedures
2. Describe applicable laws
3. Describe evaluating and revising test instruments
4. Describe determining test validity
5. Describe determining test reliability
6. Describe processes for correcting errors and omissions on written tests completed by students
 - Correcting errors
 - Correcting knowledge gaps
7. Describe test analysis methods
8. Describe item analysis methods
 - Item difficulty
 - Item discrimination
 - Distractor accuracy
9. Analyze student evaluation instruments

Discussion Questions

1. How can you ensure that tests are valid?
2. What is the significance of having a reliable test?
3. Should a summative test be presented before or after a course evaluation?

Application

1. Determined by instructor

Instructor Notes

1. Walk students through an actual test analysis to show them what one looks like and how to use the data.

CTS Guide Reference: CTS 4-4

Topic 3-5: Developing a System for Acquiring, Storing, and Disseminating Evaluation Results

Terminal Learning Objective

At the end of this topic a student, given AHJ goals and policies, will be able to develop a system for the acquisition, storage, and dissemination of evaluation results so that the goals are supported and so that those affected by the information receive feedback consistent with AHJ policies and federal, state, and local laws.

Enabling Learning Objectives

1. Describe record-keeping systems for acquiring, storing, and disseminating evaluation results
2. Describe AHJ evaluation goals
3. Describe data acquisition techniques
4. Discuss applicable laws affecting test results
5. Describe methods of providing feedback
6. Describe how to develop, use, and evaluate information systems

Discussion Questions

1. What type of system does your AHJ use to manage evaluation results?
2. What factors should you consider when selecting (or switching to a different) a record-keeping system?
3. In your agency, who has legal access to test results?
4. How long is your AHJ required to maintain evaluation results and records?
5. What processes does your AHJ have in place to back up evaluation data?

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Guide Reference: CTS 4-1

Unit 4: Program Management

Topic 4-1: Administering a Training Record System

Terminal Learning Objective

At the end of this topic a student, given AHJ policies and procedures and the type of training activity to be documented, will be able to administer a training record system so that the information captured is concise, meets all AHJ and legal requirements, and can be accessed.

Enabling Learning Objectives

1. Describe training record-keeping systems
 - Purpose
 - Type
 - Function
2. Describe AHJ policy and procedures related to training record systems
3. Describe professional standards addressing training records
4. Describe the influence professional standards have on training records, policies, and compliance
5. Describe legal requirements affecting record keeping and retention
6. Describe disclosure of information
7. Develop records
8. Generate reports

Discussion Questions

1. What role can training records play in the determination and evaluation of a department's budget, operations, and safety?
2. Which agencies can request to view your department's training records and why?
3. What is the difference between a training record system and a training management system?
4. What are some potential regulatory requirements of training records?
5. What are some complications regarding AHJ training records in conjunction with local community college training records?

Application

1. Determined by instructor

Instructor Notes

1. Refer to NFPA 1401: Recommended Practice for Fire Service Training Reports and Records (current edition).

CTS Guide Reference: CTS 2-1

Topic 4-2: Developing Training Program Policies

Terminal Learning Objective

At the end of this topic a student, given AHJ policies and procedures and training program goals, will be able to develop policies to support the training program so that the goals are achieved.

Enabling Learning Objectives

1. Describe different training program options
 - Federal (NWCG, FEMA, NFA, etc.)
 - State (SFT, CSTI, etc.)
 - Local (community college, private, CalJAC, AHJ, etc.)
2. Describe AHJ policies and procedures
3. Describe AHJ training program goals
4. Describe AHJ policy format
5. Describe the process for developing training program policy recommendations to achieve training and agency goals
 - Identify policy purpose and scope
 - Identify instructional personnel responsibilities
 - Assign training assignments
 - Document training
 - Implement and review policy
 - Identify and review training sessions that occur outside of the AHJ
6. Identify various formats for submitting policy recommendations
7. Describe the process for developing instructional service agreements (ISA) with regional partners?
8. Write technical documents
9. Make decisions

Discussion Questions

1. How can policies avert liability in training programs?
2. What are some internal and external factors that determine when a policy, procedure, or guideline needs to be evaluated?
3. What are some challenges to implementing change to your training program?
4. What are the differences between ALAs and ARTPs?

