

# Fire and Life Safety Educator

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

---

## Certification Training Standards Guide (2015)



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

# Fire and Life Safety Educator

## Certification Training Standards Guide (2015)

**Publication Date:** September 2021

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

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

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

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

Published by State Fire Training.

## Table of Contents

Acknowledgements.....	1
How to Read a CTS Guide .....	3
Fire and Life Safety Educator 1 .....	5
Section 1: Administration .....	5
1-1: Fire and Life Safety Educator Roles and Responsibilities .....	5
1-2: Documenting FLSE Activities .....	7
1-3: Preparing FLSE Activity Reports.....	8
1-4: Scheduling FLSE Activities.....	9
1-5: Identifying FLSE Community Resources .....	10
Section 2: Planning and Development.....	11
2-1: Identifying FLSE Partners .....	11
Section 3: Education and Implementation .....	12
3-1: Selecting FLSE Instructional Materials.....	12
3-2: Practicing Safety During FLSE Activities.....	13
3-3: Presenting FLSE Lesson Plans .....	14
3-4: Adapting FLSE Lesson Plans to Audience Needs .....	15
3-5: Notifying the Public of FLSE Events .....	16
3-6: Disseminating FLSE Educational Information .....	17
3-7: Disseminating FLSE Information Electronically .....	18
Section 4: Evaluation.....	19
4-1: Administering FLSE Evaluation Instruments.....	19
4-2: Scoring FLSE Evaluation Instruments.....	20
Fire and Life Safety Educator 2 .....	21
Section 5: Administration .....	21
5-1: Preparing FLSE Budget Proposals .....	21
5-2: Projecting FLSE Program Budget Income/Expenditures .....	23
5-3: Developing FLSE Public Policy Recommendations .....	24
5-4: Evaluating FLSE Subordinate Performance .....	25
Section 6: Planning and Development.....	26
6-1: Establishing FLSE Priorities .....	26
6-2: Facilitating FLSE Collaborative Partnerships.....	27
6-3: Preparing FLSE Resource Requests.....	29
Section 7: Education and Implementation .....	30
7-1: Developing FLSE Informational Materials .....	30
7-2: Developing FLSE Lesson Plans .....	31
7-3: Modifying FLSE Lesson Plans .....	33
7-4: Developing and Modifying FLSE Materials .....	34
7-5: Designing FLSE Evaluation Instruments Programs .....	35
7-6: Revising FLSE Programs .....	36
Section 8: Evaluation.....	37

## Table of Contents

---

8-1: Developing FLSE Evaluation Strategies.....	37
8-2: Designing FLSE Evaluation Instruments.....	38
8-3: Implementing FLSE Evaluation Strategies .....	39
Fire and Life Safety Educator 3 .....	40
Section 9: Administration .....	40
9-1: Developing FLSE Budgets.....	40
9-2: Formulating Alternate FLSE Program Development and Delivery Systems .....	42
Section 10: Planning and Development.....	43
10-1: Developing a Comprehensive FLSE Strategy .....	43
10-2: Creating a FLSE Coalition .....	44
10-3: Projecting Future FLSE Needs.....	45
10-4: Proposing FLSE Public Policy.....	46
10-5: Developing a FLSE Marketing Plan .....	47
Section 11: Education and Implementation .....	48
11-1: Interpreting Data and Information to Conduct Risk Analysis.....	48
11-2: Establishing FLSE Administration Policies.....	49
11-3: Creating FLSE Messages.....	50
11-4: Creating a Training Program for FLSE Educators .....	51
11-5: Creating a FLSE Internal Awareness Campaign .....	52
11-6: Creating FLSE Reports.....	53
Section 12: Evaluation.....	54
12-1: Implementing FLSE Evaluation Methods.....	54
12-2: Evaluating FLSE Programs.....	55

## Acknowledgements

State Fire Training appreciates the hard work and accomplishments of those who build 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**

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

### **Cadre – 2021 Update (NFPA 1035 / 2015)**

#### **Leadership**

- Chris Fowler, Cadre Lead, Deputy State Fire Marshal III, Supervisor, CAL FIRE
- Allison L. Shaw, Editor, California State University, Sacramento

#### **Members**

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

### **Cadre – 2014 Development (NFPA 1035 / 2010)**

#### **Leadership**

- Joe Bunn, Cadre Lead, Deputy Fire Chief (retired)
- Mallory Leone, Editor, Sacramento State

