

NFPA[®] 1035

Standard for
Professional Qualifications
for Fire and Life
Safety Educator, Public
Information Officer, and
Juvenile Firesetter
Intervention Specialist

2010 Edition



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NFPA® 1035

Standard for

Professional Qualifications for Fire and Life Safety Educator, Public Information Officer, and Juvenile Firesetter Intervention Specialist

2010 Edition

This edition of NFPA 1035, *Standard for Professional Qualifications for Fire and Life Safety Educator, Public Information Officer, and Juvenile Firesetter Intervention Specialist*, was prepared by the Technical Committee on Public Fire Educator Professional Qualifications and released by the Technical Correlating Committee on Professional Qualifications. It was issued by the Standards Council on October 27, 2009, with an effective date of December 5, 2009, and supersedes all previous editions.

This edition of NFPA 1035 was approved as an American National Standard on December 5, 2009.

Origin and Development of NFPA 1035

In 1972, the Joint Council of National Fire Service Organizations (JCNFSO) created the National Professional Qualifications Board for the Fire Service (NPQB) to facilitate the development of nationally applicable performance standards for uniformed fire service personnel. On December 14, 1972, the Board established four technical committees to develop those standards, using the National Fire Protection Association (NFPA) standards-making system. The initial committees addressed the following jobs: fire fighter, fire officer, fire service instructor, and fire inspector and investigator.

The original concept of the professional qualifications standards, as directed by the JCNFSO and the NPQB, was to develop an interrelated set of performance standards specifically for the uniformed fire service. The various levels of achievement in the standards were to build upon each other within a strictly defined career ladder. In the late 1980s, revisions of the standards recognized that the documents should stand on their own merit in terms of job performance requirements (JPRs) for a given field. Accordingly, the strict career ladder concept was revised to allow civilian entry into many of the fields, except for the progression from fire fighter to fire officer. These revisions facilitated the use of the documents by other than the uniformed fire services.

The Committee on Fire Inspector and Investigator Professional Qualifications met from 1973 through 1977 and produced the first edition of NFPA 1031, *Professional Qualifications for Fire Inspector, Fire Investigator, and Fire Prevention Education Officer*. This document was adopted by the Association in May of 1977.

In 1986, the Joint Council directed the committee to develop separate documents for each of the job functions the original document addressed. This direction was coupled with the decision to remove the job of fire educator from the strict career path previously followed and allow for civilian entry. The first edition of this new document, NFPA 1035, *Standard for Professional Qualifications for Fire Educator*, was adopted by the Association in June of 1987.

In 1990, responsibility for the appointment of Professional Qualifications committees and the development of the Professional Qualifications Standards was assumed by the NFPA. The Professional Qualifications Correlating Committee was appointed by the NFPA Standards Council and assumed the responsibility for coordinating the requirements of all of the documents in the Professional Qualifications system.

The Technical Committee on Fire Educator Professional Qualifications was established by the NFPA Standards Council in 1990 based on a recommendation by the Professional Qualifications Correlating Committee. This recommendation addressed the need for specific expertise in the area of fire and life safety education in reviewing and revising the existing document. This committee met numerous times to complete a job task analysis and develop specific JPRs for the job of fire and life safety educator.

The intent of the Technical Committee was to develop clear and concise JPRs that can be used to determine that an individual, when measured to the standard, possesses the skills and knowledge to perform as a fire and life safety educator. These JPRs are applicable to fire and life safety educators, both public and private.

The 2000 edition of the standard added new chapters outlining the JPRs for the following positions: Public Information Officer (PIO), Juvenile Firesetter Intervention Specialist (JFIS) I, and JFIS II.

The 2005 edition included changes to bring the standard into conformance with the *Manual of Style for NFPA Technical Committee Documents*. The chapters on Juvenile Firesetter Intervention Specialist were revised by a task group to reflect current practice within the field. The Technical Committee would like to thank the members of the Juvenile Firesetter Task Group, who provided them with valuable time and expertise in the development of this document. These individuals are Gerri Penney, Chair; Daniel Bernardy, Minnesota Department of Public Safety; Beverly Burns, Tempe Fire Department; Carol Gross, Phoenix, AZ; Marta Dubay, Colorado Springs Fire Department; Jessica Gotthold, Bureau of Alcohol, Tobacco, Firearms and Explosives; Patricia Mieszala, RN, Burn Concerns National Consulting & Education Services; Timothy O'Dowd, USFA/DHS; Niki Pereira, Alaska Injury Prevention Center; Paul Schwartzman, Fairport Counseling Services; and Jeff Thomas, Goodyear Fire Department.

In the 2010 edition the committee has changed the name of the document to include all of the areas of specialization that the document addresses within the requirements. Along with the change in title the committee also conducted a very stringent job/task analysis to ensure that all requirements were addressing today's needs as they relate to the levels at which one can be qualified. Also in this edition of the document the chapter on PIO was re-written to reflect the changing environment of that qualification. The committee also added a skills maintenance requirement for all levels that are encompassed within this document and updated all the reference material contained within as well as ensured compliance with the *Manual of Style for NFPA Technical Committee Documents*.

The chapters on JFIS have been revised by a task group to reflect current practice within the field. The Technical Committee would like to thank the members of the JFIS Task Group, who provided them with valuable time and expertise in the development of this document. These individuals are Gerri Penney, Chair, Palm Beach County Fire Rescue; Beverly Burns, Tempe Fire Department; Marta Dubay, Colorado Springs; Jessica Gotthold, Bureau of Alcohol, Tobacco, Firearms and Explosives; Patricia Mieszala, RN, Burn Concerns National Consulting & Education Services; Timothy O'Dowd, USFA/DHS; Niki Pereira, Alaska Injury Prevention Center; and Jeff Thomas, Psy.D., Arizona State University.

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Committee Scope: This Committee shall have primary responsibility for documents on professional competence required of public fire educators, public information officers, and juvenile firesetter educators.

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NFPA 1035**Standard for****Professional Qualifications for Fire and Life Safety Educator, Public Information Officer, and Juvenile Firesetter Intervention Specialist****2010 Edition**

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Information on referenced publications can be found in Chapter 2 and Annex E.

Chapter 1 Administration**1.1 Scope.**

1.1.1 This standard identifies the levels of professional performance required for fire and life safety educators, public information officers (PIOs), and juvenile firesetter intervention specialists.

1.1.2 This standard specifically identifies the job performance requirements (JPRs) for a fire and life safety educator, a PIO, and a JFIS.

1.2* Purpose.

1.2.1 The purpose of this standard is to specify the JPRs for serving as a fire and life safety educator, as a PIO, and as a JFIS.

1.2.2 It is not the intent of this standard to restrict any jurisdiction from exceeding minimum requirements of fire and burn prevention or including other life safety, injury prevention, public information, or juvenile firesetter intervention issues.

1.2.3* The fire and life safety educator, PIO, and JFIS shall remain current with all requirements and applicable standards as determined by the authority having jurisdiction (AHJ).

Chapter 2 Referenced Publications

2.1 General. The documents or portions thereof listed in this chapter are referenced within this standard and shall be considered part of the requirements of this document.

2.2 NFPA Publications. (Reserved)**2.3 Other Publications.**

Merriam-Webster's Collegiate Dictionary, 11th edition, Merriam-Webster, Inc., Springfield, MA, 2003.

2.4 References for Extracts in Mandatory Sections.

NFPA 921, *Guide for Fire and Explosion Investigations*, 2008 edition.

NFPA 1000, *Standard for Fire Service Professional Qualifications Accreditation and Certification Systems*, 2006 edition.

NFPA 1002, *Standard for Fire Apparatus Driver/Operator Professional Qualifications*, 2009 edition.

NFPA 1031, *Standard for Professional Qualifications for Fire Inspector and Plan Examiner*, 2009 edition.

Chapter 3 Definitions

3.1 General. The definitions contained in this chapter shall apply to the terms used in this standard. Where terms are not defined in this chapter or within another chapter, they shall be defined using their ordinarily accepted meanings within the context in which they are used. *Merriam-Webster's Collegiate Dictionary*, 11th edition, shall be the source for the ordinarily accepted meaning.

3.2 NFPA Official Definitions.

3.2.1* Approved. Acceptable to the authority having jurisdiction.

3.2.2* Authority Having Jurisdiction (AHJ). An organization, office, or individual responsible for enforcing the requirements of a code or standard, or for approving equipment, materials, an installation, or a procedure.

3.2.3 Labeled. Equipment or materials to which has been attached a label, symbol, or other identifying mark of an organization that is acceptable to the authority having jurisdiction and concerned with product evaluation, that maintains periodic inspection of production of labeled equipment or materials, and by whose labeling the manufacturer indicates compliance with appropriate standards or performance in a specified manner.

3.2.4* Listed. Equipment, materials, or services included in a list published by an organization that is acceptable to the authority having jurisdiction and concerned with evaluation of products or services, that maintains periodic inspection of production of listed equipment or materials or periodic evaluation of services, and whose listing states that either the equipment, material, or service meets appropriate designated standards or has been tested and found suitable for a specified purpose.

3.2.5 Shall. Indicates a mandatory requirement.



3.2.6 Should. Indicates a recommendation or that which is advised but not required.

3.2.7 Standard. A document, the main text of which contains only mandatory provisions using the word “shall” to indicate requirements and which is in a form generally suitable for mandatory reference by another standard or code or for adoption into law. Nonmandatory provisions shall be located in an appendix or annex, footnote, or fine-print note and are not to be considered a part of the requirements of a standard.

3.3 General Definitions.

3.3.1* Abuse. Harmful behaviors and/or actions, as defined by local law, that place an individual at risk and require reporting.

3.3.2 Activity. A component of a fire and life safety education program.

3.3.3* Assessment. A structured process by which relevant information is gathered for the purpose of determining specific juvenile or family intervention needs.