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Guide Reference: CTS 2-2

Topic 4-3: Selecting Instructional Staff

Terminal Learning Objective

At the end of this topic a student, given AHJ policies and procedures, instructional requirements, and personnel qualifications, will be able to select instructional staff so that staff selection meets AHJ policies and achieves AHJ and instructional goals.

Enabling Learning Objectives

1. Describe AHJ staff selection goals
 - Diversity
 - Expertise
 - Experience
 - Succession planning
2. Describe AHJ policies and procedures for staff selection
3. Describe staff selection process
 - Minimum qualifications
 - Instructional requirements
 - Selection criteria and methods
 - Recruitment
 - Hiring practices
 - Interviewing
 - Contracts
 - Insurance
4. Describe how to assess the capabilities of instructional staff
5. Describe applicable employment laws
 - Fair Labor Standards Act (1938)
 - Fair Employment and Housing Act (1959)
 - Equal Pay Act (1963)
 - Civil Rights Act (1964)
 - Age Discrimination in Employment Act (1967)
 - Freedom of Information Act (1967)
 - Privacy Act (1979)
 - Americans with Disabilities Act (2008)
 - Immigration Reform and Control Act (1986) (I-9)
6. Correlate staff selection with agency and instructional goals
7. Use evaluation techniques for making staff selections
8. Use interview methods

Discussion Questions

1. What characteristics, qualities, and traits do you look for in your instructional staff?
2. How well do your instructional staff selections match your student population?
3. What are some examples of using outside organizations to bolster your instructional staff/cadre? (i.e., community colleges, CalChiefs, etc.)

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Guide Reference: CTS 2-3

Draft

Topic 4-4: Formulating Budget Needs

Terminal Learning Objective

At the end of this topic a student, given training goals, AHJ budget policy, and current resources, will be able to formulate budget needs so that the resources required to meet training goals are identified and documented.

Enabling Learning Objectives

1. Describe AHJ budget policy
 - Identify basic budgeting concepts
 - Confirm purchasing specifications
 - Evaluate sole source budgeting issues
 - Identify operating budget (often referred to as expense budget or general fund budget)
 - Identify capital budget (may include equipment, buildings, vehicles, or individual items for the training such as simulators, props, software, and materials)
 - Program budget systems include expenditures that are allocated for specific activities such as training, new equipment, or upgrading personnel skills
2. Describe resource management
 - Personnel
 - Qualified instructors
 - AHJ assets coordinated with local community colleges
 - Evaluate replacement resources for consumable resources
3. Describe conducting a needs analysis
 - Budget processes consist of essentially four steps: formulation, transmittal, approval, and management
4. Identify sources of instructional materials and equipment
5. Conduct a resource analysis
6. Complete required documentation
 - Evaluate funding allocation
 - Evaluate personnel reimbursement
 - Evaluate mandatory reporting of consumable finances
 - Evaluate reporting of program effectiveness to funding agencies

Discussion Questions

1. How do administration and or operations establish the training budget?
2. How can collaboration with regional partners reduce costs?
3. What are some responsibilities for proper documentation, especially considering state or federal reimbursement funding?

Application

1. Given training goals, curriculum, and current resources, have students work in groups to formulate budget needs.

Instructor Notes

1. None

CTS Guide Reference: CTS 2-5

Topic 4-5: Writing Equipment Purchasing Specifications

Terminal Learning Objective

At the end of this topic a student, given AHJ guidelines, training goals, and curriculum information, will be able to write equipment-purchasing specifications so that the equipment is appropriate and supports the curriculum.

