NFPA 1035

Standard for Professional Qualifications for Public Fire and Life Safety Educator

2005 Edition

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An International Codes and Standards Organization

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NFPA 1035

Standard for

Professional Qualifications for Public Fire and Life Safety Educator

2005 Edition

This edition of NFPA 1035, *Standard for Professional Qualifications for Public Fire and Life Safety Educator*, was prepared by the Technical Committee on Public Fire Educator Professional Qualifications, released by the Technical Correlating Committee on Professional Qualifications, and acted on by NFPA at its November Association Technical Meeting held November 13–17, 2004, in Miami Beach, FL. It was issued by the Standards Council on January 14, 2005, with an effective date of February 7, 2005, and supersedes all previous editions.

This edition of NFPA 1035 was approved as an American National Standard on February 7, 2005.

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 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 public 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 Public 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 Public 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 public 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 job performance requirements for the job of public fire and life safety educator.

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

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

The 2005 edition includes changes to bring the standard into conformance with the *Manual of Style for NFPA Technical Committee Documents*. The chapters on Juvenile Firesetter Intervention Specialist 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 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.

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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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Standard for

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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 public fire and life safety educators, public information officers, and juvenile firesetter intervention specialists.

1.1.2 This standard specifically identifies the job performance requirements (JPRs) for a public fire and life safety educator, a public information officer, and a juvenile firesetter intervention specialist.

1.2* Purpose.

1.2.1 The purpose of this standard is to specify the job performance requirements for serving as a public fire and life safety educator, as a public information officer, and as a juvenile firesetter intervention specialist.

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.

Chapter 2 Referenced Publications (Reserved)

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 public 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 child 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.

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

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

3.3.10 Fire Characteristics. The physical science of fire, which includes the components of fire, the stages of fire development, heat transfer, smoke travel, and flame spread.

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

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

3.3.13* Intake/Interview.

3.3.13.1 ***Intake.*** The process of collecting the comprehensive background information for the juvenile and family regarding the incident(s) that brought the juvenile to the program.

3.3.13.2 ***Interview.*** The process of meeting with the juvenile firesetter and the family to determine the severity of the problem.

3.3.14 Interagency Network. A group of agencies (public safety, social services, education, mental health, health care providers, law enforcement, and juvenile justice) working in a formal/informal partnership to address juvenile firesetting.

3.3.15 Intervention. A formal response to firesetting behavior that includes assessment, education, referral, counseling, medical services, social services, and juvenile justice sanctions.

3.3.16 Job Performance Requirement (JPR). A 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,** 2000]

3.3.17 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.

3.3.18 Juvenile Firesetter Intervention Specialist 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 for counseling and/or implements educational intervention strategies to mitigate effects of firesetting behavior.

3.3.19 Juvenile Firesetter Intervention Specialist II. The individual who has demonstrated the ability to manage juvenile firesetting intervention program activities and the activities of Juvenile Firesetter Intervention Specialist I.

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

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

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

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

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

3.3.25 Public 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.

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

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

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

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

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,** 2003]

3.3.34 Requisite Skills. The essential skills one must have in order to perform a specific task. [**1031,** 2003]

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 public fire and life safety education programs.

3.3.37 Task. A specific job behavior or activity. [**1002,** 2003]

Chapter 4 General Requirements

4.1* Responsibility. It shall be the organization's responsibility to ensure that a public fire and life safety educator, public information officer, or juvenile firesetter intervention specialist 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 job performance requirements (JPRs) for a public fire and life safety educator, public information officer, or juvenile firesetter intervention specialist shall be completed in

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accordance with recognized practices and procedures or as defined by law or by the authority having jurisdiction.

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 authority having jurisdiction.

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

4.4 Public Fire and Life Safety Educator.

4.4.1 The public fire and life safety educator shall meet all the requirements of Public Fire and Life Safety Educator I defined in Chapter 5 prior to being certified at that level.

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

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

4.4.4 The public fire and life safety educator, public information officer, and juvenile firesetter intervention specialist 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 public information officer shall meet all the requirements defined in Chapter 8 prior to being certified as a Public Information Officer.

4.6 Juvenile Firesetter Intervention Specialist.

4.6.1 The juvenile firesetter intervention specialist shall meet all the requirements defined in Chapters 4 and 9 prior to being certified as a Juvenile Firesetter Intervention Specialist (JFIS) I.

