

Blueprint 2020



California State Fire Training and Education Strategic Plan 2008

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Blueprint 2020

California State Fire Training and Education
Strategic Plan

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STATE FIRE MARSHAL'S MESSAGE

When the fire service training system transferred in 1974, from the Department of Education to the State Fire Marshal's Office, the system was provided a fraction of the training funds needed to operate at the same level of service. The training system was intended to be self-funded and self-perpetuating. In reality, the system was severely under-funded from the beginning and has struggled for survival ever since. In the past 30 years, State Fire Training has endured major budget and staff reductions, increases in state mandated responsibilities, along with significant culture and identity challenges when it merged with the California Department of Forestry and Fire Protection (CAL FIRE). Yet when I ask fire officials around the state, "Is our training system of value and salvageable?" the answer is always an emphatic, "Yes!"



The backbone of the State Fire Training program is its overarching coordination of so many entities that deliver fire training to every type of firefighter, career or volunteer, every rank of fire fighter from entry-level to certified Fire Chief, fire mechanics, firefighters, and fire inspectors. Individual fire departments, community colleges, the Firefighter Joint Apprenticeship - all play a vital role in developing the hands-on skills, the career foundational skills, or the management skills necessary to provide for those that provide for the public's safety.

This is not the first strategic plan for State Fire Training in the past three decades. But, what will make this plan different, from the plans that came before it, is my personal commitment to see the immediate and midrange plans implemented; and long-range plans developed and funded appropriately. Many of the ideas discussed in this document have already germinated into thoughtful consideration; and some, to the extent possible, are being acted upon. But, for this plan to work effectively, it will take the commitment and dedication of every member of the fire service community pulling together as a collaborative body.

We have an opportunity with this Strategic Plan to speak with a single voice to support all firefighters throughout California. A commitment by all to tackle the tough issues that linger in the State Fire Training Program is needed. For me, that commitment started with my first day as a firefighter in 1977 and continues today as I serve as the State Fire Marshal.

Sincerely,

*Kate Dargan
California State Fire Marshal*

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SIGNATURE PAGE

Blueprint 2020 is a strategic plan developed to identify, define and describe a new training and education model and breathe new life into the California State Fire Training System. This plan belongs to the whole fire service community and is the collaboration of stakeholders involved in its development from the very foundation. Individuals representing local, state and federal California career and volunteer fire fighters, fire chiefs, organized labor, training officers, and community colleges show support and a commitment to the implementation of this important strategic plan by providing their signature on this signature page.

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INTRODUCTION

The first attempt to create a plan for the training and education for fire protection in California was during the 1930s and various individuals and groups created plans in the intervening years. Most of these plans arose from a need to update curricula or programs as conditions changed. Since the late 1980s, major shifts have taken place in American society that changed the paradigm for training and education in a way no one could have anticipated. Now individuals have communications tools and information readily available, which opens up enormous possibilities.

The current State Fire Training (SFT) model dates back to 1971. Somewhere along the way, that model became obsolete; eventually that obsolescence led to system-wide failure. Many other states' fire service training programs moved forward while California's languished. Instead of being a leader in fire service training, now California trails most other states. Powerful shifts are occurring in our society and we must move quickly to take advantage of them. Failure to recognize a paradigm shift leads to continued failure.

Where and when this paradigm shift occurred is not important; the fact is that it did and that the system needs a new model is obvious. We know that fire service professionals today, both career and volunteer, have very different expectations of the education methodology; the cultural milieu from which they emerged is starkly different from previous generations; and their expectations about their fire service careers are not the same. The entry-level fire fighter today grew up with a computer in the home and at school. Individual sources of communication, such as iPod and cellular phones are commonplace. Many of them have their own web sites or "My Space" blogs. They change fire departments at will for better pay, locations closer to home, exciting opportunities, or a chance to advance in their careers.



It is the intent of this report to support the existing fire service training and education delivery systems, and then improve upon those systems.

This strategic plan is an attempt to identify, define, and describe this new model and breathe new life into it so the California State Fire Training System is once again so vigorous and robust that fire fighters will want to associate with it and participate in it with enthusiasm.

DEVELOPMENT OF THE PLAN

The CAL FIRE/Office of State Fire Marshal (OSFM) assisted in the development of the plan and provided staff to assist with the preparation of this document. However, the plan is for the whole fire service community and a collaboration of

stakeholders has been involved in its development from the very foundation. The stakeholders come from the local, state, and federal fire service in California as well as career and volunteer fire fighters, fire chiefs, organized labor, training officers, and community colleges.