Enabling Learning Objectives

1. Describe assessing curriculum needs
2. Describe evaluating equipment and resources available for training delivery
3. Describe AHJ equipment purchasing procedures
 - Item description
 - Item quantity
 - Physical specifications
 - Performance specifications
 - Documentation/justification provided with purchase
 - Services provided at delivery
 - Terms of acceptance
 - Terms of payment
 - Shipping information
 - Warranty information
4. Prepare procurement forms
5. Write specifications

Discussion Questions

1. How can you use a Joint Powers Authority (JPA) Agreement or an Interagency Training Agreement (ITA) to obtain needed equipment?
2. What are your AHJ's equipment procurement requirements?
3. Which regulatory compliance agencies should you consider before making an equipment purchase? Why?
4. What are the risks vs. benefits associated with using vendor-supplied equipment during training?

Application

1. Given training goals, and curriculum information, have students work in groups to write an equipment-purchasing specification.

Instructor Notes

1. Consider discussing alternative funding, such as grants and training agreements.

CTS Guide Reference: CTS 2-6

Topic 4-6: Presenting Evaluation Findings, Conclusions, and Recommendations

Terminal Learning Objective

At the end of this topic a student, given data summaries and a target audience, will be able to present evaluation findings, conclusions, and recommendations so that recommendations are unbiased, supported, and reflect AHJ goals, policies, and procedures.

Enabling Learning Objectives

1. Describe conducting a statistical analysis
2. Describe AHJ goals
3. Describe how to validate findings, conclusions, and recommendations with agency goals, policies, and procedures
4. Describe strategies and processes for making program evaluation presentations
5. Use presentation skills
6. Prepare reports following AHJ guidelines

Discussion Questions

1. What strategy works best for you when making a recommendation?
2. How do you minimize bias in your findings, conclusions, and recommendations?
3. What are effective methods for displaying or conveying data points?

Application

1. Given a real training need from the student's agency or organization, have each student prepare a presentation to pitch a training program proposal to the class.
 - Students will develop their proposals outside of class time but deliver them as part of the course.
 - Students should prepare for 7 minutes of presentation and 3 minutes of questions (10 minutes total)
 - Students can use print materials, easel charts, electronic presentation software, etc.
 - Use the Presenting Evaluation Findings, Conclusions, and Recommendations Grading Rubric (Student Supplement) to score the presentations.

Instructor Notes

1. None

CTS Guide Reference: CTS 2-7

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 courses 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.

Student Name:

Date:

Evaluator:

Maximum Time: 10 minutes (7 min. presentation / 3 min. Q&A)

Category	Possible Points	Earned Points
1. Training Need and Statistical Analysis	20	
2. AHJ Alignment and Objectivity	20	
3. Findings, Conclusions, and Recommendation	20	
4. Presentation Structure, Delivery, and Visuals	20	
5. Response to Questions	20	
Total	100	

Comments

Category Detail and Scoring Guidance

1. Training Need and Statistical Analysis (20 points)

Does the student identify a real, specific agency training need and back it up with sound data (incident stats, performance data, survey results, trends)?

Points	Guidance
18–20	Need is specific and well-framed; data is relevant, correctly interpreted, and clearly drives the argument
13–17	Need is identified and some data is used, but justification or analysis is thin, generic, or only partially connects
7–12	Need is vague and/or data is minimal, misapplied, or poorly explained
0–6	No clear need identified and/or no data/evidence used

2. AHJ Alignment and Objectivity (20 points)

Is the proposal explicitly validated against the agency's mission, strategic goals, or SOPs/SOGs and presented in a balanced way, with acknowledged limitations or counterpoints?

Points	Guidance
18–20	Explicitly ties recommendation to named agency goals/policy; clearly unbiased with limitations acknowledged
13–17	General alignment implied but not explicit; mostly objective with only minor one-sidedness
7–12	Little connection to AHJ framework and/or noticeably slanted toward a predetermined conclusion
0–6	No reference to AHJ goals/policy and/or purely advocacy-driven with no acknowledgment of limitations

3. Findings, Conclusions, and Recommendation (20 points)

Is there a clear, logical path from data → findings → conclusions → recommendation, and is the recommendation specific and realistic for the agency (cost, staffing, timeline)?