4.6.2 The JFIS I shall meet all the requirements defined in Chapters 4, 9, and 10 prior to being certified as a Juvenile Firesetter Intervention Specialist (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 certification requirements.

Chapter 5 Public Fire and Life Safety Educator I

5.1 General Requirements. The Public 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 public 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.

(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 authority having jurisdiction 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.

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.

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5.4.2 Practice safety during fire and life safety education activities, given a lesson plan and a list of equipment, so that public 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 Public Fire and Life Safety Educator II

6.1 General Requirements. The Public Fire and Life Safety Educator II shall meet the job performance requirements 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 public fire and life safety education priorities within a program, given relevant local loss and injury data, so that local public fire and life safety education activities address identified risk priorities.

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(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 policy on requesting resources, and a description of the resources needed, so that the request identifies needed resources and conforms to department/agency policy 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 public fire and life safety education program, given a comprehensive educational strategy, a target audience and their 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 Public Fire and Life Safety Educator III

7.1 General Requirements. In addition to meeting the requirements of Chapter 6, the Public Fire and Life Safety Educator III shall meet the job performance requirements 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.

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(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 strategy 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 public 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. Public 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 public 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 public 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 for the education program, ensure program reflects mission statement.

7.4.3 Create a training program for public fire and life safety educators, given identified job performance requirements and training program goals, so that the educators are able to carry out the job performance requirements 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 public 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 public 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.

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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 Public Information Officer shall meet the job performance requirements defined in Sections 8.1 and 8.2.

8.1.1 General Requisite Knowledge. Report writing, professional appearance based on situation, media characteristics, news process, organizational policies, methods for informal dissemination, and laws and procedures pertaining to release of information.

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.

8.2 Administration.

8.2.1 Conduct media interviews, given incident information, Public Information Officer (PIO) worksheets, and departmental policies, so that all information compiled on worksheets is disseminated to the media in a timely, accurate, and understandable manner.

(A) Requisite Knowledge. Interview methodology.

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

8.2.2 Establish a media area at an emergency incident, given incident information, departmental policies, and types of media present at incident, so that the area provides for the safety of all media, enables communication with incident commander, and is accessible and clearly visible.

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

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

8.2.3 Coordinate dissemination of information to specific nonmedia groups, given departmental policies and methods available for contacting other groups and organizations available to assist, so that the information is communicated to the groups accurately and within the desired time frame.

(A) Requisite Knowledge. Awareness of nonmedia groups.

(B) Requisite Skill. Maintain liaison with community groups.

8.2.4* Write news releases, given incident information, departmental policies, and news release format, so that the news releases are accurate, pertinent, and concise.

(A) Requisite Knowledge. Media requirements for news releases.

(B) Requisite Skill. Compose information in accordance with media source specifications.

8.2.5* Write a media advisory, given information to be disseminated, media advisory format, and departmental policy, so that the media advisories are accurate, pertinent, and concise.

(A) Requisite Knowledge. Media requirements for media advisories.

(B) Requisite Skill. Compose information in accordance with media source specifications.

8.2.6 Disseminate information to the media, given news release or media advisory, characteristics of local media including deadlines, departmental policies, and methods available to reach media, so that, prior to the deadline, the information reaches the media in a form usable to each specific local medium.

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

(B) Requisite Skill. Maintain liaison with media group.

8.2.7 Disseminate information to organizational personnel, given incident or event information, departmental policies, methods available to reach personnel, and time frame for releasing information, so that the information reaches all desired personnel within the time frame and is accurate and concise.

(A) Requisite Knowledge. Specific methods for disseminating information within the organization.

(B) Requisite Skills. Maintain liaison with organizational personnel, operate office information systems.

8.2.8 Coordinate a press conference for local media, given an event or issue, local media characteristics, methods available for reaching media, and departmental policies on press conferences, so that a site is obtained, desired media are notified, a press conference agenda is established, a media information package is produced, and participants in the press conference are notified.

(A) Requisite Knowledge. Event planning requirements.

(B) Requisite Skills. Establish liaison with media, disseminate information, coordinate site selection and use, review media materials.