3.3.4 Campaign. A component of an organizational fire and life safety education strategy with a predetermined time frame.

3.3.5 Confidentiality. A principle of law and professional ethics that recognizes the privacy of individuals.

3.3.6 Create. Design original educational or informational resource materials.

3.3.7 Develop. Modification, expansion, or compilation of existing educational or informational materials or resources.

3.3.8 Educational Methodology. The sum of knowledge and skills, including instructional materials, used by the fire and life safety educator to create a positive outcome related to the learning objectives.

3.3.9 Family/Family Dynamics.

3.3.9.1 Family. The composition of individuals that either live with and/or care for the juvenile firesetter. Examples of family members are: parents, legal guardians, relatives, and other caregivers.

3.3.9.2 Family Dynamics. The structure and characteristics of a person’s living environment(s), including relatives, legal guardian(s), caregivers, and other relationships, and their interactions with each other.

3.3.10 Fire and Life Safety Education. Comprehensive community fire and injury prevention programs designed to eliminate or mitigate situations that endanger lives, health, property, or the environment.

3.3.11 Fire and Life Safety Education Strategy. An organization’s comprehensive plan that is designed, through fire and life safety education programs, campaigns, and initiatives, to eliminate or mitigate risks that endanger lives, health, property, or the environment.

3.3.12 Fire and Life Safety Educator.

3.3.12.1 Fire and Life Safety Educator I. The individual who has demonstrated the ability to coordinate and deliver existing educational programs and information.

3.3.12.2 Fire and Life Safety Educator II. The individual who has demonstrated the ability to prepare educational programs and information to meet identified needs.

3.3.12.3 Fire and Life Safety Educator III. The individual who has demonstrated the ability to create, administer, and evaluate educational programs and information.

3.3.13 Fire Science. The body of knowledge concerning the study of fire and related subjects (such as combustion, flame, products of combustion, heat release, heat transfer, fire and explosion chemistry, fire and explosion dynamics, thermodynamics, kinetics, fluid mechanics, fire safety) and their interaction with people, structures, and the environment. [921, 2008]

3.3.14* Firesetting. Any unsanctioned incendiary use of fire, including both intentional and unintentional involvement, whether or not an actual fire and/or explosion occurs.

3.3.15 Incident Information Worksheet. A worksheet used to give an official statement or an account of any emergency-related situation, event, or incident that is distributed publicly to the media.

3.3.16 Initiative. A fire or life safety program that targets a specific issue and audience(s) and is terminated when program goals are achieved.

3.3.17* Intake/Interview.

3.3.17.1 Intake. The process of collecting initial information for the juvenile and family regarding the incident(s) that brought the juvenile to the program.

3.3.17.2 Interview. The process of gathering and/or disseminating information.

3.3.18 Interagency Network. A group of agencies, including but not limited to public safety, social services, mental health, education, and health care providers, working in a formal/informal partnership to address juvenile firesetting.

3.3.19 Intervention. A formal process for firesetting behavior that includes intake, interview, education, referral, and evaluation.

3.3.20 Job Performance Requirement (JPR). A written statement that describes a specific job task, lists the items necessary to complete the task, and defines measurable or observable outcomes and evaluation areas for the specific task. [1000, 2006]

3.3.21 Juvenile Firesetter. A person, through the age of 18, or as defined by the authority having jurisdiction, who is involved in the act of firesetting.

3.3.22 Juvenile Firesetter Intervention Specialist.

3.3.22.1 Juvenile Firesetter Intervention Specialist (JFIS) I. The individual who has demonstrated the ability to conduct an intake/interview with a firesetter and his or her family using prepared forms and guidelines and who, based on program policies and procedures, determines the need for referral and/or implements educational intervention strategies to mitigate effects of firesetting behavior.

3.3.22.2 Juvenile Firesetter Intervention Specialist (JFIS) II. The individual who has demonstrated the ability to manage a juvenile firesetting intervention program and the activities of JFIS I.

3.3.23 Lesson. A component of a program in which the educator directly presents fire or life safety information to a group.

3.3.24 Liability. Legal responsibility and accountability for an act or process related to a program.

3.3.25 Media Advisory. A tool used to invite members of the media to a scheduled event or activity.

3.3.26 Neglect. Failure to act on behalf of or in protection of an individual in one's care.

3.3.27 News Release. An official statement or account of a situation, event, or incident prepared and distributed publicly or to the media.

3.3.28 Prepared Program. An assembled kit, including a lesson plan, behavioral objectives, presentation outline, instructional materials, and evaluation instruments, that is ready to be presented.

3.3.29 Program. A comprehensive strategy that addresses safety issues via educational means.

3.3.30 Public Information Officer. The individual who has demonstrated the ability to conduct media interviews and prepare news releases and media advisories.

3.3.31 Recidivism. Recurrence of firesetting behavior.

3.3.32 Referral. An act or process by which an individual and/or family gain access to a program or community resources.

3.3.33 Requisite Knowledge. Fundamental knowledge one must have in order to perform a specific task. [1031, 2009]

3.3.34 Requisite Skills. The essential skills one must have in order to perform a specific task. [1031, 2009]

3.3.35 Resources. Any personnel, materials, or both, including volunteer educators, educational or promotional materials, and financial resources, required to meet the needs of a program.

3.3.36 Strategy. A comprehensive organizational plan that is designed to eliminate or mitigate risks that endanger lives, health, property, or the environment through fire and life safety education programs.

3.3.37 Task. A specific job behavior or activity. [1002, 2009]

Chapter 4 General Requirements

4.1* Responsibility. It shall be the organization's responsibility to ensure that a fire and life safety educator, PIO, or JFIS is trained to the prescribed level, as set forth in this standard, prior to engaging in those duties.

4.2 Training.

4.2.1 The JPRs for a fire and life safety educator, PIO, or JFIS shall be completed in accordance with recognized practices and procedures or as defined by law or by the AHJ.

4.2.2 The JPRs shall not be required to be mastered in the order in which they appear.

4.2.3 The local, state/provincial, or federal training programs shall establish the instructional priority and the training program content necessary to prepare individuals to meet the JPRs of this standard.

4.3 Evaluation.

4.3.1 Evaluation of JPRs shall be by accomplished individuals approved by the AHJ.

4.3.2 Evaluators shall be individuals who were not involved as instructors for the requirement being evaluated.

4.4 Fire and Life Safety Educator.

4.4.1 The fire and life safety educator shall meet all the requirements of Fire and Life Safety Educator I defined in Chapter 5.

4.4.2 The Fire and Life Safety Educator I shall meet all the requirements defined in Chapter 6 prior to being qualified as a Fire and Life Safety Educator II.

4.4.3 The Fire and Life Safety Educator II shall meet all the requirements defined in Chapter 7 prior to being qualified as a Fire and Life Safety Educator III.

4.4.4 The fire and life safety educator, PIO, and JFIS at all levels of progression shall remain current with educational methodology, technology, and technical content by means of workshops and seminars or professional publications and journals.

4.5 Public Information Officer. The PIO shall meet all the requirements defined in Chapter 8 prior to being qualified as a PIO.

4.6 Juvenile Firesetter Intervention Specialist.

4.6.1 The JFIS shall meet all the requirements defined in Chapters 4 and 9 prior to being qualified as a JFIS I.

4.6.2 The JFIS I shall meet all the requirements defined in Chapters 4, 9, and 10 prior to being qualified as a JFIS II.

4.7 Cumulative Knowledge and Skills. The requisite knowledge and requisite skills identified in Chapters 5 through 10 are cumulative and are based on established requirements.

Chapter 5 Fire and Life Safety Educator I

5.1 General Requirements. The Fire and Life Safety Educator I shall meet the JPRs defined in Sections 5.1 through 5.5.

5.1.1* General Requisite Knowledge. Fire behavior; organizational structure, function, and operation; human behavior during fire; injury causes/prevention; community risk, injury prevention strategies, learning theory, educational methodology, standardized fire and life safety messages, natural hazard issues, current homeland security topics, escape planning; hazard identification and correction; basic fire protection systems and devices; emergency reporting; fire fighter personal protective equipment; liability issues; public relations; high-risk audiences and behaviors; special needs; social and cultural trends; community resources; personal image and professionalism.

5.1.2 General Requisite Skills. Communicate orally and in writing, manage time, multitask.

5.2 Administration.

5.2.1* 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.



(A) **Requisite Knowledge.** Required forms or formats, reporting procedures, scheduled activities.

(B) **Requisite Skills.** Utilize forms, gather and assemble information.

5.2.2* 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.

(A) **Requisite Knowledge.** Types of educational activities, classifications for activities, types of documentation methods and AHJ-preferred methods, the purpose of the forms or formats.

(B) **Requisite Skills.** Maintain records, compile information.

5.2.3 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.

(A) **Requisite Knowledge.** Scheduling limitations and program requests.

(B) **Requisite Skills.** Schedule events without conflict, schedule time for pre-activity requirements.

5.2.4 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).

(A) **Requisite Knowledge.** Current community resources, services, and organizations.

(B) **Requisite Skill.** Convey information.

5.3 Planning and Development.

5.3.1 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.

(A) **Requisite Knowledge.** Current community resources, services, and organizations; current fire and life safety issues.

(B) **Requisite Skills.** Identify organizations with common fire and life safety goals, recognize opportunities for shared effort(s).

5.4 Education and Implementation.

5.4.1* 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.

(A) **Requisite Knowledge.** Learning characteristics of varied audiences and instructional material content.

(B) **Requisite Skill.** Locate applicable instructional materials.

5.4.2 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.

(A) **Requisite Knowledge.** Potential hazards, injury reduction strategies.

(B) **Requisite Skills.** Recognize and mitigate potential hazards.

