

NFPA® 1035

Standard on Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist, and Program Manager Professional Qualifications

2015 Edition



NFPA®, 1 Batterymarch Park, Quincy, MA 02169-7471, USA
An International Codes and Standards Organization

IMPORTANT NOTICES AND DISCLAIMERS CONCERNING NFPA® STANDARDS

NOTICE AND DISCLAIMER OF LIABILITY CONCERNING THE USE OF NFPA STANDARDS

NFPA® codes, standards, recommended practices, and guides (“NFPA Standards”), of which the document contained herein is one, are developed through a consensus standards development process approved by the American National Standards Institute. This process brings together volunteers representing varied viewpoints and interests to achieve consensus on fire and other safety issues. While the NFPA administers the process and establishes rules to promote fairness in the development of consensus, it does not independently test, evaluate, or verify the accuracy of any information or the soundness of any judgments contained in NFPA Standards.

The NFPA disclaims liability for any personal injury, property or other damages of any nature whatsoever, whether special, indirect, consequential or compensatory, directly or indirectly resulting from the publication, use of, or reliance on NFPA Standards. The NFPA also makes no guaranty or warranty as to the accuracy or completeness of any information published herein.

In issuing and making NFPA Standards available, the NFPA is not undertaking to render professional or other services for or on behalf of any person or entity. Nor is the NFPA undertaking to perform any duty owed by any person or entity to someone else. Anyone using this document should rely on his or her own independent judgment or, as appropriate, seek the advice of a competent professional in determining the exercise of reasonable care in any given circumstances.

The NFPA has no power, nor does it undertake, to police or enforce compliance with the contents of NFPA Standards. Nor does the NFPA list, certify, test, or inspect products, designs, or installations for compliance with this document. Any certification or other statement of compliance with the requirements of this document shall not be attributable to the NFPA and is solely the responsibility of the certifier or maker of the statement.

REMINDER: UPDATING OF NFPA STANDARDS

Users of NFPA codes, standards, recommended practices, and guides (“NFPA Standards”) should be aware that NFPA Standards may be amended from time to time through the issuance of Tentative Interim Amendments or corrected by Errata. An official NFPA Standard at any point in time consists of the current edition of the document together with any Tentative Interim Amendment and any Errata then in effect.

In order to determine whether an NFPA Standard has been amended through the issuance of Tentative Interim Amendments or corrected by Errata, visit the Document Information Pages on NFPA’s website. The Document Information Pages provide up-to-date, document specific information including any issued Tentative Interim Amendments and Errata.

To access the Document Information Page for a specific NFPA Standard, go to <http://www.nfpa.org/docinfo> to choose from the list of NFPA Standards or use the search feature on the right to select the NFPA Standard number (e.g., NFPA 101). In addition to posting all existing Tentative Interim Amendments and Errata, the Document Information Page also includes the option to sign-up for an “Alert” feature to receive an email notification when new updates and other information are posted regarding the document.

IMPORTANT NOTICES AND DISCLAIMERS CONCERNING NFPA® STANDARDS

ADDITIONAL NOTICES AND DISCLAIMERS

Updating of NFPA Standards

Users of NFPA codes, standards, recommended practices, and guides (“NFPA Standards”) should be aware that these documents may be superseded at any time by the issuance of new editions or may be amended from time to time through the issuance of Tentative Interim Amendments or corrected by Errata. An official NFPA Standard at any point in time consists of the current edition of the document together with any Tentative Interim Amendments and any Errata then in effect. In order to determine whether a given document is the current edition and whether it has been amended through the issuance of Tentative Interim Amendments or corrected through the issuance of Errata, consult appropriate NFPA publications such as the National Fire Codes® Subscription Service, visit the NFPA website at www.nfpa.org, or contact the NFPA at the address listed below.

Interpretations of NFPA Standards

A statement, written or oral, that is not processed in accordance with Section 6 of the Regulations Governing the Development of NFPA Standards shall not be considered the official position of NFPA or any of its Committees and shall not be considered to be, nor be relied upon as, a Formal Interpretation.

Patents

The NFPA does not take any position with respect to the validity of any patent rights referenced in, related to, or asserted in connection with an NFPA Standard. The users of NFPA Standards bear the sole responsibility for determining the validity of any such patent rights, as well as the risk of infringement of such rights, and the NFPA disclaims liability for the infringement of any patent resulting from the use of or reliance on NFPA Standards.

NFPA adheres to the policy of the American National Standards Institute (ANSI) regarding the inclusion of patents in American National Standards (“the ANSI Patent Policy”), and hereby gives the following notice pursuant to that policy:

NOTICE: The user’s attention is called to the possibility that compliance with an NFPA Standard may require use of an invention covered by patent rights. NFPA takes no position as to the validity of any such patent rights or as to whether such patent rights constitute or include essential patent claims under the ANSI Patent Policy. If, in connection with the ANSI Patent Policy, a patent holder has filed a statement of willingness to grant licenses under these rights on reasonable and nondiscriminatory terms and conditions to applicants desiring to obtain such a license, copies of such filed statements can be obtained, on request, from NFPA. For further information, contact the NFPA at the address listed below.

Law and Regulations

Users of NFPA Standards should consult applicable federal, state, and local laws and regulations. NFPA does not, by the publication of its codes, standards, recommended practices, and guides, intend to urge action that is not in compliance with applicable laws, and these documents may not be construed as doing so.

Copyrights

NFPA Standards are copyrighted. They are made available for a wide variety of both public and private uses. These include both use, by reference, in laws and regulations, and use in private self-regulation, standardization, and the promotion of safe practices and methods. By making these documents available for use and adoption by public authorities and private users, the NFPA does not waive any rights in copyright to these documents.

Use of NFPA Standards for regulatory purposes should be accomplished through adoption by reference. The term “adoption by reference” means the citing of title, edition, and publishing information only. Any deletions, additions, and changes desired by the adopting authority should be noted separately in the adopting instrument. In order to assist NFPA in following the uses made of its documents, adopting authorities are requested to notify the NFPA (Attention: Secretary, Standards Council) in writing of such use. For technical assistance and questions concerning adoption of NFPA Standards, contact NFPA at the address below.

For Further Information

All questions or other communications relating to NFPA Standards and all requests for information on NFPA procedures governing its codes and standards development process, including information on the procedures for requesting Formal Interpretations, for proposing Tentative Interim Amendments, and for proposing revisions to NFPA standards during regular revision cycles, should be sent to NFPA headquarters, addressed to the attention of the Secretary, Standards Council, NFPA, 1 Batterymarch Park, P.O. Box 9101, Quincy, MA 02269-9101; email: stds_admin@nfpa.org

For more information about NFPA, visit the NFPA website at www.nfpa.org. All NFPA codes and standards can be viewed at no cost at www.nfpa.org/freeaccess.

Copyright © 2014 National Fire Protection Association®. All Rights Reserved.

NFPA® 1035

Standard on

Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist, and Youth Firesetter Program Manager Professional Qualifications

2015 Edition

This edition of NFPA 1035, *Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist, and Youth Firesetter Program Manager Professional Qualifications*, was prepared by the Technical Committee on Public Fire Educator, Public Information Officer, Youth Firesetter Intervention Specialist, and Youth Firesetter Program Manager Professional Qualifications and released by the Correlating Committee on Professional Qualifications. It was issued by the Standards Council on November 11, 2014, with an effective date of December 1, 2014, and supersedes all previous editions.

This edition of NFPA 1035 was approved as an American National Standard on December 1, 2014.

Origin and Development of NFPA 1035

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

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

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

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

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

The Technical Committee on Fire Educator Professional Qualifications was established by the NFPA Standards Council in 1990 based on a recommendation by the Professional Qualifications Correlating Committee. This recommendation addressed the need for specific expertise in the area of fire and life safety education in reviewing and revising the existing

document. This committee met numerous times to complete a job task analysis and develop specific JPRs for the job of fire and life safety educator.

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

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

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

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

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

For the 2015 edition, the Technical Committee has continued to meet the national challenges for fire and life safety education. The Technical Committee performed a job/task analysis to ensure that each position and level was relevant and consistent with trends for the public and community.

New definitions have been added to the document, including *accessibility*, *people-first language*, and *community risk reduction*. The definition for *community risk reduction* was accepted by the Correlating Committee on Professional Qualifications for all professional qualifications documents.