Chapter 9 Juvenile Firesetter Intervention Specialist I

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

9.1.1 Personnel. Various professionals can be involved in this program, all of whom shall meet the minimum licensing or certification requirements within their respective jurisdiction and profession, to include, but not be limited to, Public 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 governing confidentiality, program and agency policies and procedures, fire characteristics, human behavior during a fire, fire causes and prevention, firesetter characteristics and be-

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havior, 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 polices 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 child and his or her family, the juvenile firesetter intervention specialist 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 child and family interview.

9.4.2 Initiate contact with the family, given the case file, so that the juvenile firesetter intervention specialist 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 juvenile firesetter intervention specialist can establish the purpose and limits of the intake/interview, establish rapport, gather relevant information, identify and intervene in any immediately life-threatening situations, report any suspected abuse or neglect, record and report observations, and summarize findings.

(A) Requisite Knowledge. Federal and state/provincial policies and legal consequences, procedures pertaining to juveniles, firesetting behavior, legal consequences, child development, abuse or neglect, 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 characteristics; human development; program polices 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.

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(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) and referrals and 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 child 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 on 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 program personnel, given a training curriculum, approved forms and materials, so that program 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, state/provincial program policies and procedures, and incident data, so that the community recognizes juvenile firesetter issues and available intervention resources.

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(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 program personnel, given a training curriculum and approved forms and materials, so that program 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 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, 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 interagency 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 public 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. Public fire and life safety education should be an integral part of every fire department's responsibility, function, and philosophy.

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 prevention 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 50 states. However, users of this document should familiarize themselves with the laws governing abuse in this country.

A.3.3.11 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 ignitible liquid,

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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.3.3.13 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 firesetter and the severity of the firesetting behavior. The intake/interview can be performed concurrently, or on separate occasions by one interviewer or by two different people.

A.4.1 It is essential that training is available for the public fire and life safety educator, public information officer, and juvenile firesetter intervention specialist, to ensure that they can perform the job performance requirements (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 authority having jurisdiction to define minimum levels.

A.5.1.1 Injury prevention strategies can be thought of as "The Es." Education, engineering, and enforcement are often cited as strategies used to reduce loss of life and property. Public fire and life safety educators can also add economic incentive (e.g., free smoke alarms, reduced cost car seats) and emergency response environment (decreasing response time by common dispatch, automatic vehicle locators, shared stations, etc.) to these injury prevention strategies.

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 public 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 public fire and life safety education programs. *[See Figure A.5.2.1(a).]*



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

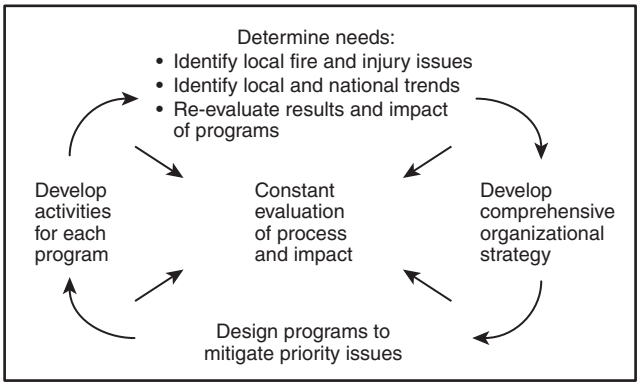

FIGURE A.5.2.1(b) Fire and Life Safety Education Program Design Process.

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 Public Fire and Life Safety Educator I is routinely tasked with several activities other than educational presentations, for example, attending meetings and working with department teams. The activity report documents all the non-educational activities or tasks performed by the educator.

A.5.4.1 The Public 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 Public Fire and Life Safety Educator I is simply to deliver predeveloped 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 Public Fire and Life Safety Educator I.

A.5.4.3 Typical presentation methods can include the following:

(1) Lectures
(2) Skits

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(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 public fire and life safety educator should understand, access, and be able to clearly summarize relevant and current local, state, and national statistics. This information is necessary for both the planning and evaluation of public 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 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. Public 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 public 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 Public 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 public 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 public 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/burn safety practices intended to be adopted as any of the following:

(1) Departmental policy
(2) Organizational policy
(3) 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.8.2.4 Incident information pertains to an emergency-related event to which the department is responding. Examples of such events include fires, motor vehicle crashes, and natural disasters.

