Community Risk Reduction Planning & Management (2024)
Course Plan

Course Details

Certification: Fire Marshal

CTS Guide: Fire Marshal (2024)

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

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

Prerequisites: None

Standard: Complete all activities and formative tests.

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

Hours (Total): 20 hours

(15.5 lecture / 2.5 application / 2 testing)

Maximum Class Size: 30

Instructor Level: SFT Fire Marshal Registered Instructor

Instructor/Student Ratio: 1:30 (lecture)

1:15 (application)

Restrictions: None

SFT Designation: CFSTES

Table of Contents

Required Resources

Instructor Resources

To teach this course, instructors need:
- One of the following textbooks:
  - *Fire and Life Safety Educator* (Marsha Giesler, Delmar Cengage Learning, 2nd edition, 2016)
  - *Fire and Life Safety Educator* (IFSTA, Fire Protection Publications, 4th edition, 2023)
- NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (current edition)
- NFPA 1300: Standard on Community Risk Assessment and Community Risk Reduction Plan Development (current edition)
- NFPA 1730: Standard on Organization and Deployment of Fire Prevention Inspection and Code Enforcement, Plan Review, Investigation, and Public Education Operations (current edition)
- Vision 20/20 Community Risk Reduction (strategicfire.org)
  - CRR Connect (https://strategicfire.org/crr/#tools)
  - Model Performance Template & Guidance Document (https://strategicfire.org/wp-content/uploads/2022/05/Vision-2020-CRR-Model-Performance-Guidance-Template.pdf)
- Coffee Break Training – Public Fire Education Planning (www.usfa.fema.gov)
- Application materials
  - Public education and community risk topic questions (Topic 3-2)
  - Information about a sample planned unit development in a Very High Hazard Severity Zone (Topic 4-1)
  - Sample community risk profile (Topic 5-1)
  - Data showing loss of life in residential occupancies (A2-7) Data showing loss of life in residential occupancies (Topic 5-2)
  - Risk analysis template (Topic 6-2)
  - Sample implementation plan (Topic 6-3)

Online Instructor Resources

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

Student Resources

To participate in this course, students need:
- Textbook selected by instructor
- NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (current edition)
- NFPA 1300: Standard on Community Risk Assessment and Community Risk Reduction Plan Development (current edition)
- NFPA 1730: Standard on Organization and Deployment of Fire Prevention Inspection and Code Enforcement, Plan Review, Investigation, and Public Education Operations (current edition)
- Vision 20/20 Community Risk Reduction (strategicfire.org)
  - CRR Connect (https://strategicfire.org/crr/#tools)
  - Model Performance Template & Guidance Document (https://strategicfire.org/wp-content/uploads/2022/05/Vision-2020-CRR-Model-Performance-Guidance-Template.pdf)

Facilities, Equipment, and Personnel

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

Time Table

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

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

Time Table Key

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

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

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

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

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

Unit 1: Introduction

Topic 1-1: Orientation and Administration

Terminal Learning Objective

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

Enabling Learning Objectives

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

Discussion Questions

1. Determined by instructor

Application

1. Determined by instructor

Topic 1-2: Fire Marshal Certification Process

Terminal Learning Objective

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

Enabling Learning Objectives

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

- All formative and summative testing is completed in individual courses

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

Application
1. Determined by instructor

Unit 2: Developing Community Partnerships

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

Terminal Learning Objective

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

Enabling Learning Objectives

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

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

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

Instructor Notes
1. None

CTS Guide Reference: CTS 7-2

Topic 2-2: Developing Relationships with Community Groups

Terminal Learning Objective

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

Enabling Learning Objectives

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

Discussion Questions

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

Application

1. Activity 2-2: Identifying Community Groups

Instructor Notes

1. None

CTS Guide Reference: CTS 4-1

Unit 3: Creating Media Strategies and Policies

Topic 3-1: Creating Media Communication Strategies and Policies

Terminal Learning Objective

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

Enabling Learning Objectives

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

Discussion Questions

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

Application

1. Activity 3-1: Identifying Media Methods

Instructor Notes

1. None

CTS Guide Reference: CTS 4-3

Topic 3-2: Participating in Media Interviews

Terminal Learning Objective

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

Enabling Learning Objectives

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

Discussion Questions

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

Application

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

Instructor Notes

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

CTS Guide Reference: CTS 4-4

Unit 4: Conducting a Community Analysis

Topic 4-1: Community Risk Reduction Roles and Responsibilities

Terminal Learning Objective

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

Enabling Learning Objectives

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

- Management

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

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

Instructor Notes
1. None

CTS Guide Reference: None

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

Terminal Learning Objective

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

Enabling Learning Objectives

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

Discussion Questions

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

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Guide Reference: CTS 3-1

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

Terminal Learning Objective

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

Enabling Learning Objectives

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

Discussion Questions

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

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Guide Reference: CTS 3-2

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

Terminal Learning Objective

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

Enabling Learning Objectives

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

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

Discussion Questions
1. Why are Computer Aided Dispatch or communication and fire and EMS reports very important data sources to most fire agencies?
2. Where do target hazards fall in the risk matrix model?
3. How does fuel management (or lack thereof) in the wildland urban interface alter the probability and consequences outcome?

Application
1. Determined by instructor

Instructor Notes
1. None

CTS Guide Reference: CTS 3-3

Topic 4-5: Managing an Internal Organizational Awareness Campaign

Terminal Learning Objective

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

Enabling Learning Objectives

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

Discussion Questions

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

Application

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

Instructor Notes

1. None

CTS Guide Reference: CTS 7-3

Unit 5: Creating an Intervention Strategy

Topic 5-1: Conducting Risk Analysis

Terminal Learning Objective

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

Enabling Learning Objectives

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

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

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

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

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

CTS Guide Reference: CTS 3-4

Topic 5-2: Evaluating Risk Management Solutions

Terminal Learning Objective

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

Enabling Learning Objectives

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

Discussion Questions

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

Application

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

Instructor Notes

1. None

CTS Guide Reference: CTS 3-5

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

Terminal Learning Objective

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

Enabling Learning Objectives

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

Discussion Questions

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

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Guide Reference: CTS 7-4

Unit 6: Implementing an Intervention Strategy

Topic 6-1: Designing and Implementing a Facilitation Plan

Terminal Learning Objective

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

Enabling Learning Objectives

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

Discussion Questions

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

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Guide Reference: CTS 3-9

Topic 6-2: Implementing a Community Risk Reduction Plan

Terminal Learning Objective

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

Enabling Learning Objectives

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

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

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

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

Instructor Notes
1. None

CTS Guide Reference: CTS 3-10

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

Terminal Learning Objective

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

Enabling Learning Objectives

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

Discussion Questions

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

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

Application
1. Determined by instructor

Instructor Notes
1. None

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

Topic 6-4: Presenting Safety Proposals

Terminal Learning Objective

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

Enabling Learning Objectives

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

Discussion Questions

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

Application

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

Instructor Notes

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

CTS Guide Reference: CTS 4-2

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

Terminal Learning Objective

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

Enabling Learning Objectives

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

Discussion Questions

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

Application

1. Determined by instructor

Instructor Notes

1. None

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

Unit 7: Evaluating an Intervention Strategy

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

Terminal Learning Objective

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

Enabling Learning Objectives

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

Discussion Questions

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

Application

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

Instructor Notes

1. None

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

How to Read a Course Plan

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

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

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

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

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

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

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

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

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

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

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

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