Specifics were added for the use of nationally recognized messages for fire and life safety education. The Technical Committee noted that in some cases local messaging may be inaccurate or contradictory to established, vetted material. This same type of messaging is encouraged for use by the Public Information Officer (PIO). Text has been added to address varying internal and external fire department-related situations that the PIO would need to address for the media. The Technical Committee changed the title Juvenile Firesetter Intervention Specialist (JFIS) to Youth Firesetter Intervention Specialist (YFIS). This change was brought about by the JFIS Task Group — now the YFIS Task Group — to describe a broader spectrum of individuals through the age of 18 involved in firesetting. The goal was to find a less pejorative and limited term than *juvenile* and replace it with the more inclusive and encompassing term, *youth*. The term *juvenile* will still appear in references to specific titles and organizations in which the word is formally incorporated, as in the term *juvenile justice*.

Correlating Committee on Professional Qualifications

William E. Peterson, Chair

Kissimmee, FL [M]

Rep. International Fire Service Training Association

Gregg A. Cleveland, La Crosse Fire Department, WI [U]
Rep. NFPA Fire Service Section

Gordon Descutner, Alaska DPS Fire Standards Council,
AK [U]

Rep. Alaska Fire Standards Council

Douglas P. Forsman, Fairfield Bay Fire Department,
AR [L]

Scott M. Gorgon, North Las Vegas Fire Department,
NV [L]

Rep. International Association of Fire Fighters

R. Kirk Hankins, Fire Consulting & Case Review
International, Inc., MO [U]

Rep. International Association of Arson Investigators,
Inc.

Tonya L. Hoover, CAL FIRE, Office of the State Fire
Marshal, CA [U]

Rep. International Association of Fire Chiefs

James F. Jaracz, Fire Code Guy, IN [SE]

Alan E. Joos, Louisiana State University, LA [SE]

Rep. North American Fire Training Directors

Jerrold Prendergast, Springfield Fire Department,
MA [L]

Willie G. Shelton, Virginia Department of Fire Programs,
VA [E]

Rep. National Board on Fire Service Professional
Qualifications

Philip C. Stittleburg, La Farge Fire Department, WI [L]
Rep. National Volunteer Fire Council

Tracie M. Young-Brungard, Pennsylvania Office of the
State Fire Commissioner, PA [E]

Rep. International Fire Service Accreditation Congress

Alternates

Thomas W. Aurnhammer, Los Pinos Fire District, CO [U]
(Alt. to R. K. Hankins)

Wayne Bailey, North Carolina Fire & Rescue
Commission, NC [E]

(Alt. to T. M. Young-Brungard)

David W. Lewis, Maryland Coordination and Analysis
Center, MD [L]

(Alt. to P. C. Stittleburg)

Frederick W. Piechota, Jr., National Board on Fire Service
Professional Qualifications, MA [E]

(Alt. to W. G. Shelton)

Nonvoting

Stephen P. Austin, Cumberland Valley Volunteer
Firemen's Association, DE [L]
Rep. TC on Traffic Control Incident Management
Professional Qualifications

Ernest J. Grant, North Carolina Jaycee Burn Center,
NC [U]

Rep. TC on Public Fire Educator Professional
Qualifications

Edward M. Hawthorne, Shell Oil Company, TX [U]
Rep. TC on Industrial Fire Brigades Professional
Qualifications

Ronald L. Hopkins, TRACE Fire Protection & Safety
Consultant, Ltd., KY [SE]

Jacklyn Kilby-Richards, Town of Groton Emergency
Dispatch, CT [U]

Rep. TC on Public Safety Telecommunicator
Professional Qualifications

Randy J. Krause, Port of Seattle Fire Department, WA [E]
Rep. TC on Fire Service Occupational Safety and
Health

F. Patrick Marlatt, Maryland Fire and Rescue Institute,
MD [SE]

Rep. TC on Fire Fighter Professional Qualifications

Michael S. Mayers, Hilton Head Island Fire & Rescue,
SC [U]

Rep. TC on Rescue Technician Professional
Qualifications

Gregory G. Noll, Hildebrand & Noll Associates Inc.,
PA [SE]

Rep. TC on Hazardous Materials Response Personnel

Lawrence L. Preston, Maryland Fire and Rescue Institute,
MD [E]

Rep. TC on Fire Officer Professional Qualifications

Jim Stumpf, Organizational Quality Associates, ID [SE]
Rep. TC on Wildfire Suppression Professional
Qualifications

R. Paul Valentine, Nexus Engineering, IL [M]
Rep. TC on Fire Marshal Professional Qualifications

George A. Wendt, Travelers Insurance Company, NJ [I]
Rep. TC on Fire Investigator Professional
Qualifications

Stephen Wilde, Certified Fleet Services, Inc., IL [U]
Rep. TC on Emergency Vehicle Mechanic Technicians
Professional Qualifications

Thomas McGowan, NFPA Staff Liaison

This list represents the membership at the time the Committee was balloted on the final text of this edition. Since that time, changes in the membership may have occurred. A key to classifications is found at the back of the document.

NOTE: Membership on a committee shall not in and of itself constitute an endorsement of the Association or any document developed by the committee on which the member serves.

Committee Scope: This Committee shall have primary responsibility for the management of the NFPA Professional Qualifications Project and documents related to professional qualifications for fire service, public safety, and related personnel.

Technical Committee on Public Fire Educator, Public Information Officer, Youth Firesetter Intervention Specialist, and Youth Firesetter Program Manager Professional Qualifications

Ernest J. Grant, Chair
North Carolina Jaycee Burn Center, NC [U]

David L. Bowman, Bowman Global Enterprise Group,
FL [SE]

Kwame Cooper, Los Angeles City Fire Department,
CA [U]

David C. Denniston, McNeil & Company, Inc., NY [I]

John A. Egan, Sr., FireSmart Kids Juvenile Firesetter
Intervention Program, RI [SE]

Jessica F. Gotthold, U.S. Department of Justice, NJ [E]

Keri Price Grant, McKinney Fire Department, TX [L]

Lawrence Gray, Cleveland Fire Department, OH [U]

Mike Hall, Olathe Fire Department, KS [L]

Dayna Hilton, Johnson County Rural Fire District #1,
AR [U]

J. D. Jenkins, Virginia Department of Fire Programs,
VA [E]

Rep. International Fire Marshals Association

Patricia Mieszala, Burn Concerns National Consulting
& Education Services, CA [SE]

Gerri Penney, Palm Beach County Fire Rescue, FL [E]

Rep. Florida Fire Marshals & Inspectors Association

Niki D. Pereira, Alaska Injury Prevention Center,
AK [SE]

Kelly M. Ransdell, North Carolina Department of
Insurance, NC [E]

Dena E. Schumacher, Champaign Fire Department,
IL [E]

Rep. Illinois Office of State Fire Marshal

Jeffrey A. Thomas, Arizona State University, AZ [SE]

Nancy J. Trench, Fire Protection Publications, OK [M]

Rep. International Fire Service Training Association

Donald H. J. Turno, Savannah River Nuclear Solutions,
LLC, SC [U]

Alternates

Meredith K. Appy, Appy and Associates, LLC, DC [M]

(Alt. to N. J. Trench)

Keith Arnold, Virginia Beach Fire Department, VA [E]

(Alt. to J. D. Jenkins)

Monica Colby, Rapid City Fire Department, SD [SE]

(Alt. to P. Mieszala)

Bradley E. Henson, Olathe Fire Department, KS [L]

(Alt. to M. Hall)

Thomas McGowan, NFPA Staff Liaison

This list represents the membership at the time the Committee was balloted on the final text of this edition. Since that time, changes in the membership may have occurred. A key to classifications is found at the back of the document.

NOTE: Membership on a committee shall not in and of itself constitute an endorsement of the Association or any document developed by the committee on which the member serves.

Committee Scope: This Committee shall have primary responsibility for documents on professional qualifications of public fire and life safety educator, public information officer, youth firesetter intervention specialist, and youth firesetter program manager.