A.8.2.5 Media advisory pertains to upcoming events that the department is sponsoring, supporting, or participating in. Examples include public service announcements for radio, newspaper, or television; advertisements for newspapers and newsletters; and informational articles for newspapers and newsletters.

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.

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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 Public Fire and Life Safety Educators. Organizations that can be useful resources for public fire and life safety educators include 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 Fire Fighters
(11) International Association of Fire Chiefs
(12) International Association of Fire Fighters
(13) International Association of Hispanic Fire Fighters
(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) National SAFE KIDS Coalition
(23) National Safety Council
(24) Oklahoma State University Fire Service Training
(25) SOS Fires
(26) United States Fire Administration

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 public 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.

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(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 ignitibility 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/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 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 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.

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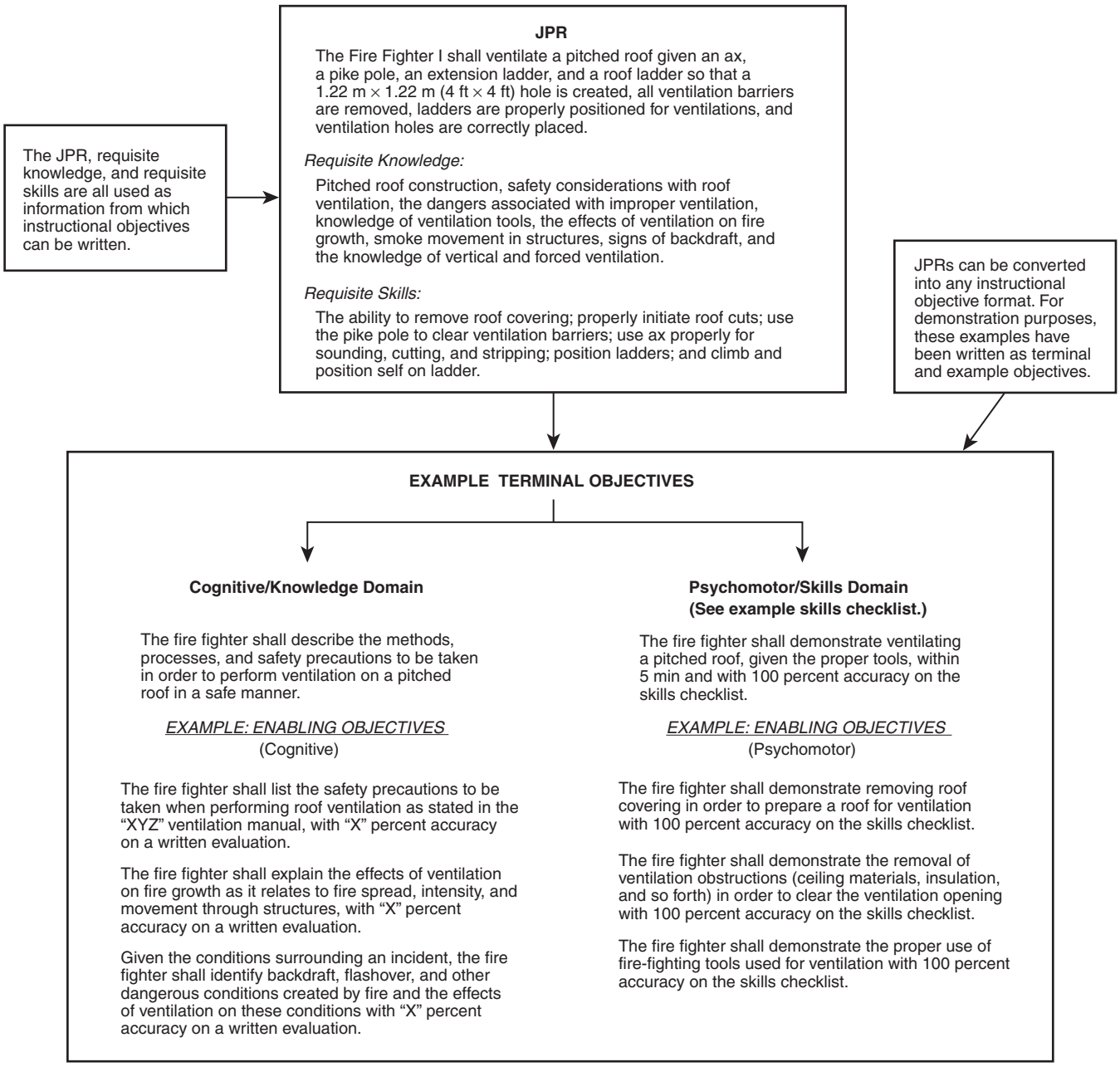

FIGURE C.3.2(a) Converting JPRs into Instructional Objectives.

