

State of Oregon
Department of Public Safety Standards and Training

NFPA Fire and Life Safety Educator III
Task Book

Task Book Assigned To:	
Name	DPSST Fire Service #
Agency Name	Date Initiated
Signature of Agency Head or Training Officer	Date Completed

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Additional copies of this document may be downloaded from the DPSST web site:
<http://www.oregon.gov/DPSST/FC/FireCertFormFree.shtml>

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Task Book Qualification Record Books (Task Books) have been developed for various certification levels within the Oregon Department of Public Safety Standards and Training (DPSST) system. Each Task Book lists the job performance requirements (JPRs) for the specific certification level in a format that allows a candidate to be trained and evaluated during one (1) session. Successful performance of all tasks, as observed and recorded by a qualified and approved evaluator will result in the candidate's eligibility for DPSST certification.

To become certified at a specific level, the applicant must successfully complete the job performance requirements in sequence. Before a job performance evaluation can be taken, all requisite knowledge and skills must be satisfied. In addition, all relative Task Book evaluations must be checked off by the evaluator. When all prescribed requirements have been met, an application for certification will be forwarded to DPSST. All certificates are mailed to the Training Officer at his/her Fire Service Agency.

TASK BOOK SPECIFICATIONS:

To successfully complete a task book, only an evaluator certified as an NFPA Fire Officer at the candidate's specific level or higher may sign off on the JPR's. 'Requisite Knowledge' sections may be completed during class and signed by the instructor. 'Requisite Skills' sections must be conducted and signed at the candidate's fire agency.

NFPA TASK BOOK INFORMATION:

The JPRs covered in this Task Book meet or exceed all NFPA published standards for this certification level at the time of this publication. Mention of NFPA and its standards do not, and are not intended as adoption of—or reference to—NFPA standards. For more information on the complete job performance requirements and data, see the individual DPSST Task Book for that certification level.

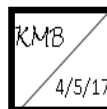
HOW TO EVALUATE PERFORMANCE:

Each JPR has one corresponding box to the right in which to confirm a candidate's success. The evaluator shall indicate successful passing by the candidate of each JPR by initialing and dating (see example).

***A vertical line (|) to the left of the document indicates a change from the previous standard.**

EXAMPLE:

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.



TASK BOOK QUALIFICATION RECORD

FOR THE CERTIFICATION LEVEL OF

NFPA Fire and Life Safety Educator III

Prior to becoming certified in this position, the sample candidate must successfully complete the following Job Performance Requirements (JPR). The evaluator shall initial and date the appropriate box to indicate successful completion. For each JPR there are requisite knowledge and skill requirements. The evaluator must initial and date in the box provided to indicate the meeting of those requirements before the candidate may proceed.

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.