Contents

Chapter 1 Administration	1035- 6	6.3 Planning and Development	1035-11
1.1 Scope	1035- 6	6.4 Education and Implementation	1035-12
1.2 Purpose	1035- 6	6.5 Evaluation	1035-12
1.3 Application	1035- 6	Chapter 7 Public Information Officer	1035-12
1.4 Units	1035- 6	7.1 General Requirements	1035-12
Chapter 2 Referenced Publications	1035- 7	7.2 Administration	1035-13
2.1 General	1035- 7	Chapter 8 Youth Firesetter Intervention Specialist	1035-13
2.2 NFPA Publications. (Reserved)	1035- 7	8.1 General Requirements	1035-13
2.3 Other Publications	1035- 7	8.2 Administration	1035-14
2.4 References for Extracts in Mandatory Sections	1035- 7	8.3 Planning and Development	1035-14
Chapter 3 Definitions	1035- 7	8.4 Education and Implementation	1035-14
3.1 General	1035- 7	8.5 Evaluation	1035-15
3.2 NFPA Official Definitions	1035- 7	Chapter 9 Youth Firesetter Program Manager	1035-15
3.3 General Definitions	1035- 7	9.1 General Requirements	1035-15
Chapter 4 Fire and Life Safety Educator I	1035- 9	9.2 Administration	1035-15
4.1 General Requirements	1035- 9	9.3 Planning and Development	1035-15
4.2 Administration	1035- 9	9.4 Education and Implementation	1035-16
4.3 Planning and Development	1035- 9	9.5 Evaluation	1035-16
4.4 Education and Implementation	1035- 9	Annex A Explanatory Material	1035-16
4.5 Evaluation	1035-10	Annex B Explanation of the Professional Qualifications Standards and Concepts of JPRs	1035-23
Chapter 5 Fire and Life Safety Educator II	1035-10	Annex C Resources	1035-25
5.1 General Requirements	1035-10	Annex D Sample Job Descriptions	1035-25
5.2 Administration	1035-10	Annex E Informational References	1035-28
5.3 Planning and Development	1035-10	Index	1035-30
5.4 Education	1035-11		
5.5 Evaluation	1035-11		
Chapter 6 Fire and Life Safety Educator III	1035-11		
6.1 General Requirements	1035-11		
6.2 Administration	1035-11		

NFPA 1035**Standard on****Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist, and Youth Firesetter Program Manager Professional Qualifications****2015 Edition**

IMPORTANT NOTE: *This NFPA document is made available for use subject to important notices and legal disclaimers. These notices and disclaimers appear in all publications containing this document and may be found under the heading "Important Notices and Disclaimers Concerning NFPA Standards." They can also be obtained on request from NFPA or viewed at www.nfpa.org/disclaimers.*

NOTICE: An asterisk (*) following the number or letter designating a paragraph indicates that explanatory material on the paragraph can be found in Annex A.

A reference in brackets [] following a section or paragraph indicates material that has been extracted from another NFPA document. As an aid to the user, the complete title and edition of the source documents for extracts in mandatory sections of the document are given in Chapter 2 and those for extracts in informational sections are given in Annex E. Extracted text may be edited for consistency and style and may include the revision of internal paragraph references and other references as appropriate. Requests for interpretations or revisions of extracted text shall be sent to the technical committee responsible for the source document.

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

Chapter 1 Administration

1.1 Scope. This standard identifies the minimum job performance requirements (JPRs) for Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist, and Youth Firesetter Program Manager.

1.2* Purpose. The purpose of this standard is to specify the minimum JPRs for service as a Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist, and Youth Firesetter Program Manager.

1.2.1 This standard shall define Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist, and Youth Firesetter Program Manager.

1.2.2 The intent of this standard shall be to ensure that personnel serving as a Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist, and Youth Firesetter Program Manager are qualified.

1.2.3* This standard shall not address organization or management responsibility.

1.2.4 It is not the intent of this standard to restrict any jurisdiction from exceeding or combining these minimum requirements.

1.2.5 JPRs for each level and position are the tasks personnel should be able to perform to carry out the job duties.

1.2.6* A Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist, and Youth Firesetter Program Manager shall remain current with the general knowledge and skills and job performance requirements addressed in the level of qualification.

1.3 Application. The application of this standard is to specify which requirements within the document shall apply to a Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist, and Youth Firesetter Program Manager.

1.3.1 The JPRs shall be accomplished in accordance with the requirements of the authority having jurisdiction (AHJ) and all applicable NFPA standards.

1.3.2 It shall not be required that the JPRs be mastered in the order in which they appear. The AHJ shall establish instructional priority and the training program content to prepare personnel to meet the JPRs of this standard.

1.3.3* Performance of each requirement of this standard shall be evaluated by personnel approved by the AHJ.

1.3.4 The JPRs for each level or position shall be completed in accordance with recognized practices and procedures or as defined by law or by the AHJ.

1.3.5 Personnel assigned the duties of Fire and Life Safety Educator I shall meet all the requirements defined in Chapter 4 prior to being qualified. Personnel assigned the duties of Fire and Life Safety Educator II shall meet all the requirements defined in Chapter 5 prior to being qualified. Personnel assigned the duties of Fire and Life Safety Educator III shall meet all the requirements defined in Chapter 6 prior to being qualified. Personnel assigned the duties of Public Information Officer shall meet all the requirements defined in Chapter 7 prior to being qualified. Personnel assigned the duties of Youth Firesetter Intervention Specialist shall meet all the requirements defined in Chapter 8 prior to being qualified. Personnel assigned the duties of Youth Firesetter Program Manager shall meet all the requirements defined in Chapter 9 prior to being qualified.

1.3.6 The AHJ shall provide personal protective clothing (PPE) and the equipment necessary to conduct assignments.

1.3.7 JPRs involving exposure to products of combustion shall be performed in approved PPE.

1.3.8 Prior to training to meet the requirements of this standard, personnel shall meet the following requirements:

- (1) Educational requirements established by the AHJ
- (2) Age requirements established by the AHJ
- (3) Medical requirements established by the AHJ
- (4) Job-related physical performance requirements established by the AHJ

1.3.9 Wherever in this standard the terms *rules, regulations, policies, procedures, supplies, apparatus, or equipment* are referred to, it is implied that they are those of the AHJ.

1.4 Units. In this standard, equivalent values in SI units shall not be considered as the requirement, as these values can be approximate. (See Table 1.4.)



Table 1.4 U.S.-to-SI Conversions

	U.S. Quantity Unit/Symbol	SI Unit/Symbol	Conversion Factor
Length	inch (in.)	millimeter (mm)	1 in. = 25.4 mm
	foot (ft)	meter (m)	1 ft = 0.305 m
Area	square foot (ft ²)	square meter (m ²)	1 ft ² = 0.0929 m ²

Chapter 2 Referenced Publications

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

2.2 NFPA Publications. (Reserved)

2.3 Other Publications.

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

2.4 References for Extracts in Mandatory Sections.

NFPA 921, *Guide for Fire and Explosion Investigations*, 2014 edition.

NFPA 1000, *Standard for Fire Service Professional Qualifications Accreditation and Certification Systems*, 2011 edition.

NFPA 1002, *Standard for Fire Apparatus Driver/Operator Professional Qualifications*, 2014 edition.

NFPA 1031, *Standard for Professional Qualifications for Fire Inspector and Plan Examiner*, 2014 edition.

Chapter 3 Definitions

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

3.2 NFPA Official Definitions.

3.2.1* Approved. Acceptable to the authority having jurisdiction.

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

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

3.2.4* Listed. Equipment, materials, or services included in a list published by an organization that is acceptable to the authority having jurisdiction and concerned with evaluation of products or services, that maintains periodic inspection of production of listed equipment or materials or periodic evaluation of services,

and whose listing states that either the equipment, material, or service meets appropriate designated standards or has been tested and found suitable for a specified purpose.

3.2.5 Shall. Indicates a mandatory requirement.

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

3.2.7 Standard. An NFPA Standard, the main text of which contains only mandatory provisions using the word “shall” to indicate requirements and that is in a form generally suitable for mandatory reference by another standard or code or for adoption into law. Nonmandatory provisions are not to be considered a part of the requirements of a standard and shall be located in an appendix, annex, footnote, informational note, or other means as permitted in the NFPA Manuals of Style. When used in a generic sense, such as in the phrase “standards development process” or “standards development activities,” the term “standards” includes all NFPA Standards, including Codes, Standards, Recommended Practices, and Guides.

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 Accessibility. The degree to which a product, device, service, or environment is available to as many people as possible. Accessibility enables people with disabilities to fully participate, use a product or device, and receive information. Accessibility might require alternative formats or assistive technologies.

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

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

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

3.3.6* Community Risk Reduction. Programs, actions, and services used by a community, which prevent or mitigate the loss of life, property, and resources associated with life safety, fire, and other disasters within a community.

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

3.3.8 Create. Design original educational or informational resource materials.

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

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

3.3.11 Family/Family Dynamics.

3.3.11.1 Family. The composition of individuals who either live with and/or care for the youth firesetter. Examples of family members are parents, legal guardians, relatives, and other caregivers.

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

3.3.12 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.

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

3.3.14 Fire and Life Safety Educator (FLSE).

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

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

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

3.3.15 Fire Science. The body of knowledge concerning the study of fire and related subjects (such as combustion, flame, products of combustion, heat release, heat transfer, fire and explosion chemistry, fire and explosion dynamics, thermodynamics, kinetics, fluid mechanics, fire safety) and their interaction with people, structures, and the environment. [921, 2014]

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

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

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

3.3.19* Intake/Interview.