(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.

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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 completed within 5 min	❑ Yes	❑ No

(Time to complete task: _____)

FIGURE C.3.2(b) Sample Skills Checklist.

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: Public Fire and Life Safety Educator I.

D.1.1 Basic Function. The Public 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 Public 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 Public 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 authority having jurisdiction 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: Public Fire and Life Safety Educator II.

D.2.1 Basic Function. The Public 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 Public Fire and Life Safety Educator II is responsible for the following:

(1) Schedules, coordinates, and supervises the activities of public fire and life safety educators
(2) Prepares budget proposals and expenditure projections for the Public Education Division, following the standards and guidelines of the authority having jurisdiction
(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 group (e.g., teacher, scoutmaster), the incumbent determines any special needs or areas of concentration and advises the assigned instructor accordingly.

D.2.4 Minimum Qualifications. The Public Fire and Life Safety Educator II should have the following minimum qualifications:

(1) *Knowledge:* A working knowledge of educational methodology, an in-depth understanding of the fire service and its role in the community, and an understanding of fire service management, policies, and procedures.
(2) *Skills:* Effective oral and written communication skills, an ability to effectively observe and evaluate the work of others, and the ability to be professionally accepted by the fire service and educational community.
(3) *Education:* Two-year fire science or related degree acceptable; bachelor or higher degree preferred. Some formal training in educational methodology and learning behaviors.
(4) *Experience:* Any combination of work-related experience resulting in acceptable proficiency levels in the preceding minimum qualifications.
(5) *Certifications:* National Professional Qualification (NPQ) Public Fire and Life Safety Educator II.
(6) *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.

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D.3 Job Title: Public Fire and Life Safety Educator III.

D.3.1 Basic Function. The Public Fire and Life Safety Educator III is responsible for managing, directing, and overseeing the development and delivery of programs of instruction intended to educate and inform the public regarding fire and life safety issues.

D.3.2 Principal Responsibilities. The Public Fire and Life Safety Educator III is responsible for the following:

(1) Determines fire and life safety educational priorities, goals, and objectives, and the subsequent strategies and methods for the authority having jurisdiction and allocates resources appropriately
(2) Prepares and administers budget proposals and expenditure projections for the Public Education Division, following the standards and guidelines of the authority having jurisdiction
(3) Assures training of fire and life safety educators, establishes policies and procedures for the Division of Fire and Life Safety Education, and prepares written evaluations of subordinate instructors' performance
(4) Evaluates the effectiveness of fire and life safety education programs by collecting and analyzing relevant data and statistics. Analyzes current and future trends and adapts programs to meet challenges
(5) Prepares reports and documentation of all activities and efforts of the Public Education Division, and maintains appropriate files
(6) Designs and develops original, or modifies existing course materials and lesson plans, or both, for programs of fire and life safety education
(7) Creates or leads collaborative partnerships and coalitions of professionals involved in fire and life safety issues

D.3.3 Typical Decisions. The incumbent is administratively and functionally responsible for the Division of Fire and Life Safety Education. Any decision regarding the efficient and effective operation of this division and not specifically proscribed by the authority having jurisdiction will be within the authority of a Public Fire and Life Safety Educator III.

D.3.4 Minimum Qualifications. The Public Fire and Life Safety Educator III should have the following minimum qualifications:

(1) *Knowledge:* A working knowledge of educational methodology, a comprehensive understanding of the fire service and its role in the community, and an understanding of fire service management policies and procedures.
(2) *Skills:* Effective oral and written communication skills, an ability to effectively observe and evaluate the work of others, and the ability to be professionally accepted by the fire service and educational community.
(3) *Education:* Two-year fire science or related degree acceptable; bachelor or higher degree preferred. Some formal training in educational methodology and learning behaviors.
(4) *Experience:* Any combination of work-related experience resulting in acceptable proficiency levels in the preceding minimum qualifications.
(5) *Certifications:* NPQ Public Fire and Life Safety Educator III.
(6) *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.4 Job Title: Public Information Officer.