Points	Guidance
18–20	Clear logical progression throughout; recommendation is specific, feasible, and addresses implementation
13–17	Mostly logical with minor gaps; recommendation is reasonable, but feasibility only partially addressed
7–12	Disjointed or unclear reasoning and/or recommendation is vague or unrealistic
0–6	Conclusions don't follow from findings and/or no clear recommendation given

4. Presentation Structure, Delivery, and Visuals (20 points)

Is the presentation well-organized and within the seven-minute window? Is delivery confident and professional? Are visuals (slides, easel charts, print materials) clear and effective?

Points	Guidance
18–20	Well-organized, fits time; polished/confident delivery; visuals clearly enhance understanding
13–17	Generally organized with minor pacing issues; competent delivery; visuals present but underused or cluttered
7–12	Disorganized or significantly over/under time; weak delivery (reads from notes); minimal/ineffective visuals
0–6	No discernible structure; unprepared; no visuals used where clearly needed

5. Response to Questions (20 points)

Does the student handle the three-minute Q&A with accurate, composed, credible answers and defend the proposal under mild scrutiny.

Points	Guidance
18–20	Confident, accurate, well-supported answers; handles pushback well
13–17	Adequate answers, minor gaps in depth
7–12	Struggles to answer or defend proposal
0–6	Unable to respond meaningfully to questions

General Guidance

- Score each category independently. Don't let a strong Q&A performance inflate a weak data category or vice versa.
- When a category combines two elements (1, 2, and 4), use the higher-weighted element as your anchor and then adjust up/down based on the secondary element as needed.
- Reserve the top band (18–20) for categories with no significant gaps in either combined element.
- Use the comments section to note why a score landed where it did. This gives the student actionable feedback. Provide thoughtful comments for both positive and/or negative to help the student determine what went well and needs improvement.

Scoring Bands

1-69	70-79	80-89	90-100
Does Not Meet Standard	Approaches Standard	Meets Standard	Exceeds Standard

Training Program Manager

(NFPA 1020: Fire and Emergency Services Instructor III)

Certification Task Book (2025)



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 Training Program Manager Certification Training Standards Guide (2025) which is based on:

- NFPA 1020: Standard for Fire and Emergency Instructor, Fire Officer, and Emergency Medical Services Officer Professional Qualifications (2025)

Published: Month Year

Published by: State Fire Training

Cover photo courtesy of State Fire Training.

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 as long as the candidate meets the initiation requirements of each.

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

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

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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:

6. 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:

7. Complete a block on the **Signature Verification** page with a handwritten signature.
8. Review and understand the candidate's certification task book requirements and responsibilities.
9. 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.

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:

10. Review and understand the candidate's certification task book requirements and responsibilities.
11. Verify that the candidate has met all **Initiation Requirements** prior to initiating the candidate's task book.

12. Open the candidate's task book by signing the **Fire Chief Approval** verification statement with a handwritten (not stamped) signature.
13. Designate qualified evaluators.

Completion

The fire chief shall:

14. 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.
15. Confirm that the candidate meets the **Completion Requirements**.
16. 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 meets one of the following prerequisites:

- Fire and Emergency Services Instructor 2 certification (2019 or newer)
- Instructor 2 certification (2019 or newer)

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

Education

The candidate has completed one of the following course(s).

- Instructor 3: Training Program Management (2025)
- Instructor 3: Instructional Program Management (2019 or newer)

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

Fire Chief Approval

Candidate's Fire Chief (please print): _____

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

Signature: _____ Date: _____

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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** highlight.

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.