3.3.19.1 Intake. The process of collecting initial information from the youth and family regarding the incident(s) that brought the youth to the program.

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

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

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

3.3.22 Job Performance Requirement (JPR). A written statement that describes a specific job task, lists the items necessary to complete the task, and defines measurable or observable outcomes and evaluation areas for the specific task. [1000, 2011]

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

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

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

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

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

3.3.28 People-First Language. Language that puts the person first, not the person's condition or disability. People with disabilities are people first — they are not their diagnoses or their disabilities. People-first language is a respectful, accurate manner in which to speak and write about people who happen to have a disability.

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

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

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

3.3.32 Recidivism. Recurrence of firesetting behavior.

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

3.3.34 Requisite Knowledge. Fundamental knowledge one must have in order to perform a specific task. [1031, 2014]

3.3.35 Requisite Skills. The essential skills one must have in order to perform a specific task. [1031, 2014]

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

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

3.3.38 Task. A specific job behavior or activity. [1002, 2014]

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

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

3.3.41 Youth Firesetter Program Manager (YFPM). The individual who has demonstrated the ability to manage a youth firesetting intervention program and the activities of Youth Firesetter Intervention Specialist (YFIS).



Chapter 4 Fire and Life Safety Educator I

4.1 General Requirements. The Fire and Life Safety Educator I (FLSE I) shall meet the JPRs defined in Sections 4.1 through 4.5.

4.1.1* General Requisite Knowledge. Fire behavior; organizational structure, function, and operation; human behavior during fire; injury causes/prevention; community risk reduction, 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; current fire protection systems and devices; emergency reporting; fire fighter personal protective equipment (PPE); liability issues; public relations; high-risk audiences and behaviors; accessibility; people-first language; social and cultural trends; community resources; personal image and professionalism.

4.1.2 General Requisite Skills. Use verbal and written communication skills, manage time, multitask.

4.2 Administration.

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

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

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

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

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

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

4.2.3 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.

4.2.4 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.

4.3 Planning and Development.

4.3.1 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. Community risk reduction programs in the organization; current community resources, services, and organizations; current fire and life safety issues.

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

4.4 Education and Implementation.

4.4.1* 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 and are congruent with nationally standardized campaign themes and messages reflecting current best practices.

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

(B) Requisite Skill. Locate applicable instructional materials.

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

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

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

4.4.3* 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.

4.4.4 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.

4.4.5 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.

4.4.6 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.

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

(A) Requisite Knowledge. Specific methods for disseminating electronic information.

(B) Requisite Skills. Develop, maintain, and strengthen interaction through electronic forms of communication.

4.5 Evaluation.

4.5.1 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.

4.5.2 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 5 Fire and Life Safety Educator II

5.1 General Requirements. The Fire and Life Safety Educator II (FLSE II) shall meet the JPRs defined in Sections 5.1 through 5.5.

5.1.1 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.

5.1.2 General Requisite Skills. Analyze community risk, design and manage programs, integrate prevention interventions to address community risk, create and lead a community risk reduction program, and work in collaboration with internal and external organizational members.

5.2 Administration.

5.2.1 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.

5.2.2 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.

5.2.3 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.

5.2.4 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.

5.3 Planning and Development.

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

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

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

5.3.2 Facilitate a fire and life safety collaborative partnership within the organization and with external partners, given information about the organizations in the partnership, the goals of the partnership, 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, accessible facilities and reasonable accommodations, 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.

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

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

(B) Requisite Skill. Write proposals.



5.4 Education.

5.4.1 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 accessible formats and materials; learning theories; community risk reduction and prevention strategies; 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.

5.4.2 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.

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

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

(B) Requisite Skill. Design educational materials.

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

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

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

5.4.5 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.

5.5 Evaluation.

5.5.1 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.

5.5.2 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.

5.5.3 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 6 Fire and Life Safety Educator III

6.1 General Requirements. In addition to meeting the requirements of Chapter 5, the Fire and Life Safety Educator III (FLSE III) shall meet the JPRs defined in Sections 6.1 through 6.5.

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

6.1.2 General Requisite Skills. Create and lead a community risk reduction program, coordinate collaboration within the organization and with external partners, analyze data, develop short- and long-term plans, write grants and reports.

6.2 Administration.

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

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

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

6.2.2 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.

6.3 Planning and Development.

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

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

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

6.3.2 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.

6.3.3 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.

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

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

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

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

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

(B) Requisite Skill. Establish relations with media.

6.4 Education and Implementation.

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

(A)* Requisite Knowledge. Technical content; nationally standardized campaign themes and messages reflecting current best practices; epidemiology of injury; characteristics of the audience, including people with low literacy skills, people who speak English as a second language, and people who need to receive information in accessible formats.

(B) Requisite Skills. Conduct research, analyze risk, and use best practices.

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

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

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

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

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

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

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

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

(B) Requisite Skills. Create an awareness campaign, disseminate information within the organization, implement campaign strategy.

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

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

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

6.5 Evaluation.

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

(A) Requisite Knowledge. Evaluation methods and incident reporting systems.

(B) Requisite Skills. Conduct focus groups, implement evaluation methods, and analyze data.

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

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

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

Chapter 7 Public Information Officer

7.1 General Requirements. The Public Information Officer (PIO) shall meet the JPRs defined in Sections 7.1 and 7.2.

7.1.1 General Requisite Knowledge. Effective writing skills; professional appearance; use of people-first language in writing and when speaking; time management skills; media characteristics and processes; methods for information gathering; message development, dissemination, and monitoring; information technology; internal and external audiences; community relationships and resources; incident management system; organizational emergency and nonemergency functions, responsive and proactive message opportunities; responsible



use of social media; organizational messages; nationally standardized fire and life safety themes and messages reflecting current best practices; program management; budget preparation and management; marketing; and applicable public information laws, standards, and policies.

7.1.2 General Requisite Skills. Use verbal and written communication skills, exhibit professional demeanor, manage interaction with the media, utilize various means of information technology, articulate organizational messages, identify applicable laws, develop and recommend pertinent policies and guidelines.

7.2 Administration.

7.2.1* Conduct media interviews, given incident information, PIO worksheets, and organizational policies, so that all information compiled on worksheets is accurate and disseminated in a specified time to the media.

(A) Requisite Knowledge. Interview methodologies.

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

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

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

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

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

(A) Requisite Knowledge. Awareness of community groups.

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

7.2.4* Prepare a news release, given an incident, a situation, or event information and organizational policies, so that the news release is pertinent, on time, concise, and accurate.

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

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

7.2.5* Prepare a media advisory, given an incident, a situation, or event information and organizational policy, so that the media advisory is pertinent, on time, concise, and accurate.

(A) Requisite Knowledge. Media advisory formatting.

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

7.2.6 Disseminate information to the media, given a PIO worksheet; news release or media advisory; the characteristics of the local media, including deadlines, organizational policies; and methods available to reach the media, so that information is on time and accurate.

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

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

7.2.7* Disseminate information to an internal target audience, given an incident, a situation, or event information; organizational policies, and methods and time frame for releasing information, so that the information is on time and accurate.

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

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

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

(A) Requisite Knowledge. News conference needs.

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

7.2.9* Disseminate information through applicable electronic forms of communication, including social media, given an incident, a situation, or event information; organizational policies; and methods and time frame for releasing that information, so that the information is on time, accurate, and accessible to all audiences.

(A) Requisite Knowledge. Specific methods for disseminating electronic information.

(B) Develop, maintain, and strengthen interaction through electronic forms of communication.

Chapter 8 Youth Firesetter Intervention Specialist

8.1 General Requirements. A person assigned to the duties of a Youth Firesetter Intervention Specialist (YFIS) shall meet all the requirements defined in Sections 8.1 through 8.5 prior to being qualified as a YFIS.

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

8.1.2* 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 youth firesetting, federal, tribal, state, and provincial laws governing juveniles, regulations governing confidentiality, program and agency policies and procedures, fire science, arson and the illegal use of explosives, human behavior during a fire, fire causes and prevention, firesetter characteristics and behavior, mental health options, legal consequences, escape planning, hazard identification and correction, current fire protection systems and devices, and emergency reporting.

8.1.3* General Requisite Skills. Use verbal and written communication skills; 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, tribal, state, and provincial jurisdiction regarding abuse or neglect; identify procedures to report behavior associated with ignition materials, accelerants, improvised explosive devices, and improvised incendiary devices.

8.2 Administration.

8.2.1 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, use verbal and written communication skills.