## Members

- Adam Beardsley, Deputy Fire Marshal, Heartland Fire and Rescue (Development)
- Pat Cary, Firefighter/Paramedic, Laguna Beach Fire Department (Development)
- Michelle D. Cummings, Public Education Technician, Sacramento Metropolitan Fire District (Development)
- Brenda Emrick, Community Education Specialist, Costa Mesa Fire Department (Development and Validation)
- Karen Guillemin-Kanawyer, Fire Prevention Specialist II, CAL FIRE, Madera-Mariposa-Merced Unit (Development and Validation)
- Melissa M. Kelley, Public Education and Training (Development)
- Antoine McKnight, Battalion Chief, Los Angeles Fire Department (Development and Validation)
- Penni Overstreet-Murphy, Fire Prevention Specialist, San Bernardino County Fire (Development and Validation)
- Brian Springer, Fire Captain (retired) and Fire Service Instructor, Mohave and Santa Ana Community Colleges (Development)

## How to Read a CTS Guide

### Overview

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

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

Individuals aspiring to meet State Fire Training's certification training standards must do so in accordance with the codes, standards, regulations, policies, and standard operating procedures applicable within their own agency or jurisdiction.

### Format

Each certification training standard is comprised of eight sections.

#### Section Heading

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

#### Training Standard Title

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

#### Authority

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

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

#### Job Performance Requirements

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

**Requisite Knowledge**

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

**Requisite Skills**

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

**Content Modification**

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

**Cross Reference**

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



# Fire and Life Safety Educator 1

## Section 1: Administration

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

#### Authority

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

#### Job Performance Requirement

There is no job performance requirement for this standard.