5.4.3* Present a lesson, given a lesson plan with multiple presentation methods, evaluation instruments, time allotment,

setting, and identified audience, so that the lesson plan is followed and the objectives are met.

(A) **Requisite Knowledge.** Lesson content, learning objectives, presentation methods, specific audience needs.

(B) **Requisite Skills.** Presentation skills and methods.

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

(A) **Requisite Knowledge.** Lesson plans, audience needs.

(B) **Requisite Skills.** Presentation skills.

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

(A) **Requisite Knowledge.** Publicity methods, local media resources, policies regarding dissemination of information, and information technology.

(B) **Requisite Skill.** Distribute information.

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

(A) **Requisite Knowledge.** Legal requirements and policies for the distribution and posting of materials, distribution methods, venues for communicating with various audiences, information technology, and time requirements for processing information.

(B) **Requisite Skill.** Disseminate information.

5.5 Evaluation.

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

(A) **Requisite Knowledge.** Evaluation instruments, learning objectives, testing policies and procedures.

(B) **Requisite Skills.** Apply testing policies and procedures.

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

(A) **Requisite Knowledge.** Scoring techniques, grading techniques, grading scales.

(B) **Requisite Skill.** Reporting information.

Chapter 6 Fire and Life Safety Educator II

6.1 General Requirements. The Fire and Life Safety Educator II shall meet the JPRs defined in Sections 6.1 through 6.5.

6.1.1 General Requisite Knowledge. Planning process; local political process; leadership; applied learning theory; statistical analysis methods; resource identification and acquisition; networking, partnership, and coalition strategies; evaluation techniques; budget preparation and management; needs assessment.

6.1.2 General Requisite Skills. Analyze community risk, design and manage program, integrate prevention interventions to address community risk, create and lead a risk reduction program.

6.2 Administration.

6.2.1 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.

(A) Requisite Knowledge. Budgetary process; governmental accounting procedures; federal, state, and local laws; organizational bidding process; and organization purchase requests.

(B) Requisite Skills. Estimate project costs; complete budget forms; requisition/purchase orders; collect, organize, and format budgetary information; complete program budget proposal; complete purchase requests.

6.2.2 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.

(A) Requisite Knowledge. Resource availability and cost, budget preparation, and management.

(B) Requisite Skills. Retrieve and organize past budget information, project income/expenditures, and prepare a budget.

6.2.3 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 from adopting the policy is stated.

(A) Requisite Knowledge. Public policy process, local fire and injury issues.

(B) Requisite Skills. Format policy, project possible outcome.

6.2.4 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.

(A) Requisite Knowledge. Local, state, and federal employment regulations; personnel evaluation techniques.

(B) Requisite Skills. Complete specific evaluation forms, document subordinate performance.

6.3 Planning and Development.

6.3.1* 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.

(A) Requisite Knowledge. Content of reports and data, understanding of community risk assessment process, prevention interventions.

(B) Requisite Skills. Collect, analyze, and interpret data; establish and address priority risk issues.

6.3.2 Facilitate a fire and life safety collaborative partnership, given information about the organizations in the partnership, the goals of the partnership, and organizational guidelines, so

that fire and life safety education objectives for the partnership are achieved.

(A) Requisite Knowledge. Planning and political process, group management and dynamics, meeting times and locations of existing coalitions, group process.

(B) Requisite Skills. Identify resources, negotiate, resolve conflict, interact in a group, communicate objectives, recognize opportunity for shared effort, facilitate small-group process.

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

(A) Requisite Knowledge. Legal issues, department or agency policies for requesting resources.

(B) Requisite Skill. Proposal writing.

6.4 Education.

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

(A)* Requisite Knowledge. Data resources; information systems, including format and materials; learning theory; community risk and prevention interventions; understanding of high-risk and special needs populations.

(B) Requisite Skills. Assemble information in specific format, generate written communication relevant to the needs of target population, locate resources to assist with specific challenges such as special needs populations and language issues.

6.4.2 Develop a lesson plan, given learning objectives and a specified audience(s), so that the objectives are met and the needs of the target audience are addressed.

(A)* Requisite Knowledge. Lesson plan format, needs assessment, instructional methods and techniques.

(B) Requisite Skills. Design lesson plan, adapt lesson plan based on audience need.

6.4.3 Develop educational materials, given a lesson plan and a specified audience, so that the materials support the lesson plan and are specific to the audience.

(A) Requisite Knowledge. Types of educational materials, instructional development, and graphics.

(B) Requisite Skill. Design educational materials.

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

(A) Requisite Knowledge. Needs assessment, evaluation instruments, educational methodology.

(B) Requisite Skills. Compile, organize, and evaluate educational program elements.



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

(A) Requisite Knowledge. Educational methodology.

(B) Requisite Skills. Write specific objectives and lesson plans, analyze data.

6.5 Evaluation.

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

(A) Requisite Knowledge. Evaluation methods.

(B) Requisite Skills. Collect data, analyze data, implement evaluation strategy.

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

(A) Requisite Knowledge. Testing methods.

(B) Requisite Skills. Measure program outcome, validate testing instrument.

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

(A) Requisite Knowledge. Statistical analysis methods and resources, evaluation techniques.

(B) Requisite Skill. Implement evaluation methods.

Chapter 7 Fire and Life Safety Educator III

7.1 General Requirements. In addition to meeting the requirements of Chapter 6, the Fire and Life Safety Educator III shall meet the JPRs defined in Sections 7.1 through 7.5.

7.1.1 General Requisite Knowledge. Current organizational policy, procedures, and guidelines; grant sources, alternative funding, and system delivery for fire and life safety education.

7.1.2 General Requisite Skills. Create and lead a risk reduction program, analyze data, plan for the short and long term, write grants, write reports.

7.2 Administration.

7.2.1 Develop a fire and life safety education budget, given schedules and guidelines concerning its preparation, so that capital operating and personnel costs are determined and justified.

(A) Requisite Knowledge. Basic accounting methods, budgeting methods, budget cycles that affect the fire and life safety strategy, cost allocation breakdown, local budget guidelines and requirements, and budget administration issues.

(B) Requisite Skills. Collect, organize, and format budgetary information; analyze projected budgetary needs; identify program needs.

7.2.2 Formulate alternate systems of program development and delivery, given interagency networks, funding sources, and volunteer recruitment, so that the fire and life safety strat-

egy is sustained in the community through nontraditional approaches.

(A) Requisite Knowledge. Community resources and organizations, volunteer recruitment, not-for-profit corporations, foundations and grantors.

(B) Requisite Skills. Coordinate and train volunteers, write grants.

7.3 Planning and Development.

7.3.1 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.

(A) Requisite Knowledge. Fire and life safety education issues, program administration issues, community risks, available current community resources, and cost/benefit analysis methods.

(B) Requisite Skills. Design program strategy, select program components.

7.3.2 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.

(A) Requisite Knowledge. Potential partners with shared concerns and resources, team development dynamics.

(B) Requisite Skills. Facilitate meetings, motivate partners to achieve goals, manage and maintain teamwork, interact with multijurisdictional agencies and organizations.

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

(A) Requisite Knowledge. Demographics, governmental regulations, environmental issues, emerging trends, and technological changes.

(B) Requisite Skills. Analyze trends, prepare strategic plan.

7.3.4* Propose a public policy, given a fire or injury issue and policy development guidelines, so that justification for the policy is provided; the issue is explained; and the policy identifies solutions, including economic incentives, impact, and/or benefit from adopting the policy.

(A) Requisite Knowledge. The fire and injury issue, economic incentive, procedures for legislative implementation at the jurisdictional level.

(B) Requisite Skills. Propose public policy, project policy outcome.

7.3.5 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.

(A) Requisite Knowledge. Fire and injury issues, marketing strategies, and media resources.

(B) Requisite Skill. Establish relations with media.

7.4 Education and Implementation.

7.4.1 Create educational messages, given an identified community risk(s), so that the messages address the risk(s), are accurate, and are specific to the audience.

(A)* Requisite Knowledge. Technical content, educational messages and epidemiology of injury, characteristics of the audience.

(B) Requisite Skills. Conduct research, analyze risk(s).

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

(A) Requisite Knowledge. Organization mission statement, policy development process.

(B) Requisite Skills. Devise standard operating guidelines and procedures for the education program, ensure program reflects mission statement.

7.4.3 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.

(A) Requisite Knowledge. Job performance requirements (JPRs), course development guidelines.

(B) Requisite Skills. Design and evaluate training program, evaluate performance of personnel.

7.4.4 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.

(A) Requisite Knowledge. Organization mission statement, communication, goals, policies, education strategy.

(B) Requisite Skills. Create an awareness campaign, disseminate information internally, implement campaign strategy.

7.4.5 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 clearly described.

(A) Requisite Knowledge. Public policy reporting including educational activities and outcomes.

(B) Requisite Skills. Generate reports, analyze data.

7.5 Evaluation.

7.5.1 Implement a public health surveillance system, given the community's fire and injury prevention programs, so that the effectiveness of the programs can be determined.

(A) Requisite Knowledge. Surveillance methods, incident reporting systems.

(B) Requisite Skills. Conduct research, implement surveillance strategies, analyze data.

7.5.2 Evaluate the educational program quantitatively and qualitatively, given the community fire and injury risk(s) and programs, so that benchmarks are recorded, customer satisfaction and educational gain are measured, and behavioral change is tracked.

(A) Requisite Knowledge. Evaluation methodology and statistical analysis.

(B) Requisite Skills. Conduct research, design evaluation instruments, analyze data.

Chapter 8 Public Information Officer

8.1 General Requirements. The PIO shall meet the JPRs defined in Sections 8.1 and 8.2.

8.1.1 General Requisite Knowledge. Effective writing skills, professional appearance, time management skills, media characteristics and processes, methods for information gathering, message development, dissemination and monitoring, information technology, internal and external audiences, community relationships and resources, incident management system, organizational emergency and non-emergency functions, responsive and proactive message opportunities, organizational messages, program management, budget preparation and management, marketing, and applicable public information laws, standards, and policies.