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

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

(B) Requisite Skills. Organize materials, use verbal and written communication skills.

8.2.3 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.

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

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

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

8.2.5 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.

8.3 Planning and Development. No requirements at this level.

8.4 Education and Implementation.

8.4.1 Review a case file, given intake information, so that before speaking with the youth and his or her family, the YFIS 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 youth and family interviews.

8.4.2 Initiate contact with the family, given the case file, so that the YFIS can explain the program and its benefits; schedule a time, date, and place for the intake/interview; and advise 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.

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

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

(B) Requisite Skills. Conduct an intake/interview and document findings, manage time, use verbal and written communication skills, and use professional interview techniques.

8.4.4 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, youth 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.

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

(A)* Requisite Knowledge. Educational resources, methodology, and techniques; legal consequences; fire science; arson and the illegal use of explosives; human development; program policies and procedures.

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

8.4.6 Implement a referral process, given current interagency network list and program policies and procedures, so that the youth firesetter and his or her family can gain access to needed services and priority needs are met in a specified time.

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

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



8.5 Evaluation.

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

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

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

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

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

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

Chapter 9 Youth Firesetter Program Manager

9.1 General Requirements. A person assigned to the duties of a Youth Firesetter Program Manager (YFPM) shall meet all the requirements prior to being qualified, as defined in Sections 8.1 and 9.1 through 9.5.

9.1.1* General Requisite Knowledge. Federal, tribal, state, and provincial laws, including arson and the illegal use of explosives, program policies and procedures, and organizational management.

9.1.2 General Requisite Skills. Use verbal and written communication skills; coordinate community resources, services, and organizations; and develop and manage a budget.

9.2 Administration.

9.2.1 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.** Use verbal and written communication skills, gather and analyze information.

9.2.2 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.

9.2.3 Identify and assign a YFIS 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 and personnel management.

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

9.2.4 Supervise the YFIS 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 and program policies and procedures.

(B) **Requisite Skills.** Evaluate and utilize personal strengths of the YFIS and other personnel.

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

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

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

9.3 Planning and Development.

9.3.1* Develop an interagency network, given a current list of agencies, interagency agreements, and protocols, 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.

9.3.2* 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.

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

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

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

9.3.4 Develop a community awareness program, given a mission statement, program policies and procedures, and incident data, so that the community recognizes youth firesetting issues and available intervention resources.

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

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

9.3.5 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.

9.4 Education and Implementation.

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

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

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

9.4.2 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.

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

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

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

9.5 Evaluation.

9.5.1 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.

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

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

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

9.5.3 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.** Use verbal and written communication skills.

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 The committee believes that this document specifies the minimum job performance requirements for Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist, and Youth Firesetter Program Manager. The committee recognizes that emergency services organizations might have to invest considerable resources to provide the equipment and training needed to perform safely and efficiently. The committee does not mean to imply that organizations with limited resources cannot provide response services, only that the individuals charged with performing responsibilities are qualified to specific levels according to this standard.

A.1.2.3 Organization or management responsibilities should be addressed by the agency that personnel represent. The AHJ should define the agency requirements for progression to positions of management responsibility.

A.1.2.6 The committee recognizes the importance of formal and continuing education and training programs to ensure that the Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist, and Youth Firesetter Program Manager have maintained and updated the necessary skills and knowledge for the level of qualification. Continuing education and training programs can be developed or administered by local, state, provincial, or federal agencies as well as professional associations and accredited institutions of higher education. The methods of learning would include areas of technology, refresher training, skills practices, and knowledge application to standards. The subject matter should directly relate to the requirements of this standard.

A.1.3.3 It is recommended, where practical, that evaluators be individuals who were not directly involved as instructors for the requirement being evaluated.

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

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

A.3.3.4 Assessment. The term *assessment* can vary within professions. As an example, the mental health professional can refer to an assessment as a tool used to determine a clinical diagnosis. A YFIS would conduct a risk and/or needs assessment of the youth and his or her family.

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

A.3.3.6 Community Risk Reduction. Community risk reduction can be achieved through the adoption of prevention or mitigation initiatives, policies, protocols, and standards to address specific problems. Actions would imply that a specific plan of operation is in place and practiced. Services would incorporate fire, police, emergency medical services, and other community services that could be called upon to address the specific risk.

A.3.3.16 Firesetting. Firesetting encompasses unintentional acts, deliberate acts of arson, possible conspiratorial efforts, or other fire involvement. The act of firesetting includes the use of an ignition source, whether it be a match, lighter, or other heat source, and the possible inclusion of an ignitable liquid, common combustible materials, and/or improvised devices. These devices can be both incendiary and explosive.

Firesetting terms include the following:

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

A.3.3.19 Intake/Interview. The intake process and the interview are two separate functions. The purpose of the intake is to collect information on the youth and his or her family. This information can include the youth'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 firesetting behavior(s) and the needs of the youth and his or her family. The intake/interview can be performed concurrently or on separate occasions by one or more interviewers.

A.4.1.1 Injury prevention strategies can be thought of as "The Es." Education, engineering, enforcement, economic incentive, and emergency response are often cited as strategies used to reduce loss of life and property. In relation to special needs, consider People First: In choosing words about people with disabilities, the guiding principle is to refer to the person first, not the disability. In place of saying "the disabled" it is preferable to say "people with disabilities." It is only important to refer to the person's disability if it is relevant to the conversation or situation. Disability should not be the primary defining characteristic of an individual but merely one aspect of the whole person.

A.4.2.1 An activity is a component of a fire and life safety education program. Activities include lessons, public presentations, demonstrations, safety fairs, home inspections, news releases, media interviews, and billboards. A fire and life safety education program utilizes multiple activities to achieve program goals. For example, a department can have a home safety program. The program includes home inspections by engine company personnel, public service announcements on local radio and television, billboards on major highways, and presentations to community groups. An organization's fire and life safety strategy is the comprehensive organizational plan designed to eliminate or mitigate risks that endanger lives, health, property, or the environment through fire and life safety education programs. [See Figure A.4.2.1(a).] The strategy can include collaborative partnerships with other community, state, and national organizations and agencies. It is the result of a planning process that begins with determining community needs and issues. [See Figure A.4.2.1(b).]



FIGURE A.4.2.1(a) Fire and Life Safety Education Program Components.

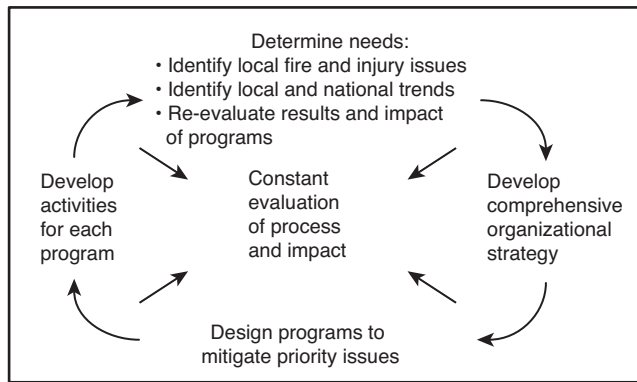


FIGURE A.4.2.1(b) Fire and Life Safety Education Program Design Process.

A.4.2.2 The Fire and Life Safety Educator I is routinely tasked with several activities other than educational presentations, for example, attending meetings and working with department teams. The activity report documents all the noneducational activities or tasks performed by the educator.

A.4.4.1 The Fire and Life Safety Educator I might receive this requisite knowledge through departmental training programs, training programs sponsored by state or federal training agencies, or education departments of local colleges or universities. It should be emphasized that the role of the Fire and Life Safety Educator I is simply to deliver prepared lessons. For this reason, the requisite knowledge should focus only on those basic skills. The final determination of the amount of training necessary to meet the requirements is the responsibility of the organization providing the training. It is important that the requisite knowledge and skills be obtained prior to assuming the duties of a Fire and Life Safety Educator I. (See Annex C.)

A.4.4.3 Typical presentation methods can include the following:

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

A.5.3.1 The fire and life safety educator should understand, access, and be able to clearly summarize relevant and current local, state/provincial, and national statistics. This information is necessary for both the planning and evaluation of fire and life safety education programs. Sources of information that accurately track fire incidence and nature of burn injuries vary among communities and can be limited to local fire service and hospital records. State/provincial and national data from sources such as the National Fire Information Incident Reporting System (NFIRS) and the American Burn Association can be used to justify local programming, but the more accurate and community-

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

A.5.3.3 Many times in fire and life safety education programs and individual projects, developing resources outside the organization is necessary to achieve program goals and objectives. These resources might include volunteer educators, educational or promotional materials, financial resources, or any other personnel or material resources required to meet program needs. To solicit these resources effectively in the community, a record of past efforts, including program requirements, providers, methods of solicitation, personnel responsible for solicitation, and methods for managing and accounting for the resources, should be maintained.