D.4.1 Basic Function. The Public Information Officer is responsible for coordinating and disseminating information released during emergency operations and for assisting in the scheduling and coordination of news conferences and similar media events.

D.4.2 Principal Responsibilities. The Public Information Officer is responsible for the following:

(1) Conducts media interviews at emergency operations and other events according to organizational policies and procedures
(2) Coordinates dissemination of information to specific nonmedia groups that might be required to assist in emergency operations
(3) Writes and disseminates news releases to media regarding emergency operations and other fire department operations and programs
(4) Coordinates press conferences for local media pertaining to fire department operations and programs
(5) Serves as public information officer for fire department at emergency operations

D.4.3 Typical Decisions. The incumbent is functionally responsible for the gathering, review, and dissemination of information on department operations at an emergency operation or on news events sponsored by the department. Any decision regarding the application of department policy regarding the dissemination of information to the media and the public is within the authority of a Public Information Officer.

D.4.4 Minimum Qualifications. The Public Information Officer should have the following minimum qualifications:

(1) *Knowledge:* A working knowledge of media characteristics, legalities of public information, media interview techniques, methods of disseminating information, a comprehensive understanding of the fire service and its role in the community, an understanding of fire service emergency operations, and fire department policies and procedures.
(2) *Skills:* Effective oral and written communication skills, an ability to present a positive personal and professional image to the public, and the ability to be professionally accepted by the media.
(3) *Education:* High school diploma or equivalent required; two-year fire science or related degree preferred. Some formal training in interview methods, legalities of public information, and media characteristics.
(4) *Experience:* Any combination of work-related experience resulting in acceptable proficiency levels in the preceding minimum qualifications.
(5) *Certifications:* As required by the authority having jurisdiction for the position of Public Information Officer.
(6) *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.5 Job Title: Juvenile Firesetter Intervention Specialist (JFIS) I.

D.5.1 Basic Function. The Juvenile Firesetter Intervention Specialist (JFIS) I is responsible for facilitating case management of identified firesetter for assessment, education, and referral purposes.

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D.5.2 Principal Responsibilities. The JFIS I is responsible for the following:

(1) Responds to inquiries, reports, or referrals from multiple sources regarding identified or potential firesetter
(2) Initiates contact with firesetter and legal caretaker regarding program components, and schedules intake/interview process
(3) Determines applicable education and referral interventions and facilitates access to additional services as needed
(4) Monitors, documents, and evaluates program elements and firesetter progress

D.5.3 Typical Decisions. The JFIS I, in consultation with his or her supervisor, determines and implements the specific education and referral interventions for each firesetter case.

D.5.4 Minimum Qualifications. The JFIS I should have the following minimum qualifications:

(1) *Knowledge:* Fire safety education, interviewing techniques, symptoms or signs of abuse or neglect, data collection systems, stages of human development, family dynamics, characteristics of juvenile firesetter child development, federal and state laws governing juveniles, regulations governing confidentiality, program and agency policies and procedures, fire characteristics, 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, emergency reporting and restitution.
(2) *Skills:* The ability to communicate orally, communicate in writing, apply interpersonal communication skills, apply interviewing techniques, gather and properly maintain required information, deliver education intervention, maintain data collection systems, recognize areas of risk, identify and report abuse or neglect, operate within the parameters of the local or national jurisdiction regarding abuse and neglect.
(3) *Education:* High school diploma or equivalent required; college degree preferred.
(4) *Experience:* Any combination of work-related experience resulting in acceptable proficiency levels in the preceding minimum qualifications.
(5) *Licensure/Certification:* The minimum licensing or certification requirements within his or her respective jurisdiction and profession, to include but not be limited to Public Fire and Life Safety Educator I, fire investigator, law enforcement official, health care provider, social service worker, or educator.

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, knowledge, and skills that might be required.

D.6 Job Title: Juvenile Firesetter Intervention Specialist (JFIS) II.