8.1.2 General Requisite Skills. Communicate orally and in writing, exhibit professional demeanor, manage interaction with the media, utilize various means of information technology, articulate organizational messages, identify applicable laws, policies, and guidelines.

8.2 Administration.

8.2.1* Conduct media interviews, given incident information, PIO worksheets, and organizational policies, so that all information compiled on worksheets is disseminated accurately and in a timely manner to the media.

(A) Requisite Knowledge. Interview methodologies.

(B) Requisite Skills. Demonstrate interview skills, collect information, complete PIO worksheets.

8.2.2 Establish a media area, given incident or event information, organizational policies, and types of media present, so that the area provides for the safety of all media and facilitates effective communication.

(A) Requisite Knowledge. Incident management system, incident command system, safety considerations, other agencies.

(B) Requisite Skills. Manage media area participants, coordinate communication between the organization and the media.

8.2.3 Coordinate dissemination of information to specific community groups, given organizational policies and methods for contacting other groups and organizations, so that the information is communicated to the groups accurately and in a timely manner.

(A) Requisite Knowledge. Awareness of community groups.

(B) Requisite Skill. Develop, maintain, and strengthen relationships with community groups.

8.2.4* Prepare a news release, given incident or event information and organizational policies, so that the news release is pertinent, timely, concise, and accurate.



(A) **Requisite Knowledge.** News release format and media requirements.

(B) **Requisite Skill.** Compose information in accordance with media requirements.

8.2.5* Prepare a media advisory, given incident or event information and organizational policy, so that the media advisory is pertinent, timely, concise, and accurate.

(A) **Requisite Knowledge.** Media advisory formatting.

(B) **Requisite Skill.** Compose information in accordance with media requirements.

8.2.6 Disseminate information to the media, given news release or media advisory, characteristics of local media, including deadlines, organizational policies, and methods available to reach the media, so that the information is timely and accurate.

(A) **Requisite Knowledge.** Specific methods for disseminating information to the media.

(B) **Requisite Skills.** Develop, maintain, and strengthen a relationship with the media.

8.2.7 Disseminate information to an internal target audience, given incident or event information, organizational policies, methods, and time frame for releasing information, so that the information is timely and accurate.

(A) **Requisite Knowledge.** Specific methods for disseminating internal information.

(B) **Requisite Skills.** Maintain relationship with internal target audience and use the available information technology.

8.2.8 Coordinate a news conference for the media, given incident, event, or issue information; media characteristics; methods available for reaching media; and organizational policies on news conferences, so that a site is obtained, desired media are notified, a news conference agenda is established, a media information package is created, and participants in the news conference are notified.

(A) **Requisite Knowledge.** News conference needs.

(B) **Requisite Skills.** Establish a relationship with the media, disseminate information, coordinate site selection, and create media materials.

Chapter 9 Juvenile Firesetter Intervention Specialist I

9.1 General Requirements. A person assigned to the duties of a JFIS I shall meet all the requirements defined in Sections 9.1 through 9.5 prior to being qualified as a JFIS I.

9.1.1 Personnel. Various professionals can be involved in this program, all of whom shall meet and maintain the minimum licensing or certification requirements within their respective jurisdiction and profession, to include, but not be limited to, Fire and Life Safety Educator I, fire investigator, law enforcement officer, health care provider, social service worker, or educator.

9.1.2 General Requisite Knowledge. Fire safety education, interviewing techniques, symptoms and signs of abuse or neglect, data collection systems, stages of human development, family dynamics, characteristics of juvenile firesetters, federal and state/provincial laws governing juveniles, regulations gov-

erning confidentiality, program and agency policies and procedures, fire science, human behavior during a fire, fire causes and prevention, firesetter characteristics and behavior, mental health options, legal consequences, escape planning, hazard identification and correction, basic fire protection systems and devices, and emergency reporting.

9.1.3 General Requisite Skills. Communicate orally and in writing, apply interpersonal communication skills, apply interviewing techniques, gather and properly maintain required information, deliver education and intervention, maintain data collection systems, recognize areas of risk, identify and report abuse or neglect, operate within the parameters of federal and state/provincial jurisdiction regarding abuse or neglect.

9.2 Administration.

9.2.1 Assemble forms and materials, given approved forms, program policies, and procedures, so that the intake process is conducted according to those program policies and procedures.

(A) **Requisite Knowledge.** Program policies and procedures, approved forms and materials, regulations governing confidentiality.

(B) **Requisite Skills.** Organize materials, communicate orally and in writing.

9.2.2 Assemble interview tools and material resources, given tools and materials as determined by program policies and procedures, so that an interview with a juvenile and his or her family can be conducted.

(A) **Requisite Knowledge.** Program policies and procedures, approved forms and materials.

(B) **Requisite Skills.** Organize materials, communicate orally and in writing.

9.2.3 Utilize personal work schedule, given contact name and requested time, so that all interviews are conducted on time and in a location agreeable to all parties.

(A) **Requisite Knowledge.** Program policies and procedures.

(B) **Requisite Skill.** Manage time.

9.2.4 Report case information to supervisor, given a case file that includes approved forms, the intake/interview information, and selected intervention(s), so that the supervisor can ensure that the intervention process meets all required program policies and procedures.

(A) **Requisite Knowledge.** Intake/interview processes, program policies and procedures, program forms, types of intervention.

(B) **Requisite Skills.** Identify, summarize, and communicate relevant case information.

9.2.5 Record and secure data, given case information, approved forms and/or database, and program policies and procedures, so that statistical analysis can be completed.

(A) **Requisite Knowledge.** Program policies and procedures, approved forms, and required record systems.

(B) **Requisite Skills.** Gather and organize data.

9.3 Planning and Development. No requirements at this level.

9.4 Education and Implementation.

9.4.1 Review a case file, given intake information, so that before speaking with the juvenile and his or her family, the JFIS becomes familiar with the circumstances of the firesetting incident(s).

(A) Requisite Knowledge. Program policies and procedures for the intake process.

(B) Requisite Skills. Recognize necessary components of the intake process, determine information needed to complete the juvenile and family interviews.

9.4.2 Initiate contact with the family, given the case file, so that the JFIS contacts the family; explains the program and its benefits; schedules a time, date, and place for the intake/interview; and advises the family of possible intervention options.

(A) Requisite Knowledge. Program policies and procedures; scope of services; and community resources, services, and organizations.

(B) Requisite Skills. Manage time and communications, build rapport.

9.4.3 Conduct an intake/interview, given approved forms and guidelines, so that the JFIS can establish the purpose and limits of the intake/interview, establish rapport, gather relevant information, identify and intervene in any immediate life-threatening situations, report any suspected abuse or neglect, record and report observations, and summarize findings.

(A) Requisite Knowledge. Federal and state/provincial laws and legal consequences, procedures pertaining to juveniles, firesetting behavior, human development, abuse or neglect, and profile of the firesetter and his or her family.

(B) Requisite Skills. Conduct an intake/interview and document findings, manage time, communicate orally and in writing, and use professional interview techniques.

9.4.4 Determine intervention(s) and referral options with regard to educational, mental health, and/or possible legal consequences, given the case file, completed intake/interview forms, and knowledge of fire safety, so that specific educational material can be selected, mental health options explored, and legal consequences explained.

(A) Requisite Knowledge. Fire safety education, juvenile firesetter characteristics and behaviors, mental health options, legal consequences, intake/interview forms, current interagency network, referral process, and program policies and procedures.

(B) Requisite Skills. Analyze information; select educational materials and community resources, services, and organizations.

9.4.5 Implement educational, mental health, and legal interventions, given the case file, educational materials, and referral resources, so that the firesetter and his or her family complete the intervention(s).

(A) Requisite Knowledge. Educational resources, methodology, and techniques; legal consequences; fire science; human development; program policies and procedures.

(B) Requisite Skills. Initiate educational intervention(s) with identified learning objectives, presentation skills and methods.

9.4.6 Implement referral process, given current interagency network list and program policies and procedures, so that the juvenile firesetter and his or her family can expediently gain access to needed services and priority needs are met in a timely fashion.

(A) Requisite Knowledge. Current interagency network, referral process.

(B) Requisite Skills. Contact other agencies, make referrals, and maintain confidentiality during the referral process.

9.5 Evaluation.

9.5.1 Collect and record feedback from the juvenile firesetter and his or her family at designated intervals, given completed intervention(s), referrals, approved forms, and materials, so that the firesetter and the family have the opportunity to provide feedback.

(A) Requisite Knowledge. Program policies and procedures, approved forms and materials, regulations governing confidentiality.

(B) Requisite Skills. Compile and organize data, manage time.

9.5.2 Measure changes in juvenile firesetter and family behavior, given completed feedback forms, so that program results are documented.

(A) Requisite Knowledge. Program policies and procedures, regulations governing confidentiality, approved forms and materials.

(B) Requisite Skills. Compile and organize data, manage time.

Chapter 10 Juvenile Firesetter Intervention Specialist II

10.1 General Requirements. A person assigned to the duties of a Juvenile Firesetter Intervention Specialist (JFIS) II shall meet all the requirements prior to being qualified, as defined in Sections 9.1 and 10.1 through 10.5.

10.1.1 General Requisite Knowledge. Federal and state/provincial laws including arson, program policies and procedures, and organizational management.

10.1.2 General Requisite Skills. Communicate orally and in writing; coordinate community resources, services, and organizations; and develop and manage budget.

10.2 Administration.

10.2.1 Formulate program policies and procedures, given a community needs assessment; program goals; community and agency resources, services, and organizations; so that the program policies and procedures match and support the goals of the program and the needs of the community.