A.5.4.1(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.5.4.2(A) As with Fire and Life Safety Educator I, the requisite knowledge requirements can be satisfied through a variety of methods. Because of the depth of these requirements, it is not possible, nor is it the desire of the committee, to recommend a minimum amount of training necessary to achieve the requirements. Rather, such a determination is the responsibility of the organization providing the training.

A.5.4.4 The fire and life safety educator is frequently called on to deliver lessons to a variety of audiences and thus needs to understand how to adapt the lesson content so that it is understandable to those audiences. Audiences can vary in several ways that will impact their ability to understand and apply information. These differences can include the following:

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

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

A.6.3.4 A policy might include a statement of recommended fire and life safety practices intended to be adopted as any of the following:

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

A.6.4.1(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. The Educational Messages Advisory Committee meets annually to review NFPA's fire safety education messages and to provide recommendations to NFPA public education staff for updating and revising the messages. The messages are used throughout NFPA's educational programs, curricula, and handouts and provide fire and life safety educators with accurate and consistent language for use when offering safety information to the public. Each topic area is self-contained, written so that all the information needed on a certain subject is provided within that category. As a result, some messaging might be repeated throughout topic areas. To reference the document, visit www.nfpa.org.

A.7.2.1 Figure A.7.2.1(a), Figure A.7.2.1(b), and Figure A.7.2.1(c) depict three worksheets that could serve as a template to the ones that could be used when the department does not have one of their own.

A.7.2.4 Incident information includes, but is not limited to, an emergency-related event. Examples include fires, motor vehicle crashes, and natural disasters. Situation information includes, but is not limited to, a positive or negative circumstance related to the organization. Examples include promotions, station openings, service interruptions, and personnel issues. Event information includes, but is not limited to, planned non-emergency related occurrences. Examples include festivals, fairs, and award ceremonies.

A.7.2.5 Incident information includes, but is not limited to, an emergency-related event. Examples include fires, motor vehicle crashes, and natural disasters. Situation information includes, but is not limited to, a positive or negative circumstance related to the organization. Examples include promotions, station openings, service interruptions, and personnel issues. Event information includes, but is not limited to, planned non-emergency related occurrences. Examples include festivals, fairs, and award ceremonies.

A.7.2.7 Incident information includes, but is not limited to, an emergency-related event. Examples include fires, motor vehicle crashes, and natural disasters. Situation information includes, but is not limited to, a positive or negative circumstance related to the organization. Examples include promotions, station openings, service interruptions, and personnel issues. Event information includes, but is not limited to, planned non-emergency related occurrences. Examples include festivals, fairs, and award ceremonies.

A.7.2.8 Incident information includes, but is not limited to, an emergency-related event. Examples include fires, motor vehicle crashes, and natural disasters. Situation information includes, but is not limited to, a positive or negative circumstance related to the organization. Examples include

promotions, station openings, service interruptions, and personnel issues. Event information includes, but is not limited to, planned non-emergency related occurrences. Examples include festivals, fairs, and award ceremonies.

A.7.2.9 Incident information includes, but is not limited to, an emergency-related event. Examples include fires, motor vehicle crashes, and natural disasters. Situation information includes, but is not limited to, a positive or negative circumstance related to the organization. Examples include promotions, station openings, service interruptions, and personnel issues. Event information includes, but is not limited to, planned non-emergency related occurrences. Examples include festivals, fairs, and award ceremonies.

A.8.1.2 The committee's intent is to recognize the trend in the use of explosives and explosives-related materials, which could include youths involved in firesetting.

A.8.1.3 The committee's intent is to recognize the trend in the use of explosives and explosives-related materials, which could include youths involved in firesetting.

A.8.4.5(A) The committee's intent is to recognize the trend in the use of explosives and explosives-related materials, which could include youths involved in firesetting.

A.9.1.1 The committee's intent is to recognize the trend in the use of explosives and explosives-related materials, which could include youths involved in firesetting.

A.9.3.1 Typically, interventions for the youth and his or her family are determined by multiagency partners. 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 YFIS should be aware of any existing partners that could be used for youth firesetter intervention purposes.

A.9.3.2 When a youth firesetter intervention program is created, program policies and procedures should 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 youth, recidivism rate (repeat firesetting by youth who have 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 is required to achieve this evaluation.

Incident Information

Your Organization
12345 Your Street
City, State Zip Code

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

Incident information title

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

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

###

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

FIGURE A.7.2.1(a) Sample Incident Information Worksheet.



Media Advisory

Your Organization
12345 Your Street
City, State Zip Code

Contact: Name, Contact number

For immediate release: Day, Year

Advisory title

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

What: Describe event.

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

Include interesting event visuals or photo opportunities.

Where: Accurate address.

Why: Succinctly state the reason for your event.

#

FIGURE A.7.2.1(b) Sample Media Advisory Worksheet.

News Release

Your Organization
12345 Your Street
City, State Zip Code

Contact: Name, Contact number

For immediate release: Day, Year

News release title

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

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

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

#

FIGURE A.7.2.1(c) Sample News Release.



Annex B Explanation of the Professional Qualifications 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.

B.1 Explanation of the Professional Qualifications Standards and Concepts of Job Performance Requirements (JPRs). The primary benefit of establishing national professional qualifications standards is to provide both public and private sectors with a framework of the job requirements for emergency services personnel. Other benefits include enhancement of the profession, individual as well as organizational growth and development, and standardization of practices.

NFPA professional qualifications standards identify the minimum job performance requirements (JPRs) for specific emergency services levels and positions. The standards can be used for training design and evaluation; certification; measuring and critiquing on-the-job performance; defining hiring practices; job descriptions; and setting organizational policies, procedures, and goals.

Professional qualifications standards for specific jobs are organized by major areas of responsibility defined as “duties.” For example, the fire fighter’s duties might include fire department communications, fireground operations, and preparedness and maintenance, whereas the fire and life safety educator’s duties might include education and implementation, planning and development, and evaluation. Duties are major functional areas of responsibility within a specific job.

The professional qualifications standards are written as JPRs. JPRs describe the performance required for a specific job and are grouped according to the duties of the job. The complete list of JPRs for each duty defines what an individual must be able to do in order to perform and achieve that duty.

B.2 The Parts of a JPR.

B.2.1 Critical Components. The JPR comprises three critical components, which are as follows:

- (1) Task to be performed, partial description using an action verb
- (2) Tools, equipment, or materials that are to be provided to complete the task
- (3) Evaluation parameters and performance outcomes

Table B.2.1 gives an example of the critical components of a JPR.

Table B.2.1 Example of a JPR

(1) Task to be performed	(1) Perform overhaul at a fire scene,
(2) Tools, equipment, or materials	(2) given approved PPE, attack line, hand tools, flashlight, and an assignment,
(3) Evaluation parameters and performance outcomes	(3) so that structural integrity is not compromised, all hidden fires are discovered, fire cause evidence is preserved, and the fire is extinguished.

B.2.1.1 The Task to Be Performed. The first component is a concise statement of what the person is required to do. A significant aspect of that phrase is the use of an action verb, which sets the expectation for what is to be accomplished.

B.2.1.2 Tools, Equipment, or Materials That Must Be Provided for Successful Completion of the Task. This component ensures that all individuals completing the task are given the same tools, equipment, or materials when they are being evaluated. Both the individual and the evaluator will know what will be provided in order for the individual to complete the task.

B.2.1.3 Evaluation Parameters and Performance Outcomes. This component defines — for both the performer and the evaluator — how well the individual should perform each task. The JPR guides performance toward successful completion by identifying evaluation parameters and performance outcomes. This portion of the JPR promotes consistency in evaluation by reducing the variables used to gauge performance.

B.2.2 Requisite Knowledge and Skills. In addition to these three components, the JPR describes requisite knowledge and skills. As the term *requisite* suggests, these are the necessary knowledge and skills the individual should have prior to being able to perform the task. Requisite knowledge and skills are the foundation for task performance.

B.2.3 Examples. With the components and requisites combined, a JPR might read similar to the following two examples.

B.2.3.1 Example: Fire Fighter I. Perform overhaul at a fire scene, given approved PPE, attack line, hand tools, flashlight, and an assignment, so that structural integrity is not compromised, all hidden fires are discovered, fire cause evidence is preserved, and the fire is extinguished.