#### Requisite Knowledge

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

#### Requisite Skills

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

### Content Modification

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

### Cross Reference

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

## 1-2: Documenting FLSE Activities

### Authority

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

### Job Performance Requirement

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

### Requisite Knowledge

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

### Requisite Skills

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

### Content Modification

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

### Cross Reference

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

### 1-3: Preparing FLSE Activity Reports

#### Authority

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

#### Job Performance Requirement

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

#### Requisite Knowledge

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

#### Requisite Skills

1. *Maintain records*
2. *Compile information*

#### Content Modification

Block	Modification	Justification

#### Cross Reference

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

## 1-4: Scheduling FLSE Activities

### Authority

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

### Job Performance Requirement

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

### Requisite Knowledge

1. *Identify scheduling limitations and program requests*

### Requisite Skills

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

### Content Modification

Block	Modification	Justification

### Cross Reference

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

## 1-5: Identifying FLSE Community Resources

### Authority

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

### Job Performance Requirement

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

### Requisite Knowledge

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

### Requisite Skills

1. *Convey information*

### Content Modification

Block	Modification	Justification

### Cross Reference

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

## Section 2: Planning and Development

### 2-1: Identifying FLSE Partners

#### Authority

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

#### Job Performance Requirement

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

#### Requisite Knowledge

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

#### Requisite Skills

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

#### Content Modification

Block	Modification	Justification

#### Cross Reference

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

## Section 3: Education and Implementation

### 3-1: Selecting FLSE Instructional Materials

#### Authority

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

#### Job Performance Requirement

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

#### Requisite Knowledge

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

#### Requisite Skills

1. *Locate applicable instructional materials*

#### Content Modification

Block	Modification	Justification

#### Cross Reference

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



### 3-2: Practicing Safety During FLSE Activities

#### Authority

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

#### Job Performance Requirement

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

#### Requisite Knowledge

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

#### Requisite Skills

1. *Recognize and mitigate potential hazards*

#### Content Modification

Block	Modification	Justification

#### Cross Reference

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

### 3-3: Presenting FLSE Lesson Plans

#### Authority

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

#### Job Performance Requirement

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

#### Requisite Knowledge

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

#### Requisite Skills

1. *Demonstrate presentation skills and methods*

#### Content Modification

Block	Modification	Justification

#### Cross Reference

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

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

#### Authority

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

#### Job Performance Requirement

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

#### Requisite Knowledge

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

#### Requisite Skills

1. *Demonstrate presentation skills*

#### Content Modification

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

#### Cross Reference

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

### 3-5: Notifying the Public of FLSE Events

#### Authority

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

#### Job Performance Requirement

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

#### Requisite Knowledge

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

#### Requisite Skills

1. *Distribute information*

#### Content Modification

Block	Modification	Justification

#### Cross Reference

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

### 3-6: Disseminating FLSE Educational Information

#### Authority

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

#### Job Performance Requirement

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

#### Requisite Knowledge

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

#### Requisite Skills

1. *Disseminate information*

#### Content Modification

Block	Modification	Justification

#### Cross Reference

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

### 3-7: Disseminating FLSE Information Electronically

#### Authority

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

#### Job Performance Requirement

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

#### Requisite Knowledge

1. *Describe specific methods for disseminating electronic information*

#### Requisite Skills

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

#### Content Modification

Block	Modification	Justification

#### Cross Reference

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

## Section 4: Evaluation

### 4-1: Administering FLSE Evaluation Instruments

#### Authority

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

#### Job Performance Requirement

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

#### Requisite Knowledge

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

#### Requisite Skills

1. *Apply testing policies and procedures*

#### Content Modification

Block	Modification	Justification

#### Cross Reference

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

## 4-2: Scoring FLSE Evaluation Instruments

### Authority

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

### Job Performance Requirement

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

### Requisite Knowledge

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

### Requisite Skills

1. *Report information*

### Content Modification

Block	Modification	Justification

### Cross Reference

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



## Fire and Life Safety Educator 2

### Section 5: Administration

#### 5-1: Preparing FLSE Budget Proposals

##### Authority

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

##### Job Performance Requirement

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

##### Requisite Knowledge

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

##### Requisite Skills

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

##### Content Modification

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

**Cross Reference**

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

## 5-2: Projecting FLSE Program Budget Income/Expenditures

### Authority

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

### Job Performance Requirement

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

### Requisite Knowledge

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

### Requisite Skills

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

### Content Modification

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

### Cross Reference

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

### 5-3: Developing FLSE Public Policy Recommendations

#### Authority

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

#### Job Performance Requirement

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

#### Requisite Knowledge

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

#### Requisite Skills

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

#### Content Modification

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

#### Cross Reference

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

## 5-4: Evaluating FLSE Subordinate Performance

### Authority

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

### Job Performance Requirement

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

### Requisite Knowledge

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

### Requisite Skills

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

### Content Modification

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

### Cross Reference

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

## Section 6: Planning and Development

### 6-1: Establishing FLSE Priorities

#### Authority

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

#### Job Performance Requirement

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

#### Requisite Knowledge

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

#### Requisite Skills

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

#### Content Modification

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

#### Cross Reference

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

## 6-2: Facilitating FLSE Collaborative Partnerships

### Authority

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

### Job Performance Requirement

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

### Requisite Knowledge

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

### Requisite Skills

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

### Content Modification

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

Fire and Life Safety Educator 2  
 Section 6: Planning and Development

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

**Cross Reference**

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



### 6-3: Preparing FLSE Resource Requests

#### Authority

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

#### Job Performance Requirement

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

#### Requisite Knowledge

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

#### Requisite Skills

1. *Write proposals*

#### Content Modification

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

#### Cross Reference

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

## Section 7: Education and Implementation

### 7-1: Developing FLSE Informational Materials

#### Authority

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

#### Job Performance Requirement

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

#### Requisite Knowledge

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

#### Requisite Skills

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

#### Content Modification

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

#### Cross Reference

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

## 7-2: Developing FLSE Lesson Plans

### Authority

1. *Office of the State Fire Marshal*