(A) Requisite Knowledge. Community needs, policy structure and format, community and agency resources, agency structure and goals.



(B) **Requisite Skills.** Communicate orally and in writing, gather and analyze information.

10.2.2 Develop a program budget, given program policies and procedures, program needs, and revenue sources so that capital, operating, and personnel costs are determined and justified.

(A) **Requisite Knowledge.** Budget cycles, basic accounting, program policies and procedures, and revenue sources.

(B) **Requisite Skills.** Collect and organize budget information.

10.2.3 Identify and assign a JFIS I or other qualified personnel trained to conduct the intake/interview, given the program needs, resources available, and program policies and procedures, so that intakes/interviews are conducted according to the program policies and procedures.

(A) **Requisite Knowledge.** Case information, personnel management.

(B) **Requisite Skills.** Evaluate skill level and match the JFIS I with the needs of the juvenile and his or her family.

10.2.4 Supervise the JFIS I assigned to the case, given program policies and procedures, so that a consistent body of information is collected, performance is evaluated, and continuous direction and feedback are given.

(A) **Requisite Knowledge.** Performance evaluation techniques, program policies and procedures.

(B) **Requisite Skills.** Evaluate and utilize personal strengths of JFIS I personnel, manage personnel.

10.2.5 Maintain records and case files of each juvenile firesetter, given all data collection forms, program policies and procedures, and legal requirements, so that consistent and accurate documentation regarding the process and content is available for each case, legal issues are addressed, progress is tracked, the program is evaluated, and federal and state/provincial reporting requirements are met.

(A) **Requisite Knowledge.** Federal and state/provincial laws, liability, file management systems, approved forms and materials.

(B) **Requisite Skills.** Manage cases, write reports.

10.3 Planning and Development.

10.3.1* Develop an interagency network, given a current list of agencies, an interagency agreement, and protocol, so that roles and responsibilities are clarified; the mission, interagency agreements, and intervention are established; and duplication of services is avoided.

(A) **Requisite Knowledge.** Community resources and services provided.

(B) **Requisite Skills.** Facilitate meetings, resolve conflicts, build teams, and manage networks.

10.3.2* Develop or select approved forms and materials, given existing forms or the option to create your own, so that the forms meet the needs of the program and follow the program policies and procedures.

(A) **Requisite Knowledge.** Existing approved forms and materials; program needs, policies, and procedures.

(B) **Requisite Skills.** Develop and/or select approved forms and materials.

10.3.3 Design a training program for JFIS personnel, given the curriculum and approved forms and materials, so that personnel are able to perform intakes/interviews and interventions, including education, referral, follow-up, and evaluation.

(A) **Requisite Knowledge.** Program policies and procedures, resources.

(B) **Requisite Skills.** Schedule and manage programs.

10.3.4 Develop a community awareness program, given a mission statement, program policies and procedures, and incident data, so that the community recognizes juvenile firesetter issues and available intervention resources.

(A) **Requisite Knowledge.** Media resources, marketing strategies, methods of media dissemination, community demographics, and intervention resources.

(B) **Requisite Skills.** Develop and present program.

10.3.5 Create a data collection system, given all approved forms and materials, legal requirements, and program policies and procedures, so that consistent and accurate documentation is maintained.

(A) **Requisite Knowledge.** Data collection.

(B) **Requisite Skills.** Analyze and organize data.

10.4 Education and Implementation.

10.4.1 Deliver a training program for JFIS personnel, given the curriculum and approved forms and materials, so that personnel are able to perform intakes/interviews, interventions, referrals, follow-ups, and evaluations.

(A) **Requisite Knowledge.** Instructional techniques.

(B) **Requisite Skills.** Schedule and deliver programs.

10.4.2 Maintain a current interagency network, given established interagency agreements, so that responsibilities and program goals are met.

(A) **Requisite Knowledge.** Community resources and program goals.

(B) **Requisite Skills.** Facilitate meetings, resolve conflicts, and build teams.

10.4.3 Deliver community awareness training to current interagency network members, given the training program, so that continued support is maintained for the juvenile firesetter intervention program and juvenile firesetters are identified and referred to the program.

(A) **Requisite Knowledge.** Instructional techniques.

(B) **Requisite Skills.** Schedule and deliver programs.

10.5 Evaluation.

10.5.1 Evaluate the program, given program goals, feedback, records, and case files, so that program outcomes are determined and met.

(A) **Requisite Knowledge.** Data analysis and evaluation methods.

(B) **Requisite Skills.** Analyze information and statistics.

10.5.2 Analyze the effectiveness of the program, given the evaluations and the data collected, including information on recidivism, so that any necessary changes to the program can be made.

(A) Requisite Knowledge. Data analysis and evaluation methods.

(B) Requisite Skills. Analyze information and statistics.

10.5.3 Prepare a program report, given evaluation results and program goals, so that the community and current inter-agency network are informed and support is generated for the program.

(A) Requisite Knowledge. Report writing.

(B) Requisite Skills. Communicate orally and in writing.

Annex A Explanatory Material

Annex A is not a part of the requirements of this NFPA document but is included for informational purposes only. This annex contains explanatory material, numbered to correspond with the applicable text paragraphs.

A.1.2 One intent of this committee is to establish guidelines for the professional development and qualifications of fire and life safety educators. This document is intended to apply not only to fire service educators, but to all those dedicated to the prevention of injury and loss of life and property through education. By encompassing administration and ongoing planning and development, effective public education efforts go beyond the delivery of programs. The primary mission of every fire department is to protect lives and save property. Fire and life safety education should be an integral part of every fire department's responsibility, function, and philosophy.

A.1.2.3 Continuing education or training is necessary to ensure that all remain current and update their knowledge and skills in the evolving fields of fire and life safety educator, PIO, and JFIS by attending workshops and seminars, undergoing competency testing, participating in recurring proficiency evolutions, and/or accessing professional publications as determined by the AHJ. Nationally recognized certification is one means of demonstrating proficiency in current practices.

A.3.2.1 Approved. The National Fire Protection Association does not approve, inspect, or certify any installations, procedures, equipment, or materials; nor does it approve or evaluate testing laboratories. In determining the acceptability of installations, procedures, equipment, or materials, the authority having jurisdiction may base acceptance on compliance with NFPA or other appropriate standards. In the absence of such standards, said authority may require evidence of proper installation, procedure, or use. The authority having jurisdiction may also refer to the listings or labeling practices of an organization that is concerned with product evaluations and is thus in a position to determine compliance with appropriate standards for the current production of listed items.

A.3.2.2 Authority Having Jurisdiction (AHJ). The phrase "authority having jurisdiction," or its acronym AHJ, is used in NFPA documents in a broad manner, since jurisdictions and approval agencies vary, as do their responsibilities. Where public safety is primary, the authority having jurisdiction may be a federal, state, local, or other regional department or individual such as a fire chief; fire marshal; chief of a fire preven-

tion bureau, labor department, or health department; building official; electrical inspector; or others having statutory authority. For insurance purposes, an insurance inspection department, rating bureau, or other insurance company representative may be the authority having jurisdiction. In many circumstances, the property owner or his or her designated agent assumes the role of the authority having jurisdiction; at government installations, the commanding officer or departmental official may be the authority having jurisdiction.

A.3.2.4 Listed. The means for identifying listed equipment may vary for each organization concerned with product evaluation; some organizations do not recognize equipment as listed unless it is also labeled. The authority having jurisdiction should utilize the system employed by the listing organization to identify a listed product.

A.3.3.1 Abuse. Reporting of abuse is required in all fifty states. However, users of this document should familiarize themselves with the laws governing abuse in their respective country or jurisdiction.

A.3.3 Assessment. The term *assessment* can vary within professions. As an example, the mental health professional can refer to an assessment as a tool used to determine a clinical diagnosis. A JFIS would conduct a risk and/or needs assessment of the firesetter and his or her family.

Federal, state/provincial, and local governments should provide any modification or adjustment that allows their programs, activities, and services to be accessed by individuals with disabilities and/or hardships that would otherwise prevent them from participating.

A.3.3.14 Firesetting. Firesetting encompasses unintentional acts, deliberate acts of arson, possible conspiratorial efforts, or other fire involvement. The act of firesetting includes the use of an ignition source, whether it be a match, lighter, or other heat source, and the possible inclusion of an ignitable liquid, common combustible materials, and/or improvised devices. These devices can be both incendiary and explosive.

Firesetting terms include the following:

- (1) *Arson*: a deliberate act of fire use with criminal intent as defined by the authority having jurisdiction
- (2) *Fire involvement*: participation of the person(s) responsible for, or associated with, the fire incident(s)
- (3) *Incendiary*: a fire set by human hands, with or without criminal intent
- (4) *Sanctioned*: use of fire in an instructional/educational format under the direct supervision of a responsible adult
- (5) *Unintentional*: a fire incident that occurs without criminal intent
- (6) *Unsanctioned*: reckless, negligent or willful involvement with fire that is not under the direct supervision of a responsible adult who is using fire in an appropriate instructional/educational format
- (7) *Unsupervised*: a momentary or lengthy lapse in supervision where no responsible adult and/or caregiver is present

A.3.3.17 Intake/Interview. The intake process and the interview are two separate functions. The purpose of the intake is to collect information on the juvenile firesetter and his or her family. This information can include the juvenile's past firesetting behavior(s); complete history, including mental, physical, emotional, social, and educational information; and the family structure and contact information.

The interview is an assessment process, conducted with an approved screening instrument, to identify the type of fireset-



ter and the firesetting behavior and the needs of the firesetter and his or her family. The intake/interview can be performed concurrently or on separate occasions by one or more interviewers.