(A) Requisite Knowledge. Knowledge of types of fire attack lines and water application devices for overhaul, water application methods for extinguishment that limit water damage, types of tools and methods used to expose hidden fire, dangers associated with overhaul, signs of area of origin or signs of arson, and reasons for protection of fire scene.

(B) Requisite Skills. The ability to deploy and operate an attack line; remove flooring, ceiling, and wall components to expose void spaces without compromising structural integrity; apply water for maximum effectiveness; expose and extinguish hidden fires in walls, ceilings, and subfloor spaces; recognize and preserve signs of area of origin and arson; and evaluate for complete extinguishment.

B.2.3.2 Example: Fire and Life Safety Educator II. 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. Knowledge of budgetary process; governmental accounting procedures; federal, tribal, state, and local laws; organizational bidding process; and organization purchase requests.

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

B.3 Potential Uses for JPRs.

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

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

The individual seeking certification would be evaluated on completion of the JPRs. The individual would perform the task and be evaluated based on the evaluation parameters and performance outcomes. This performance-based evaluation is based on practical exercises for psychomotor skills and written examinations for cognitive skills.

Psychomotor skills are those physical skills that can be demonstrated or observed. Cognitive skills cannot be observed but rather are evaluated on how an individual completes the task (process-oriented) or on the task outcome (product-oriented).

Performance evaluation requires that individuals be given the tools, equipment, or materials listed in the JPR in order to complete the task.

B.3.2 Curriculum Development and 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 specific skills on the job, as opposed to a learning situation. These statements should be converted into instructional objectives with behaviors, conditions, and degree to be measured within the educational environment.

While the differences between JPRs and instructional objectives are subtle in appearance, their purposes differ. JPRs state what is necessary to perform the job in practical and actual experience. Instructional objectives, on the other hand, 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 would be able to clarify performance expectations and avoid confusion caused by the use of statements designed for purposes other than teaching. Instructors would be able to add jurisdictional elements of performance into the learning objectives as intended by the developers.

Requisite skills and knowledge could be converted into enabling objectives, which would help to define the course content. The course content would include each item of the requisite knowledge and skills ensuring that the course content supports the terminal objective.

B.3.2.1 Example: Converting a Fire Fighter I JPR into an Instructional Objective. The instructional objectives are just two of several instructional objectives that would be written to support the terminal objective based on the JPR.

JPR: Perform overhaul at a fire scene, given approved PPE, attack line, hand tools, flashlight, and an assignment, so that structural integrity is not compromised, all hidden fires are discovered, fire cause evidence is preserved, and the fire is extinguished.

Instructional Objective (Cognitive): The Fire Fighter I will identify and describe five safety considerations associated with structural integrity compromise during overhaul as part of a written examination.

Instructional Objective (Psychomotor): The Fire Fighter I will demonstrate the designed use of tools and equipment during overhaul to locate and extinguish hidden fires without compromising structural integrity.

B.3.2.2 Example: Converting a Fire and Life Safety Educator II JPR into an Instructional Objective. The instructional objectives are just two of several instructional objectives that would be written to support the terminal objective based on the JPR.

JPR: 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.

Instructional Objective (Cognitive): The Fire and Life Safety Educator II will list and describe the bidding process for the purchase of a published program using budgetary guidelines, program needs, and the guidelines established by local organizational procedures as part of a written examination.

Instructional Objective (Psychomotor): The Fire and Life Safety Educator II will lead in the purchase of a specific fire and life safety educational program by following the bidding process to completion, using local organizational guidelines, including budgetary procedures, program needs, and delivery expense projections.

B.4 Other Uses for JPRs. While the professional qualifications standards are used to establish minimum JPRs for qualification, they have been recognized as guides for the development of training and certification programs, as well as a number of other potential uses.

These areas might include the following:

- (1) *Employee Evaluation/Performance Critiquing.* The professional qualifications standards 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 completion of the tasks.
- (2) *Establishing Hiring Criteria.* The professional qualifications standards can be helpful in a number of ways to further the establishment of hiring criteria. The authority having jurisdiction (AHJ) 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 to establish essential minimal tasks and the related evaluation criteria. An added benefit is that individuals interested in employment can work toward the minimal hiring criteria at local colleges.
- (3) *Employee Development.* The professional qualifications standards can be practical for both the employee and the employer in developing a plan for the employee's growth within the organization. The JPRs and the associated requisite knowledge and skills 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 addresses the efficient placement of individuals into jobs in response to current needs and anticipated future needs. A career development path can be established for targeted employees 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 employee's advancement within the organization or profession.
- (5) *Establishing Organizational Policies, Procedures, and Goals.* The professional qualifications standards can be functional for incorporating policies, procedures, and goals into the organization or agency.



B.5 Bibliography.

Annett, J., and N. E. Stanton, *Task Analysis*. London and New York: Taylor and Francis, 2000.

Brannick, M. T., and E. L. Levine, *Job Analysis: Methods, Research, and Applications for Human Resource Management in the New Millennium*. Thousand Oaks, CA: Sage Publications, 2002.

Dubois, D. D., *Competency-Based Performance Improvement: A Strategy for Organizational Change*. Amherst, MA: HRD Press, 1999.

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

Gupta, K., C. M. Sleezer (editor), and D. F. Russ-Eft (editor), *A Practical Guide to Needs Assessment*. San Francisco: Jossey-Bass/Pfeiffer, 2007.

Hartley, D. E., *Job Analysis at the Speed of Reality*. Amherst, MA: HRD Press, 1999.

Hodell, C., *ISD from the Ground Up: A No-Nonsense Approach to Instructional Design*, 3rd edition. Alexandria, VA: American Society for Training & Development, 2011.

Jonassen, D. H., M. Tessimmer, and W. H. Hannum, *Task Analysis Methods for Instructional Design*. Mahwah, NJ: Lawrence Erlbaum Associates, 1999.

McArdle, G., *Conducting a Needs Analysis (Fifty-Minute Book)*. Boston: Crisp Learning, 1998.

McCain, D. V., *Creating Training Courses (When You're Not a Trainer)*. Alexandria, VA: American Society for Training & Development, 1999.

NFPA 1001, *Standard for Fire Fighter Professional Qualifications*, 2013 edition.

NFPA 1035, *Standard on Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist, and Youth Firesetter Program Manager Professional Qualifications*, 2015 edition.

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

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

Robinson, D. G., and J. C. Robinson (Eds.), *Moving from Training to Performance: A Practical Guidebook*. Alexandria, VA: American Society for Training & Development; San Francisco: Berrett-Koehler, 1998.

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

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

Zemke, R., and T. Kramlinger, *Figuring Things Out: A Trainer's Guide to Needs and Task Analysis*. New York: Perseus Books, 1993.

- (6) Australian Centre for Arson Research and Treatment
- (7) Center for Campus Fire Safety
- (8) Autism & Law Enforcement Coalition (ALEC)
- (9) Burn Concerns
- (10) Centers for Disease Control and Prevention
- (11) Consumer Product Safety Commission
- (12) Department of Homeland Security
- (13) Disability is Natural
- (14) People First
- (15) Federation of Burn Foundations
- (16) Federal Emergency Management Agency
- (17) Fire 20/20
- (18) Fire Protection Research Foundation
- (19) Fireproof Children
- (20) FireSmartKids
- (21) Firewise Communities
- (22) Home Fire Sprinkler Coalition
- (23) International Association of Arson Investigators
- (24) International Association of Fire Chiefs
- (25) International Association of Fire Fighters
- (26) International Association of Fire Marshals
- (27) International Association of Hispanic Firefighters
- (28) International Fire Service Training Association
- (29) International Society of Fire Service Instructors
- (30) Inclusive Preparedness Center
- (31) Johns Hopkins Bloomberg School of Public Health
- (32) Keep Kids Fire Safe Foundation
- (33) MatchBook Journal
- (34) National Association for the Education of Young Children
- (35) National Association of State Fire Marshals
- (36) National Fire Information Council
- (37) National Fire Protection Association
- (38) National Fire Sprinkler Association
- (39) National Highway Traffic Safety Administration
- (40) National Institute of Standards and Technology
- (41) National Interagency Fire Center
- (42) National Safety Council
- (43) National Volunteer Fire Council
- (44) Northeast Youth Set Fire Task Force
- (45) NRICS Youth Fire Safety Alliance
- (46) Office of Juvenile Justice and Delinquency Prevention
- (47) Phoenix Society for Burn Survivors
- (48) ProLiteracy
- (49) Safe Kids Worldwide
- (50) SOS Fires
- (51) The Idea Bank
- (52) ThinkFirst Foundation
- (53) United States Fire Administration
- (54) Underwriters Laboratory
- (55) United States Forest Service
- (56) Vision 20/20

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

Annex C Resources

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

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

- (1) American Burn Association
- (2) American Printing House for the Blind
- (3) American Psychological Association
- (4) American Red Cross
- (5) American Trauma Society

Annex D Sample Job Descriptions

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

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

D.1.1 Basic Function. The FLSE 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 Primary Responsibilities. The FLSE 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 FLSE 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 verbal and written communications skills.
- (3) *Education:* High school diploma or GED and the minimum educational requirements established by the AHJ for entry level fire fighter.
- (4) *Experience:* Any combination of work-related experience resulting in acceptable proficiency levels in the preceding minimum qualifications.
- (5) *Licenses:* Driver's license.

