State of Oregon
Department of Public Safety Standards and Training

NFPA Youth Firesetter
Program Manager
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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Department of Public Safety Standards and Training
4190 Aumsville Hwy SE.
Salem, Oregon 97317
(503) 378-2100

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

Revised February 2018

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:
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.

TASK BOOK QUALIFICATION RECORD

FOR THE CERTIFICATION LEVEL OF

NFPA Youth Firesetter Program Manager

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.

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.

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

☐

(B) Requisite Skills. Develop and present program.

☐

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.

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(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. ☐