A.4.1 It is essential that training is available for the fire and life safety educator, PIO, and JFIS to ensure that they can perform the JPRs. Those training agencies with responsibility in these areas are strongly encouraged to develop and implement training programs to meet this standard. For the skills and knowledge not specifically addressed in this standard, it is the responsibility of the AHJ to define minimum levels.

A.5.1.1 Injury prevention strategies can be thought of as “The Es.” Education, engineering, enforcement, economic incentive, and emergency response are often cited as strategies used to reduce loss of life and property. In relation to special needs, consider People First: In choosing words about people with disabilities, the guiding principle is to refer to the person first, not the disability. In place of saying “the disabled” it is preferable to say “people with disabilities.” It is only important to refer to the person’s disability if it is relevant to the conversation or situation. Disability should not be the primary defining characteristic of an individual but merely one aspect of the whole person.

A.5.2.1 An activity is a component of a fire and life safety education program. Activities include lessons, public presentations, demonstrations, safety fairs, home inspections, news releases, media interviews, and billboards. A fire and life safety education program utilizes multiple activities to achieve program goals. For example, a department can have a home safety program. The program includes home inspections by engine company personnel, public service announcements on local radio and television, billboards on major highways, and presentations to community groups. An organization’s fire and life safety strategy is the comprehensive organizational plan designed to eliminate or mitigate risks that endanger lives, health, property, or the environment through fire and life safety education programs. [See Figure A.5.2.1(a).] The strategy can include collaborative partnerships with other community, state, and national organizations and agencies. It is the result of a planning process that begins with determining community needs and issues. [See Figure A.5.2.1(b).]

A.5.2.2 The Fire and Life Safety Educator I is routinely tasked with several activities other than educational presentations, for example, attending meetings and working with depart-



FIGURE A.5.2.1(a) Fire and Life Safety Education Program Components.

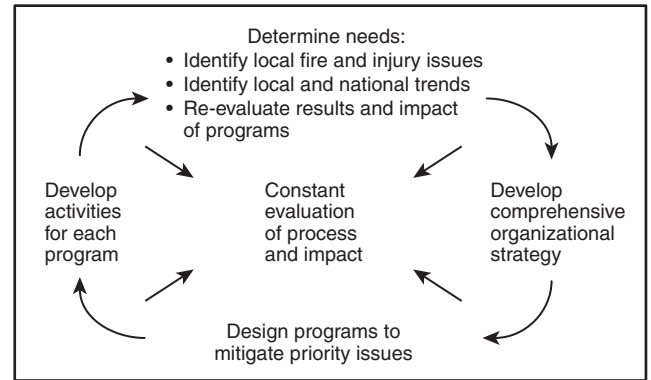


FIGURE A.5.2.1(b) Fire and Life Safety Education Program Design Process.

ment teams. The activity report documents all the noneducational activities or tasks performed by the educator.

A.5.4.1 The Fire and Life Safety Educator I might receive this requisite knowledge through departmental training programs, training programs sponsored by state or federal training agencies, or education departments of local colleges or universities. It should be emphasized that the role of the Fire and Life Safety Educator I is simply to deliver prepared lessons. For this reason, the requisite knowledge should focus only on those basic skills. The final determination of the amount of training necessary to meet the requirements is the responsibility of the organization providing the training. It is important that the requisite knowledge and skills be obtained prior to assuming the duties of a Fire and Life Safety Educator I.

A.5.4.3 Typical presentation methods can include the following:

- (1) Lectures
- (2) Skits
- (3) Games
- (4) Role playing
- (5) Questioning
- (6) Team teaching
- (7) Discussions
- (8) Music
- (9) Characterizations
- (10) Demonstrations
- (11) Modeling
- (12) Videos
- (13) Films
- (14) Slides

A.6.3.1 The fire and life safety educator should understand, access, and be able to clearly summarize relevant and current local, state/provincial, and national statistics. This information is necessary for both the planning and evaluation of fire and life safety education programs. Sources of information that accurately track fire incidence and nature of burn injuries vary among communities and can be limited to local fire service and hospital records. State/provincial and national data from sources such as the National Fire Information Incident Reporting System (NFIRS) and the American Burn Association can be used to justify local programming, but the more accurate and community-specific this information is, the more

likely it is that it can be used in a meaningful way. Fire and life safety educators should determine and use those pertinent data sources that are available, participate in and encourage systematic reporting where appropriate, and provide input into the modification and development of improved systems.

A.6.3.3 Many times in fire and life safety education programs and individual projects, developing resources outside the organization is necessary to achieve program goals and objectives. These resources might include volunteer educators, educational or promotional materials, financial resources, or any other personnel or material resources required to meet program needs. To solicit these resources effectively in the community, a record of past efforts, including program requirements, providers, methods of solicitation, personnel responsible for solicitation, and methods for managing and accounting for the resources, should be maintained.

A.6.4.1(A) Informational materials and formats can include, but are not limited to, news releases, print and broadcast public service announcements, brochures, video news releases, newsletters, flyers, posters, and billboards.

A.6.4.2(A) As with Fire and Life Safety Educator I, the requisite knowledge requirements can be satisfied through a variety of methods. Because of the depth of these requirements, it is not possible, nor is it the desire of the committee, to recommend a minimum amount of training necessary to achieve the requirements. Rather, such a determination is the responsibility of the organization providing the training.

A.6.4.4 The fire and life safety educator is frequently called on to deliver lessons to a variety of audiences and thus needs to understand how to adapt the lesson content so that it is understandable to those audiences. Audiences can vary in several ways that will impact their ability to understand and apply information. These differences can include the following:

- (1) Age
- (2) Educational backgrounds and learning style
- (3) Cultural and ethnic backgrounds
- (4) Physical ability and agility
- (5) Language (specific and slang)
- (6) Emotional characteristics (e.g., fearfulness)
- (7) Values and beliefs

To be responsive to these differences, the fire and life safety educator should consider how the lesson plans and content address these dimensions. For example, a lesson plan for a middle-class adult suburban population could run for a long period and utilize lecture as a primary presentation technique. Adapting this lesson plan to an elementary school audience would require a shorter time period and experiential teaching techniques to meet the same objectives.

A.7.3.4 A policy might include a statement of recommended fire and life safety practices intended to be adopted as any of the following:

- (1) Organizational policy
- (2) Local, state, or federal legislative items

A.7.4.1(A) Epidemiology is a scientific study of the frequency and distribution of injury and/or disease in human populations. Epidemiology deals with groups of people, rather than individual patients, and tracks occurrences over time, using statistics. It looks at things that are “epidemic” in nature/proportion, such as unintentional injury, which is the number one killer of children under age 14 in the United States.

A.8.2.1 Figure A.8.2.1(a), Figure A.8.2.1(b), and Figure A.8.2.1(c) depict three worksheets that could serve as a template to the ones that could be used when the department does not have one of their own.

A.8.2.4 Incident information pertains to an emergency-related event. Examples include fires, motor vehicle crashes, and natural disasters.

A.8.2.5 A media advisory pertains to an upcoming event or activity that an organization is sponsoring, supporting, or participating in. Examples include an open house, a special training course, and a dignitary visit.

A.10.3.1 Typically, interventions for the firesetter and his or her family are determined by a multiagency group. The team is generally composed of representatives from fire, mental health, health care, school, law enforcement, and social services.

Before establishing an interagency network, the juvenile firesetter intervention specialist should be aware of any existing networks that could be used for juvenile firesetter intervention purposes.

A.10.3.2 When a juvenile firesetter intervention program is created, program policies and procedures must be established. Such policies and procedures might have to be created, or they might be adapted from state or federal training centers, fire marshal offices, fire departments, or other organizations.

Program success can be measured in many ways: reduction of overall fires set by children, recidivism rate (repeat firesetting by children having successfully completed the program), and so on. The evaluation plan should be determined during the program planning stage. The evaluation results should be shared with participating agencies and the community. Proper maintenance of records and case files are required to achieve this evaluation.

Incident Information

Your Organization
12345 Your Street
City, State Zip Code

Incident date	Dispatch time	Type of incident	Release I.D. #
Incident address		Department lending mutual aid	
Dollar loss	Dollars saved	Occupancy type	Displaced occupants
Civilian injuries	Civilian fatalities	Civilians rescued/saved	Working smoke alarms
Pet injuries	Pet fatalities	Pets rescued/saved	Special property saved
Fire fighter injuries	Fire fighter fatalities	Total fire fighters	Total fire units
Time to control incident	Incident duration	Incident cause	
Release completed by		Contact number	Email
Incident description			

Incident information title

(CITY, State) — Customize this sheet to meet the organization's needs. In this section, write brief, but concise, information about the incident while referring to the Associated Press Stylebook for writing style information.

Look for opportunities to reinforce your organizations' messages and include those too. A couple of examples are highlighting working smoke alarms when they alert a sleeping family and all escape safely, or bringing attention to a rollover accident with no injuries because the people involved were properly restrained.

###

Your Organization — 12345 Your Street — City, State Zip Code — www.yoururl.org

FIGURE A.8.2.1(a) Sample Incident Information Worksheet.

Media Advisory

Your Organization
12345 Your Street
City, State Zip Code

Contact: Name, Contact number

For immediate release: Day, Year

Advisory title

Who: Make your sentences brief, but provide complete information. List who will be at your event.

What: Describe event.

When: Check to make sure the date and time are accurate. Include special media parking, access information, etc. here if needed.

Include interesting event visuals or photo opportunities.

Where: Accurate address.

Why: Succinctly state the reason for your event.

#

FIGURE A.8.2.1(b) Sample Media Advisory Worksheet.



News Release

Your Organization
12345 Your Street
City, State Zip Code

Contact: Name, Contact number

For immediate release: Day, Year

News release title

(CITY, State) — Your city is written in all caps followed by the state. Capitalize only the first letter of your state (e.g., Kansas is Kan.). Refer to the Associated Press Stylebook for writing style information, as news releases are written according to this guide. AP Stylebooks are available at most bookstores. The body of a news release is commonly double-spaced.