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

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

D.2.1 Basic Function. The FLSE 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 Primary Responsibilities. The FLSE II is responsible for the following:

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

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

D.3 Job Title: Fire and Life Safety Educator III (FLSE III).

D.3.1 Basic Function. The FLSE 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 Primary Responsibilities. The FLSE 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 AHJ 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 AHJ
- (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 prescribed by the AHJ will be within the authority of a FLSE III.

D.3.4 Minimum Qualifications. The FLSE 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 verbal 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 the 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 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 (PIO).

D.4.1 Basic Function. The PIO is responsible for coordinating and disseminating the release of information to internal and external audiences and coordinating media events.

D.4.2 Primary Responsibilities. The PIO is responsible for the following:

- (1) Overall responsibility for dissemination of information regarding the organization
- (2) Conducts media interviews according to organizational policies and procedures
- (3) Coordinates the timely dissemination of information to internal and external audiences
- (4) Writes and disseminates news releases and media advisories regarding organizational incidents, events, or issues
- (5) Coordinates media events and news conferences
- (6) Responds when possible to emergency and non-emergency locations and serves as public information officer
- (7) Utilizes opportunities to inform or reinforce organization messages within the community

D.4.3 Typical Decisions. The PIO reviews all applicable laws, standards, and policies to determine what information can and cannot be released.

D.4.4 Minimum Qualifications. The PIO should have the following minimum qualifications:

- (1) *Knowledge:* A working knowledge of media characteristics, media interview techniques, methods of disseminating information, information technology, a comprehensive understanding of the organization and its role in the community, an understanding of emergency operations, an understanding of incident command and incident management systems, legalities of public information and organization policies and procedures.

- (2) *Skills:* Effective verbal 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; college degree preferred.
- (4) *Experience:* Any combination of work-related experience resulting in acceptable proficiency levels in the preceding minimum qualifications.
- (5) *Certifications:* As required by the AHJ.
- (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: Youth Firesetter Intervention Specialist (YFIS).

D.5.1 Basic Function. The YFIS is responsible for facilitating case management of identified youth for assessment, education, and referral purposes.

D.5.2 Primary Responsibilities. The YFIS is responsible for the following:

- (1) Responds to inquiries, reports, or referrals regarding youth engaged in firesetting activities
- (2) Schedules and conducts intake/interview with youth and families as assigned
- (3) Determines referral resources based on interview results
- (4) Provides fire and life safety education based on interview results
- (5) Maintains records and collects data as assigned

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

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

- (1) *Licensure/Certification:* The minimum licensing or certification requirements within his or her respective jurisdiction and profession, to include, but not be limited to, FLSE I, fire investigator, law enforcement official, health care provider, social service worker, or educator. Youth Firesetter Prevention and Intervention class and/or Youth Firesetter Intervention Specialist class and certification from ProBoard or IFSAC for the completion of the classes.
- (2) *Knowledge:* Fire safety education, interviewing techniques, symptoms or signs of abuse or neglect, data collection systems, stages of human development, family dynamics, characteristics of youth firesetters, federal and state/provincial confidentiality laws, program and agency policies and procedures, fire dynamics, human behavior during a fire, fire causes and prevention, firesetter characteristics and behavior, mental health options, legal consequences, escape planning, hazard identification and correction, basic fire protection systems and devices, and emergency reporting.
- (3) *Skills:* The ability to use verbal and written communication skills, 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.

- (4) *Education*: High school diploma or equivalent required; college degree preferred.
- (5) *Experience*: Any combination of work-related experience resulting in acceptable proficiency levels in the preceding minimum qualifications.

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: Youth Firesetter Program Manager (YFPM).

D.6.1 Basic Function. The YFPM is responsible for managing firesetter programs and personnel and for developing other program resources.

D.6.2 Primary Responsibilities. The YFPM is responsible for the following:

- (1) Manages the Youth Firesetter Intervention Program (YFIP) through the job duties of administration, planning and development, education, and implementation and evaluation
- (2) Supervises any YFIS 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, oversees delivery of, and evaluates YFIS programs
- (7) Promotes an awareness campaign about the YFIP
- (8) Creates a data collection system to maintain and secure records of program components and firesetter case files

D.6.3 Typical Decisions. The YFPM, in consultation with interagency network, sets the mission, goals, and objectives of the YFIP.

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

- (1) *Licensure/Certification*: The minimum licensing or certification requirements within his or her respective jurisdiction and profession to include, but not be limited to, FLSE I, fire investigator, law enforcement official, health care provider, social service worker, or educator. Youth Firesetter Prevention and Intervention class and/or Youth Firesetter Program Manager class and certification Pro-Board or IFSAC for the completion of the above classes.
- (2) *Knowledge*: Federal, tribal, state, and provincial laws, including arson; program policies and procedures; and organizational management.
- (3) *Skills*: Use verbal and written communication skills, coordinate community services, develop and manage budgets.
- (4) *Education*: High school diploma or equivalent required; college degree preferred.
- (5) *Experience*: Any combination of work-related experience resulting in acceptable proficiency levels in the preceding minimum qualifications.

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 documents or portions thereof listed in this annex are referenced within the informational sections of this standard and are not part of the requirements of this document unless also listed in Chapter 2 for other reasons.

E.1.1 NFPA Publications. (Reserved)

E.1.2 Other Publications. (Reserved)

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 C.

Ahrns-Klas, K., W. Wahl, M. Hemmila, and S. Wang. "Do Burn Centers Provide Juvenile Firesetting Intervention?" *Journal of Burn Care and Research*, 33(2), 272–278, 2012.

Centers for Disease Control and Prevention (CDC), Injury, Violence, and Safety: www.cdc.gov/injuryviolencesafety.

Dolan, M., T. McEwan, R. Doley, and K. Fritz. "Risk Factors and Risk Assessment in Juvenile Fire-setting," *Psychiatry, Psychology and Law*, 18(3), 378–394, 2012.

Emergency Management Institute courses: Basic Public Information Officer (G-290), Advanced Public Information Officer (E-388), and Emergency Support Function 15 External Affairs: A New Approach to Emergency Communication and Information Distribution (IS-250).

FEMA/USFA website, www.usfa.dhs.gov.

FEMA/USFA Publication, *Juvenile Firesetter Intervention Handbook*, FA210, June 2000.

FEMA/USFA, *Public Fire Education Planning for Rural Communities: A Five Step Process*. FA-219, 2008 edition.

Giesler, Marsha P. *Fire and Life Safety Educator*. Delmar Cengage Learning, Clifton Park, NY, 2011.

Goldstein, N. *The Associated Press Stylebook and Briefing on Media Law*. Basic Books, New York, NY, 2013.

Health Insurance Portability and Accountability Act, 1996.

Hickle, K., and D. Roe-Sepowitz. "Female Juvenile Arsonists: An Exploratory Look at Characteristics and Solo and Group Arson Offences," *Legal and Criminological Psychology*, 15, 385–399, 2010.

The Idea Bank website, www.theideabank.com/jfs_guide/websites.html.

IFSTA *Fire and Life Safety Educator*, 2011.

IFSTA, *Public Information Officer*, 1999.

Kolko, D. J., *Handbook on Firesetting in Children and Youth*. Academic Press, New York, NY, 2002.

Lacey, B., and P. Valentine. *Fire Prevention Applications*. Fire Protection Publications, 2005.

Lacey, B., and P. Valentine. *Fire Prevention Applications for Company Officers*. Fire Protection Publications, 2010.

Lambie, I., and I. Randell. "Creating a Firestorm: A Review of Children Who Deliberately Light Fires." *Clinical Psychology Review*, 31, 307–327, 2011.

MacKay, S., A. Feldberg, A. Ward, and P. Marton. "Research and Practice in Adolescent Firesetting." *Criminal Justice and Behavior*, 39(6), 842–864, 2012.

National Association of State Fire Marshals web site, www.firemarshals.org/programs/juvenile-firesetter-program/.

