Fire and Life Safety Educator 3
Course Plan

Course Details

Certification: Fire and Life Safety Educator

CTS Guide: Fire and Life Safety Educator Certification Training Standards Guide (2015)

Description: This course provides the skills and knowledge needed for an experienced Fire and Life Safety Educator to safely, effectively, and competently create, administer, and evaluate educational programs and information.

Designed For: Fire and Life Safety Educator certification candidates and individuals who manage fire and life safety education within their fire agency

Prerequisites: Fire and Life Safety Educator 2

Introduction to Strategic Community Risk Assessment (NFA Q0843 or current course number/title)

Standard: Complete all activities, skills, and formative tests.

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

Hours (Total): 32.5 hours

(28.0 lecture / 4.5 application / testing time determined by AHJ)

Maximum Class Size: 30

Instructor Level: Instructor Level 2

Instructor/Student Ratio: 1:30

Restrictions: None

SFT Designation: CFSTES

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Required Resources

Instructor Resources

To teach this course, instructors need:

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

Online Instructor Resources

The following instructor resources are available online at https://osfm.fire.ca.gov/divisions/state-fire-training/cfstes-professional-certification/:

- None

Student Resources

To participate in this course, students need:

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

Facilities, Equipment, and Personnel

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

- None

Time Table

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

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

Time Table Key

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

2. Time is documented using the quarter system: 15 min. = .25 / 30 min. = .50 / 45 min. = .75 / 60 min. = 1.0.

3. The Course Totals do not reflect time for lunch (1 hour) or breaks (10 minutes per each 50 minutes of instruction or assessment). It is the instructor's responsibility to add this time based on the course delivery schedule.

4. Application (activities, skills exercises, and formative testing) time will vary depending on the number of students enrolled. The Application time documented is based on the maximum class size identified in the Course Details section.

5. Summative Assessments are determined and scheduled by the authority having jurisdiction. These are not the written or psychomotor State Fire Training certification exams. These are in-class assessments to evaluate student progress and calculate course grades.