A common news release paragraph indentation is 10 spaces. Write the body of your news release using an inverted pyramid style; in other words, put the most important information first.

Try to keep news releases to one page in length. End a one-page news release with three centered pound signs. If your news release is two pages, for example, place “more” at the bottom or “over” if you are printing on the back of a page.

#

FIGURE A.8.2.1(c) Sample News Release.

Annex B Resources

This annex is not a part of the requirements of this NFPA document but is included for informational purposes only.

B.1 Organizational Resources for Fire and Life Safety Educators. Organizations that can be useful resources for fire and life safety educators include, but are not limited to, the following:

- (1) American Burn Association
- (2) American Red Cross
- (3) American Trauma Society
- (4) Centers for Disease Control and Prevention
- (5) Children’s Television Workshop
- (6) Consumer Product Safety Commission
- (7) Federal Emergency Management Agency
- (8) Home Safety Council
- (9) International Association of Arson Investigators
- (10) International Association of Black Professional Fire Fighters
- (11) International Association of Fire Chiefs
- (12) International Association of Fire Fighters
- (13) International Association of Hispanic Firefighters
- (14) International Fire Service Training Association
- (15) International Society of Fire Service Instructors
- (16) National Association for the Education of Young Children
- (17) National Association of State Fire Marshals
- (18) National Fire Information Council
- (19) National Fire Protection Association
- (20) National Fire Sprinkler Association
- (21) National Highway Traffic Safety Administration
- (22) Safe Kids Worldwide (SKW)
- (23) National Safety Council
- (24) Oklahoma State University Fire Service Training
- (25) SOS Fires
- (26) United States Fire Administration
- (27) Fire Team USA
- (28) Home Fire Sprinkler Coalition
- (29) Fireproof Children
- (30) Phoenix Society for Burn Survivors
- (31) Department of Homeland Security
- (32) The Idea Bank
- (33) Burn Concerns
- (34) Think First
- (35) Factory Mutual grants
- (36) National Interagency Fire Center
- (37) National Association of Hispanic Fire Fighters
- (38) International Association of Fire Marshals
- (39) Educational Adventures
- (40) Federation of Burn Foundations
- (41) Firewise Communities
- (42) National Sheriffs Association
- (43) United States Forest Service
- (44) National Association of Chiefs of Police
- (45) International Association of Chiefs of Police
- (46) Office of Juvenile Justice and Delinquency Prevention
- (47) American Psychological Association

B.2 Selected Reference Publications and Resources. See E.2.1.

Annex C Explanation of the Standards and Concepts of JPRs

This annex is not a part of the requirements of this NFPA document but is included for informational purposes only.

C.1 Explanation of the Standards and Concepts of Job Performance Requirements (JPRs). The primary benefit of establishing national professional qualification standards is to provide the public and private sectors with a framework of the job requirements for the fire service. Other benefits include enhancement of the profession, individual as well as organizational growth and development, and standardization of practices.

NFPA professional qualification standards identify the minimum JPRs for specific fire service positions. The standards can be used for implementing training design and evaluation; certifying, measuring, and critiquing on-the-job performance; defining hiring practices; and setting organizational policies, procedures, and goals. (Other applications are encouraged.)

Professional qualification standards for a specific job are organized by major areas of responsibility defined as duties. For example, the fire fighter’s duties might include fire suppression, rescue, and water supply; and the fire educator’s duties might include education, planning and development, and administration. Duties are major functional areas of responsibility within a job.

The professional qualification standards are written as JPRs. JPRs describe the performance required for a specific job. JPRs are grouped according to the duties of a job. The complete list of JPRs for each duty defines what an individual must be able to do in order to successfully perform that duty. Together, the duties and their JPRs define the job parameters; that is, the professional qualification standard as a whole is a job description.

C.2 Breaking Down the Components of a JPR. The JPR is the assembly of three critical components. (See Table C.2.) These components are as follows:

- (1) Task that is to be performed
- (2) Tools, equipment, or materials that must be provided to successfully complete the task
- (3) Evaluation parameters and/or performance outcomes

Table C.2 Example of a JPR

(1) Task	(1) Ventilate a pitched roof
(2) Tools, equipment, or materials	(2) Given an ax, a pike pole, an extension ladder, and a roof ladder
(3) Evaluation parameters and performance outcomes	(3) So that a 1.22 m × 1.22 m (4 ft × 4 ft) hole is created; all ventilation barriers are removed; ladders are properly positioned for ventilation; ventilation holes are correctly placed; and smoke, heat, and combustion by-products are released from the structure

C.2.1 The Task to Be Performed. The first component is a concise statement of what the person is supposed to do.

C.2.2 Tools, Equipment, or Materials That Must Be Provided to Successfully Complete the Task. This component ensures that all individuals completing the task are given the same minimal tools, equipment, or materials when being evaluated. By listing these items, the performer and evaluator know what must be provided in order to complete the task.

C.2.3 Evaluation Parameters and/or Performance Outcomes. This component defines how well one must perform each task — for both the performer and evaluator. The JPR guides performance outcomes. This portion of the JPR promotes consistency in evaluation by reducing the variables used to gauge performance.

In addition to these three components, the JPR contains requisite knowledge and skills. Just as the term *requisite* suggests, they are the necessary knowledge and skills one must have prior to being able to perform the task. Requisite knowledge and skills are the foundation for task performance.

Once the components and requisites are put together, the JPR might read as follows.

C.2.3.1 Example 1. The Fire Fighter I shall ventilate a pitched roof, given an ax, a pike pole, an extension ladder, and a roof ladder, so that a 1.22 m × 1.22 m (4 ft × 4 ft) hole is created, all ventilation barriers are removed, ladders are properly positioned for ventilation, and ventilation holes are correctly placed.

(A) Requisite Knowledge. Pitched roof construction, safety considerations with roof ventilation, dangers associated with incorrect ventilation, knowledge of ventilation tools, effects of ventilation on fire growth, smoke movement in structures, signs of backdraft, knowledge of vertical and forced ventilation.

(B) Requisite Skills. Remove roof covering; correctly initiate roof cuts; use the pike pole to clear ventilation barriers; use ax correctly for sounding, cutting, and stripping; position ladders; climb and position self on ladder.

C.2.3.2 Example 2. The fire investigator shall interpret burn patterns, given standard equipment and tools and some structural/content remains, so that each individual pattern is evaluated with respect to the burning characteristics of the material involved.

(A) Requisite Knowledge. Knowledge of fire development and the interrelationship of heat release rate, form, and ignitability of materials.

(B) Requisite Skill. Interpret the effects of burning characteristics on different types of materials.

C.3 Examples of Potential Uses.

C.3.1 Certification. JPRs can be used to establish the evaluation criteria for certification at a specific job level. When used for certification, evaluation must be based on the successful completion of JPRs.

First, the evaluator would verify the attainment of requisite knowledge and skills prior to JPRs evaluation. Verification might be through documentation review or testing.

Next, the candidate would be evaluated on completing the JPRs. The candidate would perform the task and be evaluated based on the evaluation parameters, the performance outcomes, or both. This performance-based evaluation can be either practical

(for psychomotor skills such as “ventilate a roof”) or written (for cognitive skills such as “interpret burn patterns”).

Note that psychomotor skills are those physical skills that can be demonstrated or observed. Cognitive skills (or mental skills) cannot be observed but are evaluated on how one completes the task (process oriented) or on the task outcome (product oriented).

Using Example 1, a practical performance-based evaluation would measure the ability to “ventilate a pitched roof.” The candidate passes this particular evaluation if the standard was met, that is, if a 1.22 m × 1.22 m (4 ft × 4 ft) hole was created, all ventilation barriers were removed, ladders were correctly positioned for ventilation, ventilation holes were correctly placed, and smoke, heat, and combustion by-products were released from the structure.

For Example 2, when evaluating the task “interpret burn patterns,” the candidate might be given a written assessment in the form of a scenario, photographs, and drawings and then be asked to respond to specific written questions related to the JPR’s evaluation parameters.

Remember, when evaluating performance, candidates must be given the tools, equipment, or materials listed in the JPR before they can be correctly evaluated: for example, an ax, a pike pole, an extension ladder, and a roof ladder.

C.3.2 Curriculum Development/Training Design and Evaluation. The statements contained in this document that refer to job performance were designed and written as JPRs. Although a resemblance to instructional objectives might be present, these statements should not be used in a teaching situation until after they have been modified for instructional use.

JPRs state the behaviors required to perform a specific skill(s) on the job, as opposed to a learning situation. These statements should be converted into instructional objectives with behaviors, conditions, and standards that can be measured within the teaching/learning environment. A JPR that requires a fire fighter to “ventilate a pitched roof” should be converted into a measurable instructional objective for use when teaching the skill. [See Figure C.3.2(a).]

Using Example 1, a terminal instructional objective might read as follows:

The candidate will ventilate a pitched roof, given a simulated roof, an ax, a pike pole, an extension ladder, and a roof ladder, so that 100 percent accuracy is attained on a skills checklist. (At a minimum, the skills checklist should include each of the measurement criteria from the JPR.)

Figure C.3.2(b) is a sample checklist for use in evaluating this objective.

While the differences between job performance requirements and instructional objectives are subtle in appearance, the purpose of each statement differs greatly. JPRs state what is necessary to perform the job in the “real world.” Instructional objectives, however, are used to identify what students must do at the end of a training session and are stated in behavioral terms that are measurable in the training environment.

By converting JPRs into instructional objectives, instructors will be able to clarify performance expectations and avoid confusion related to using statements designed for purposes other than teaching. Additionally, instructors will be able to add local/state/provincial/regional elements of performance into the standards as intended by the developers.