### Job Performance Requirement

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

### Requisite Knowledge

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

### Requisite Skills

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

### Content Modification

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

**Cross Reference**

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

### 7-3: Modifying FLSE Lesson Plans

#### Authority

1. *Office of the State Fire Marshal*

#### Job Performance Requirement

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

#### Requisite Knowledge

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

#### Requisite Skills

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

#### Content Modification

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

#### Cross Reference

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

## 7-4: Developing and Modifying FLSE Materials

### Authority

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

### Job Performance Requirement

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

### Requisite Knowledge

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

### Requisite Skills

1. *Design educational material*

### Content Modification

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

### Cross Reference

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

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

### Authority

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

### Job Performance Requirement

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

### Requisite Knowledge

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

### Requisite Skills

1. *Compile, organize, and evaluate educational program elements*

### Content Modification

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

### Cross Reference

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

## 7-6: Revising FLSE Programs

### Authority

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

### Job Performance Requirement

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

### Requisite Knowledge

1. *Identify educational methodology*

### Requisite Skills

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

### Content Modification

Block	Modification	Justification

### Cross Reference

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



## Section 8: Evaluation

### 8-1: Developing FLSE Evaluation Strategies

#### Authority

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

#### Job Performance Requirement

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

#### Requisite Knowledge

1. *Identify evaluation methods*

#### Requisite Skills

1. *Collect and analyze data*
2. *Implement evaluation strategy*

#### Content Modification

Block	Modification	Justification

#### Cross Reference

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

## 8-2: Designing FLSE Evaluation Instruments

### Authority

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

### Job Performance Requirement

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

### Requisite Knowledge

1. *Identify testing methods*

### Requisite Skills

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

### Content Modification

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

### Cross Reference

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

### 8-3: Implementing FLSE Evaluation Strategies

#### Authority

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

#### Job Performance Requirement

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

#### Requisite Knowledge

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

#### Requisite Skills

1. *Implement evaluation methods*

#### Content Modification

Block	Modification	Justification

#### Cross Reference

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

## Fire and Life Safety Educator 3

### Section 9: Administration

#### 9-1: Developing FLSE Budgets

##### Authority

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

##### Job Performance Requirement

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

##### Requisite Knowledge

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

##### Requisite Skills

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

##### Content Modification

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

**Cross Reference**

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

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

### Authority

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

### Job Performance Requirement

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

### Requisite Knowledge

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

### Requisite Skills

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

### Content Modification

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

### Cross Reference

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

## Section 10: Planning and Development

### 10-1: Developing a Comprehensive FLSE Strategy

#### Authority

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

#### Job Performance Requirement

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

#### Requisite Knowledge

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

#### Requisite Skills

1. *Design* program strategy
2. *Select* program components

#### Content Modification

Block	Modification	Justification

#### Cross Reference

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

## 10-2: Creating a FLSE Coalition

### Authority

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

### Job Performance Requirement

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

### Requisite Knowledge

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

### Requisite Skills

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

### Content Modification

Block	Modification	Justification

### Cross Reference

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



### 10-3: Projecting Future FLSE Needs

#### Authority

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

#### Job Performance Requirement

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

#### Requisite Knowledge

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

#### Requisite Skills

1. *Analyze trends*
2. *Prepare strategic plan*

#### Content Modification

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

#### Cross Reference

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

## 10-4: Proposing FLSE Public Policy

### Authority

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

### Job Performance Requirement

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

### Requisite Knowledge

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

### Requisite Skills

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

### Content Modification

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

### Cross Reference

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

## 10-5: Developing a FLSE Marketing Plan

### Authority

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

### Job Performance Requirement

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

### Requisite Knowledge

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

### Requisite Skills

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

### Content Modification

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

### Cross Reference

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

## Section 11: Education and Implementation

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

#### Authority

1. *Office of the State Fire Marshal*

#### Job Performance Requirement

*Interpret data and information, given output from a data/information management system, so that the data and information provide an adequate basis of knowledge to conduct risk analysis.*

#### Requisite Knowledge

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

#### Requisite Skills

1. *Analyze and interpret data and information*

#### Content Modification

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

#### Cross Reference

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

## 11-2: Establishing FLSE Administration Policies

### Authority

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

### Job Performance Requirement

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

### Requisite Knowledge

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

### Requisite Skills

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

### Content Modification

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

### Cross Reference

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

### 11-3: Creating FLSE Messages

#### Authority

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

#### Job Performance Requirement

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

#### Requisite Knowledge

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

#### Requisite Skills

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

#### Content Modification

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

#### Cross Reference

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

## 11-4: Creating a Training Program for FLSE Educators

### Authority

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

### Job Performance Requirement

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

### Requisite Knowledge

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

### Requisite Skills

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

### Content Modification

Block	Modification	Justification

### Cross Reference

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

## 11-5: Creating a FLSE Internal Awareness Campaign

### Authority

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

### Job Performance Requirement

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

### Requisite Knowledge

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

### Requisite Skills

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

### Content Modification

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

### Cross Reference

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



## 11-6: Creating FLSE Reports

### Authority

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

### Job Performance Requirement

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

### Requisite Knowledge

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

### Requisite Skills

1. *Generate reports*
2. *Analyze data*

### Content Modification

Block	Modification	Justification

### Cross Reference

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

## Section 12: Evaluation

### 12-1: Implementing FLSE Evaluation Methods

#### Authority

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

#### Job Performance Requirement

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

#### Requisite Knowledge

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

#### Requisite Skills

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

#### Content Modification

Block	Modification	Justification

#### Cross Reference

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

## 12-2: Evaluating FLSE Programs

### Authority

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

### Job Performance Requirement

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

### Requisite Knowledge

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

### Requisite Skills

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

### Content Modification

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

### Cross Reference

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