Program Management

1. Administer a training record system, given AHJ policies and procedures and the type of training activity to be documented, so that the information captured is concise, meets all AHJ and legal requirements, and can be accessed. (NFPA 6.2.2) (CTS 2-1)

Evaluator Signature: _____ Date Verified: _____

2. Develop policies to support the training program, given AHJ policies and procedures and the training program goals, so that the goals are achieved. (NFPA 6.2.3) (CTS 2-2)

Evaluator Signature: _____ Date Verified: _____

3. Select instructional staff, given personnel qualifications, instructional requirements, and AHJ policies and procedures, so that staff selection meets AHJ policies and achieves AHJ and instructional goals. (NFPA 6.2.4) (CTS 2-3)

Evaluator Signature: _____ Date Verified: _____

4. Construct a performance-based instructor evaluation plan, given AHJ policies and procedures and job requirements, so that instructors are evaluated at regular intervals in accordance with AHJ policies. (NFPA 6.2.5) (CTS 2-4)

Evaluator Signature: _____ Date Verified: _____

5. Formulate budget needs, given training goals, AHJ budget policy, and current resources, so that the resources required to meet training goals are identified and documented. (NFPA 6.2.6) (CTS 2-5)

Evaluator Signature: _____ Date Verified: _____

6. Write equipment purchasing specifications, given curriculum information, training goals, and AHJ guidelines, so that the equipment is appropriate and supports the curriculum. (NFPA 6.2.7) (CTS 2-6)

Evaluator Signature: _____ Date Verified: _____

7. Present evaluation findings, conclusions, and recommendations to AHJ administrator, given data summaries and target audience, so that recommendations are unbiased, supported, and reflect AHJ goals, policies, and procedures. (NFPA 6.2.8) (CTS 2-7)

Evaluator Signature: _____ Date Verified: _____

Instructional Development

8. Conduct an AHJ needs analysis, given AHJ goals, so that instructional needs are identified and solutions are recommended. (NFPA 6.3.2) (CTS 3-1)

Evaluator Signature: _____ Date Verified: _____

9. Design programs or curricula, given needs analysis and AHJ goals, so that the goals are supported, learner characteristics are identified, audience-based instructional methodologies are used, and the program meets time and budget constraints. (NFPA 6.3.3) (CTS 3-2)

Evaluator Signature: _____ Date Verified: _____

10. Write program and course outcomes, given needs analysis information, so that the outcomes are clear, concise, measurable, and correlate to AHJ goals. (NFPA 6.3.4) (CTS 3-3)

Evaluator Signature: _____ Date Verified: _____

11. Write course objectives, given course outcomes, so that objectives are clear, concise, measurable, and reflect specific tasks. (NFPA 6.3.5) (CTS 3-4)

Evaluator Signature: _____ Date Verified: _____

12. Construct a course content outline, given course objectives and reference sources, so that the content outline supports course objectives. (NFPA 6.3.6) (CTS 3-5)

Evaluator Signature: _____ Date Verified: _____

Evaluation and Testing

13. Develop a system for the acquisition, storage, and dissemination of evaluation results, given AHJ goals and policies, so that the goals are supported and so that those affected by the information receive feedback consistent with AHJ policies and federal, state, and local laws. (NFPA 6.5.2) (CTS 4-1)

Evaluator Signature: _____ Date Verified: _____

14. Develop a course evaluation plan, given course objectives and AHJ policies and procedures, so that objectives are measured and AHJ policies and procedures are followed. (NFPA 6.5.3) (CTS 4-2)

Evaluator Signature: _____ Date Verified: _____

15. Develop a program evaluation plan, given AHJ policies and procedures, so that instructors, course components, program goals, and facilities are evaluated, student input is obtained, and needed improvements are identified. (NFPA 6.5.4) (CTS 4-3)

Evaluator Signature: _____ Date Verified: _____

16. Analyze student evaluation instruments, given test data, objectives, and AHJ policies and procedures, so that validity and reliability are determined and necessary changes are made. (NFPA 6.5.5) (CTS 4-4)

Evaluator Signature: _____ Date Verified: _____

Completion Requirements

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

Experience

The candidate meets the following experience requirements.

- A minimum of one (1) year's full-time or two (2) years' part-time paid or volunteer experience in a recognized California fire agency or SFT Accredited Regional Training Program (ARTP) in training program management

Agency	Experience	Start Date	End Date

Position

The candidate meets the position 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**): _____

DRAFT

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: _____