Requisite skills and knowledge should be converted into enabling objectives. These objectives help to define the course

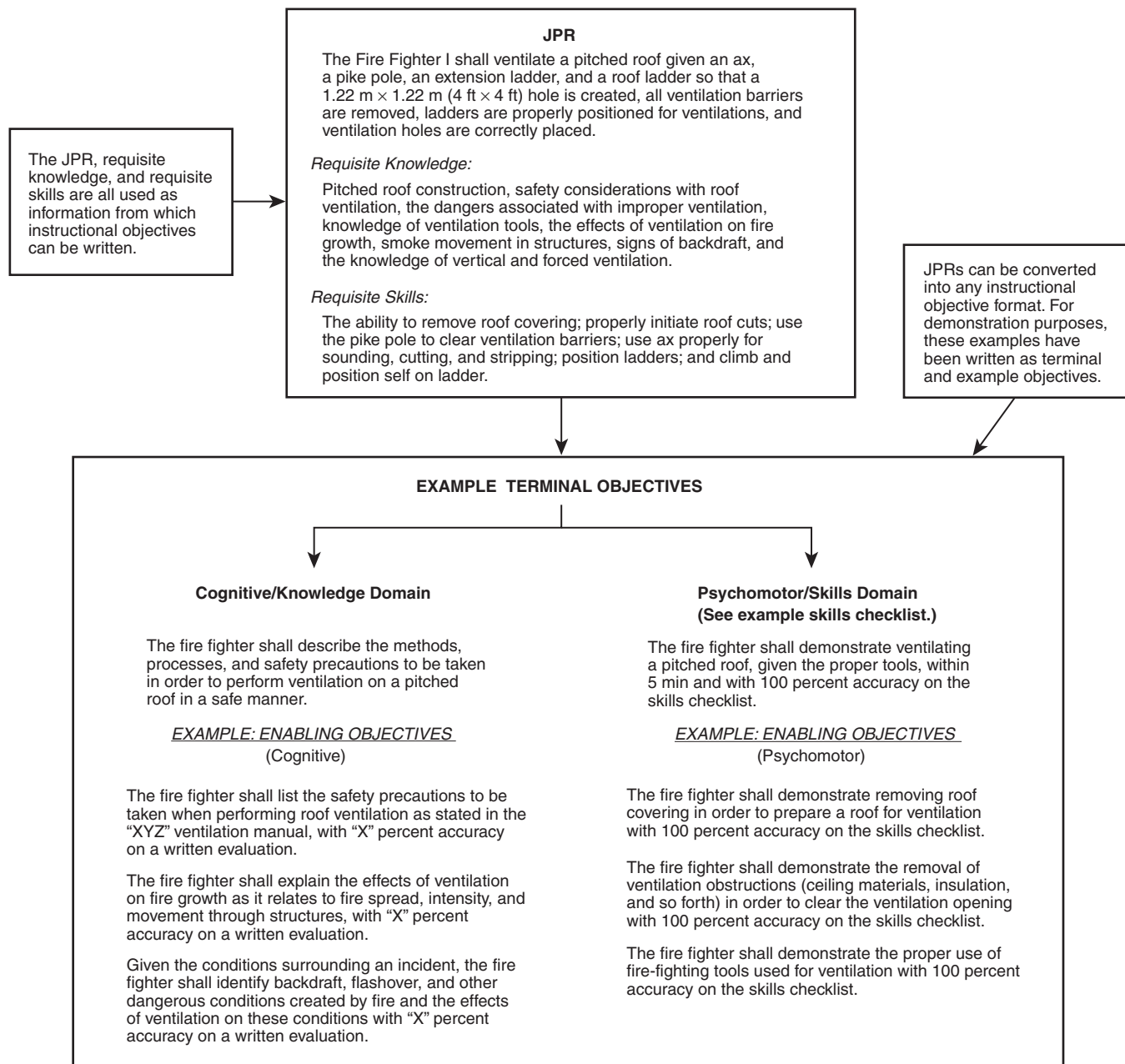


FIGURE C.3.2(a) Converting JPRs into Instructional Objectives.

content. The course content should include each of the requisite knowledge and skills. Using Figure C.3.2(b), the enabling objectives are pitched roof construction, safety considerations with roof ventilation, removal of roof covering, proper roof cuts, and so on. These objectives ensure that the course content supports the terminal objective.

Note that it is assumed that the reader is familiar with curriculum development or training design and evaluation.

C.4 Other Uses. While the professional qualifications standards are used principally to guide the development of training and certification programs, there are a number of other potential uses for these documents. Because they are written

in JPR terms, they lend themselves well to any area of the profession where a level of performance or expertise must be determined. Such areas might include the following:

- (1) *Employee Evaluation/Performance Critiquing.* JPRs can be used as a guide by both the supervisor and the employee during an evaluation. The JPRs for a specific job define tasks that are essential to perform on the job, as well as the evaluation criteria to measure when those tasks are completed.
- (2) *Establishing Hiring Criteria.* Professional qualifications standards can be used in a number of ways to further the establishment of hiring criteria. The authority having jurisdiction could simply require certification at a specific

Objective: The fire fighter shall demonstrate ventilating a pitched roof, given the proper tools, within 5 min and with 100 percent accuracy on the skills checklist.	
1. A 1.22 m × 1.22 m (4 ft × 4 ft) hole was created.	☐ Yes ☐ No
2. All ventilation barriers were removed.	☐ Yes ☐ No
3. Ladders were properly positioned.	☐ Yes ☐ No
4. Ventilation holes were correctly placed (directly over fire, at highest point, etc.).	☐ Yes ☐ No
5. Task was completed within 5 min.	☐ Yes ☐ No
(Time to complete task: _____)	

FIGURE C.3.2(b) Sample Skills Checklist.

job level, for example, Fire Fighter I. The JPRs could also be used as the basis for pre-employment screening by establishing essential minimal tasks and the related evaluation criteria. An added benefit is that individuals interested in employment can work toward the minimal hiring criteria at local colleges.

- (3) *Employee Development.* The professional qualifications standards can be useful to both the employee and the employer in developing a plan for the individual's growth within the organization. The JPRs and the associated requisite skills and knowledge can be used as a guide to determine additional training and education required for the employee to master the job or profession.
- (4) *Succession Planning.* Succession planning, or career pathing, addresses the efficient placement of people into jobs in response to current needs and anticipated future needs. A career development path can be established for targeted individuals to prepare them for growth within the organization. The JPRs and requisite knowledge and skills could then be used to develop an educational path to aid in the individual's advancement within the organization or profession.
- (5) *Establishing Organizational Policies, Procedures, and Goals.* The JPRs can be incorporated into organizational policies, procedures, and goals where employee performance is addressed.

C.5 Bibliography. See E.2.2 for a bibliography for this annex.

Annex D Sample Job Descriptions

This annex is not a part of the requirements of this NFPA document but is included for informational purposes only.

D.1 Job Title: Fire and Life Safety Educator I.

D.1.1 Basic Function. The Fire and Life Safety Educator I is responsible for planning, preparing, and presenting programs of instruction intended to educate and inform the public regarding fire and life safety issues.

D.1.2 Principal Responsibilities. The Fire and Life Safety Educator I is responsible for the following:

- (1) Schedules and conducts age- and audience-appropriate programs of instruction on fire and life safety issues using prepared materials with identified objectives

- (2) Responds to questions from the public regarding fire and life safety with applicable facts and recommended practices
- (3) Administers tests and surveys to evaluate the effectiveness of specific programs of fire and life safety education
- (4) Prepares reports and documentation of individual activities and maintains appropriate files

D.1.3 Typical Decisions. The incumbent, in consultation with the appropriate contact person (teacher, scoutmaster, etc.), determines the scheduling of specific units of instruction and decides on the applicable course materials, handouts, and visual aids for that unit.

D.1.4 Minimum Qualifications. The Fire and Life Safety Educator I should have the following minimum qualifications:

- (1) *Knowledge:* A basic knowledge of educational methods as they relate to presenting programs of fire and life safety instruction, an understanding of the fire service and its role in the community, the basic science of fire behavior, and a working knowledge of fundamental fire prevention and survival techniques.
- (2) *Skills:* Effective oral and written communications skills.
- (3) *Education:* High school diploma or GED and the minimum educational requirements established by the AHJ for entry level fire fighter.
- (4) *Experience:* Any combination of work-related experience resulting in acceptable proficiency levels in the preceding minimum qualifications.
- (5) *Licenses:* Driver's license.

The foregoing statements are intended to describe the general nature and level of work being performed and are not intended to be an exhaustive list of all responsibilities, duties, and skills that might be required.

D.2 Job Title: Fire and Life Safety Educator II.

D.2.1 Basic Function. The Fire and Life Safety Educator II is responsible for directing, managing, and supervising programs of instruction intended to educate and inform the public regarding fire and life safety issues.

D.2.2 Principal Responsibilities. The Fire and Life Safety Educator II is responsible for the following:

- (1) Schedules, coordinates, and supervises the activities of fire and life safety educators
- (2) Prepares budget proposals and expenditure projections for the Public Education Division, following the standards and guidelines of the AHJ
- (3) Determines the priorities of specific programs of instruction and allocates resources appropriately
- (4) Evaluates the overall effectiveness of specific fire and life safety programs by collecting and analyzing relevant data and statistics
- (5) Prepares reports and documentation of specific activities and maintains appropriate files
- (6) Participates in collaborative partnerships and coalitions of professionals involved in fire and life safety issues
- (7) Designs and develops original, or modifies existing, course materials and lesson plans, or both, for programs of fire and life safety education

D.2.3 Typical Decisions. The incumbent determines whether a specific program of instruction is applicable for the age or circumstance of the targeted audience. Through interviews with the person who has primary responsibility for a specific