D.6.1 Basic Function. The Juvenile Firesetter Intervention Specialist II is responsible for managing firesetter programs and personnel and for developing other program resources.

D.6.2 Principal Responsibilities. The JFIS II is responsible for the following:

(1) Manages Juvenile Firesetter Intervention Program
(2) Supervises any JFIS I and other assigned personnel
(3) Coordinates and evaluates training and personnel
(4) Defines target audiences and program goals
(5) Establishes and maintains interagency networks
(6) Develops, delivers, and evaluates education programs and awareness campaigns
(7) Maintains and secures records of program components and firesetter case files

D.6.3 Typical Decisions. The JFIS II, in consultation with interagency network, sets the mission, goals, and objectives of the juvenile firesetter intervention program.

D.6.4 Minimum Qualifications. The JFIS II should have the following minimum qualifications:

(1) *Knowledge:* Juvenile justice laws including arson, program policies and procedures, management and organizational skills.
(2) *Skills:* Communicate orally, communicate in writing, coordinate community services, develop and manage budget.
(3) *Education:* High school diploma or equivalent required; college degree preferred.
(4) *Experience:* Any combination of work-related experience resulting in acceptable proficiency levels in the preceding minimum qualifications.
(5) *Licensure/Certification:* The minimum licensing or certification requirements within his or her respective jurisdiction and profession to include, but not be limited to, Public Fire and Life Safety Educator I, fire investigator, law enforcement official, health care provider, social service worker, or educator.

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, knowledge, and skills that might be required.

Annex E Informational References

E.1 Referenced Publications. The following documents or portions thereof are referenced within this standard for informational purposes only and are thus not part of the requirements of this document unless also listed in Chapter 2.

E.1.1 NFPA Publications. (Reserved)

E.1.2 Other Publication. *Merriam-Webster's Collegiate Dictionary*, 11th edition, Merriam-Webster, Inc., Springfield, MA, 2003.

E.2 Informational References. The following documents or portions thereof are listed here as informational resources only. They are not a part of the requirements of this document.

E.2.1 The following are selected references and resources. For organizational resources, see Annex B.

Allen, K., *Preventing Childhood Emergencies: A Guide to Developing Effective Injury Prevention Initiatives*. Emergency Medical Services for Children National Resource Center, Washington, D.C., 1997.

Committee on Injury Prevention and Poison Prevention, American Academy of Pediatrics, "Injury Prevention and Control for Children and Youth," 1997.

"Community Education Leadership." Engine Company Tours, 1-hour Educate, William O'Neil (A member of Oregon Fire Education Association), 2255 Rogers Lane, N.W., Salem, OR 97304.

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FEMA/USFA Document, *The National Juvenile Firesetter/ Arson Control and Prevention Program — Fire Service Guide to a Juvenile Firesetter Early Intervention Program.*

Grant, E. J., North Carolina Jaycee Burn Center, 5th floor P.S.T., UNC Hospitals, Chapel Hill, NC 27514; (919) 966-3693; (919) 216-0773 (pager), Egrant.est1@mail.unch.unc.edu.

IFSTA Fire and Life Safety Educator, 1997.

IFSTA FLSE, Resource Kit.

Intervention, Resource Materials: F.I.R.E. Solutions, Inc., P.O. Box 2888, Fall River, MA 02722; (508) 636-9149.

Myers, J. E. B., *Legal Issues in Child Abuse and Neglect*, Sager, Newbury Park, CA, 1992: 102.

National Fire Academy Courses: Presenting Effective Public Education Programs Developing Fire and Life Safety Strategies.

Proving Public Fire Education Works, Tridata Corporation, 1500 Wilson Boulevard, Arlington, VA 22209; (703) 351-8300.

E.2.2 The following is a bibliography for Annex C.

Annett, John and Neville E. Stanton. 2001. *Task Analysis.* London and New York: Taylor and Francis.

Brannick, Michael T. and Edward L. Levine. 2001. *Job Analysis: Methods, Research and Applications for Human Resource Management in the New Millennium.* Conwin Press.

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Fine, Sidney A. and Steven F. Cronshaw. 1999. *Functional Job Analysis: A Foundation for Human Resources Management (Applied Psychology Series).* Lawrence Erlbaum Associates.