Unit 1: Introduction

Topic 1-1: Orientation and Administration

Terminal Learning Objective

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

Enabling Learning Objectives

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

Discussion Questions

1. Determined by instructor

Application

1. Determined by instructor

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

Terminal Learning Objective

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

Enabling Learning Objectives

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

Discussion Questions
1. Determined by instructor

Application
1. Determined by instructor

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

Unit 2: Program Administration

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

Terminal Learning Objective

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

Enabling Learning Objectives

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

Discussion Questions

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

Application

1. Determined by instructor

Instructor Notes

1. Consider providing sample budgets for students to review.

CTS Guide Reference: CTS 5-2

Topic 2-2: Developing FLSE Budgets

Terminal Learning Objective

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

Enabling Learning Objectives

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

Discussion Questions

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

Application

1. Determined by instructor

Instructor Notes

1. Consider providing examples of various budgets.

CTS Guide Reference: CTS 9-1

Topic 2-3: Preparing a FLSE Budget Proposal

Terminal Learning Objective

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

Enabling Learning Objectives

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

Discussion Questions

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

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Guide Reference: CTS 5-1

Topic 2-4: Developing FLSE Public Policy Recommendations

Terminal Learning Objective

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

Enabling Learning Objectives

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

Discussion Questions

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

Application

1. Determined by instructor

Instructor Notes

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

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

Topic 2-5: Evaluating FLSE Subordinate Performance

Terminal Learning Objective

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

Enabling Learning Objectives

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

Discussion Questions

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

Application

1. Determined by instructor

Instructor Notes

1. Consider providing sample evaluation tools.

CTS Guide Reference: CTS 5-4

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

Terminal Learning Objective

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

Enabling Learning Objectives

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

Discussion Questions

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

Application

1. Determined by instructor

Instructor Notes

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

CTS Guide Reference: CTS 9-2

Unit 3: Program Planning and Development

Topic 3-1: Developing a Comprehensive FLSE Strategy

Terminal Learning Objective

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

Enabling Learning Objectives

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

Discussion Questions

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

Application

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

Instructor Notes

1. None

CTS Guide Reference: CTS 10-1

Topic 3-2: Creating a FLSE Coalition

Terminal Learning Objective

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

Enabling Learning Objectives

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

Discussion Questions

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

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Guide Reference: CTS 10-2

Topic 3-3: Projecting Future FLSE Needs

Terminal Learning Objective

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

Enabling Learning Objectives

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

Discussion Questions

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

Application

1. Determined by instructor

Instructor Notes

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

CTS Guide Reference: CTS 10-3

Topic 3-4: Developing a FLSE Marketing Plan

Terminal Learning Objective

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

Enabling Learning Objectives

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

Discussion Questions

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

Application

1.   Determined by instructor

Instructor Notes

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

CTS Guide Reference: CTS 10-5

Unit 4: Program Education and Implementation

Topic 4-1: Interpreting Data and Information to Conduct Risk Analysis

Terminal Learning Objective

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

Enabling Learning Objectives

1. Describe types of data most often used to analyze risk
   - Annual reports and records
   - Emergency incident data
   - Facts
   - Trends
   - Target risks
   - Community input
   - Census data
   - Historical records
   - Financial records
   - Regulations
2. Identify facts, trends, and high-risk areas
3. Identify additional data sources available for analysis
   - Pandemics
     - Center for Disease Control (pandemic plans)
   - Storms/floods
     - Federal Emergency Management Agency (flood plain maps)
     - National Oceanic and Atmospheric Administration (NOAA)
   - Earthquakes
     - US Geological Survey (USGS)
   - Terrorism (chemical, biological, radiological, nuclear)
     - Federal Bureau of Investigation (FBI)
     - Department of Homeland Security
   - Wildland urban interface
     - Fire hazard severity zone maps
     - Hyperspectral imaging maps (fuel types and density)
     - Community wildfire prevention plans (CWPP)
4. Describe the probability vs. consequences model
   - High probability / High consequence (maximum hazard)
     - Emergency medical response, etc.
   - Low probability / High consequence (high hazard)
     - Pandemics, hazardous materials, major flooding, terrorism, earthquakes, WUI conflagrations, etc.
   - High probability / Low consequence (moderate hazard)

- o Storms, heavy rains, trip and fall hazards, dumpster fires, yard trash fires, etc.
    - Low probability / Low consequence (remote hazard)
        - o Isolated structure fire, ancillary building fire, etc.
5. Analyze and interpret data and information

Discussion Questions
1. What are two very important data sources available to most fire agencies?
2. Where do target hazards fall on the probability vs. consequences model?
3. How does fuel management (of lack thereof) in the wildland urban interface alter the probability and consequences outcome?

Application
1. Determined by instructor

Instructor Notes
1. None

CTS Guide Reference: CTS 11-1

Topic 4-2: Designing FLSE Programs

Terminal Learning Objective

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

Enabling Learning Objectives

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

Discussion Questions

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

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Guide Reference: CTS 7-5

Topic 4-3: Revising FLSE Programs

Terminal Learning Objective

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

Enabling Learning Objectives

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

Discussion Questions

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

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Guide Reference: CTS 7-6

Topic 4-4: Creating FLSE Messages

Terminal Learning Objective

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

Enabling Learning Objectives

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

Discussion Questions

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

Application

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

Instructor Notes

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

CTS Guide Reference: CTS 11-3

Topic 4-5: Establishing FLSE Administration Policies

Terminal Learning Objective

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

Enabling Learning Objectives

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

Discussion Questions

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

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Guide Reference: CTS 11-2

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

Terminal Learning Objective

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

Enabling Learning Objectives

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

Discussion Questions

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

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Guide Reference: CTS 11-4

Topic 4-7: Creating a FLSE Internal Awareness Campaign

Terminal Learning Objective

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

Enabling Learning Objectives

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

Discussion Questions

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

Application

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

Instructor Notes

1. None

CTS Guide Reference: CTS 11-5

Topic 4-8: Creating FLSE Reports

Terminal Learning Objective

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

Enabling Learning Objectives

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

Discussion Questions

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

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Guide Reference: CTS 11-6

Unit 5: Program Evaluation

Topic 5-1: Implementing FLSE Evaluation Methods

Terminal Learning Objective

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

Enabling Learning Objectives

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

Discussion Questions

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

Application

1. Determined by instructor

Instructor Notes

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

CTS Guide Reference: CTS 12-1

Topic 5-2: Evaluating FLSE Programs

Terminal Learning Objective

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

Enabling Learning Objectives

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

Discussion Questions

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

Activities

1. Determined by instructor

Instructor Notes

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

CTS Guide Reference: CTS 12-2

How to Read a Course Plan

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

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

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

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

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

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

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

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

Application

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

Instructor Notes

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

CTS Guide Reference

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

Skill Sheet

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