Gupta, Kavita. 1999. *A Practical Guide to Needs Assessment.* San Francisco, CA: Jossey-Bass/Pfeiffer.

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Hodell, Chuck. 2000. *ISD From the Ground Up.* Alexandria, VA: American Society for Training & Development.

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McArdle, Gerie. 1998. *Conducting a Needs Analysis (Fifty-Minute Book).* Crisp Publishing.

McCain, Donald V. 1999. *Creating Training Courses.* Alexandria, VA: American Society for Training & Development.

Phillips, Jack J. 2000. *In Action: Performance Analysis and Consulting.* Alexandria, VA: American Society for Training & Development.

Phillips, Jack J. and Elwood F. Holton III. 1995. *In Action: Conducting Needs Assessment.* Alexandria, VA: American Society for Training & Development.

Robinson, Dana Gaines and James C. Robinson. 1998. *Moving from Training to Performance: A Practical Guidebook.* San Francisco: Berrett-Koehler.

Schippmann, Jeffrey S. 1999. *Strategic Job Modeling: Working at the Core of Integrated Human Resources.* Lawrence Erlbaum Associates.

Shepherd, Andrew. 2000. *Hierarchical Task Analysis.* London and New York: Taylor and Francis.

Zemke, Ron and Thomas Kramlinger. 1982. *Figuring Things Out: A Trainer's Guide to Task, Needs, and Organizational Analysis.* Perseus Press.

E.3 References for Extracts. The following documents are listed here to provide reference information, including title and edition, for extracts given throughout the nonmandatory sections of this standard as indicated by a reference in brackets [ ] following a section or paragraph. These documents are not a part of the requirements of this document unless also listed in Chapter 2 for other reasons.

NFPA 1000, *Standard for Fire Service Professional Qualifications Accreditation and Certification Systems*, 2000 edition.

NFPA 1002, *Standard for Fire Apparatus Driver/Operator Professional Qualifications*, 2003 edition.

NFPA 1031, *Standard for Professional Qualifications for Fire Inspector and Plan Examiner*, 2003 edition.

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▼

Committee meets to act on proposals, to develop its own proposals, and to prepare its report.

▼

Committee votes on proposals by letter ballot. If two-thirds approve, report goes forward. Lacking two-thirds approval, report returns to committee.

▼

Report — *Report on Proposals* (ROP) — is published for public review and comment.

▼

Committee meets to act on each public comment received.

▼

Committee votes on comments by letter ballot. If two-thirds approve, supplementary report goes forward. Lacking two-thirds approval, supplementary report returns to committee.

▼

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▼

NFPA membership meets (Annual or Fall Meeting) and acts on committee report (ROP or ROC).

▼

Committee votes on any amendments to report approved at NFPA Annual or Fall Meeting.

▼

Appeals to Standards Council on Association action must be filed within 20 days of the NFPA Annual or Fall Meeting.

▼

Standards Council decides, based on all evidence, whether or not to issue standard or to take other action, including upholding any appeals.

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2. A representative includes an employee.
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Company _____
Address 9 Seattle St. **City** Seattle **State** WA **Zip** 02255
Please indicate organization represented (if any) Fire Marshals Assn. of North America

1. **a) NFPA Document Title** National Fire Alarm Code
   b) NFPA No. & Edition NFPA 72, 2002 ed. **c) Section/Paragraph** 4.4.7.1.1

2. **Proposal Recommends:** *(check one)* ☐ **new text** ☐ **revised text** ☒ **deleted text**

3. **Proposal.** *(Include proposed new or revised wording, or identification of wording to be deleted.)* Note: Proposed text should be in legislative format, that is, use underscore to denote wording to be inserted (inserted wording) and strike-through to denote wording to be deleted (~~deleted wording~~). Delete exception.

4. **Statement of Problem and Substantiation for Proposal.** Note: State the problem that will be resolved by your recommendation. Give the specific reason for your proposal including copies of tests, research papers, fire experience, etc. If more than 200 words, it may be abstracted for publication. A properly installed and maintained system should be free of ground faults. The occurrence of one or more ground faults should be required to cause a "trouble" signal because it indicates a condition that could contribute to future malfunction of the system. Ground fault protection has been widely available on these systems for years and its cost is negligible. Requiring it on all systems will promote better installations, maintenance and reliability.

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