OSFM obtained input from stakeholders at a Special Summit on State Fire Training convened in July 2006. Both draft and published documents were surveyed and provided guidance to the [Blueprint 2020's](#) development. As the planning process continued, the Statewide Training and Education Advisory Committee (STEAC) became the focus for obtaining stakeholders' input into the plan. The acknowledgment page lists the members of the Strategic Planning Team, STEAC, State Board of Fire Services (SBFS), SFT, and the participants at the summit.

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ORGANIZATIONAL ASSESSMENT

State Fire Training has its strengths and weaknesses. For years, California was a leader in fire service training; it developed certification; the stakeholders supported the system and helped develop curriculum; the staff, while quite small, was highly motivated; the basis of the system focused on fire fighting; and there was a solid foundation in place to build upon.

Over the years, however, the system has not maintained pace; instructors have to use outdated teaching materials; therefore, the testing process becomes suspect; there are no requirements for participation; no enforcement of the required standards; and little money for the system's upkeep, let alone for responding to technological changes in the delivery system or to keep pace with the growing demand for specialized training.

An internal needs analysis identified specific areas of improvement and suggests a systemic change is long overdue. These areas include:

Quality Control – There is a lack of accountability in the field and SFT does not have the staff to monitor instructors and training programs statewide.

Data Management – Student, instructor, and class information is stored in software that was not designed to hold the volume of data that SFT collects.

Outdated Curriculum – The volume of courses offered through SFT is difficult to update and maintain as the information in each program changes.

Certification – Security of certification exams is consistently breached. Many current certification standards are not competency based.

Continuing Education – There is no requirement for fire fighters, fire officers, chief officers, or instructors to maintain their skill and knowledge through a comprehensive continuing education program.

Professional Development – There is an increased demand and expectation for professional development training to meet the challenges of today.

Lack of Innovation – The SFT system is unresponsive to change and does not utilize technology to its fullest advantage. Many SFT business processes can and should be automated.

Understaffing – At a time when there are more people that ever relying on the system, SFT's inability to maintain a responsive level of staffing limits its ability for curriculum development, field review, and research and development of new programs.

There are external forces and elements at work, which both threaten the system with eventual collapse and provide opportunities for great success. California is a large state both geographically and demographically. This fact makes it very difficult to develop consensus about the direction SFT should be taking. At the same time, there are national initiatives that threaten the California program but also show the way to take advantage of what others have done.

The fire service in California is going through a groundswell of change as much of the personnel with corporate knowledge retire; nevertheless, this also provides an opportunity for new thinking and new approaches to training. Federal programs, particularly in terrorism and "all-hazards," threaten to dislodge California from its premier position as the leader in incident management.

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For every threat to the training system, there is also an opportunity to do things differently in the future. Through the generous participation of the stakeholders in developing this plan, they have envisioned a future that is much brighter and full of possibilities.



VISION

To develop and implement a premier, all-risk, statewide emergency training and higher education system from the entry-level through journey, supervisory, management, and executive levels that includes and credits self-development and experience and is in collaboration with all fire service organizations and stakeholders.

MISSION

The OSFM has statutory authority to be the lead agency for fire service training and education in California (Appendix B). "The mission of the State Fire Marshal is to protect life and property through the development and application of fire prevention engineering, education, and enforcement."

VALUES

As a division within the State Fire Marshal's Office, SFT staff is committed to providing the highest level of quality training, education, and customer service to the California fire service community and have adopted these five values to incorporate in their day-to-day operations.



SUCCESSION PLANNING

The question of succession planning and its relationship to the delivery of training and education is an important topic that needs to be included in this document. Without belaboring the issue of why the labor force is undergoing a major change with recent retirements, the reality is that a significant number of key positions in the fire service will have replacement personnel fulfilling those tasks in the future. This places unprecedented demand on fire service organizations to develop well trained, educated, and competent staff members in a minimum period of time.

Succession planning is much more than merely attending classes. It is about developing talent within a profession as well as developing incentives for individuals to be better prepared for promotional opportunities. There needs to be a clear strategy in every fire department about how to best utilize each of the components of this plan to develop individual career opportunities.

While **Blueprint 2020** cannot produce a comprehensive succession planning program for individual organizations, it can be used to ensure that individual candidates are exposed to a comprehensive training and education scheme so that they can build their skill set in a logical fashion and in concert with a timeframe of their careers.

A succession plan cannot be a 100% replacement for experience, but experience without an adequate knowledge base is entirely too dangerous for our profession. Both labor and management should agree on the fact that an adequately trained workforce is in everybody's best interest. The linkage between the **Blueprint 2020** and succession planning in the fire service is not imaginary. There is a direct correlation between the actions of future fire officers and their exposure to the body of knowledge this plan is intended to create.

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GUIDING PRINCIPLES

There are an estimated 100 different agencies, organizations, and special interest groups who are stakeholders to the mission and vision of State Fire Training, however all segments of the fire service have an interest in training. In accordance with statute, the OSFM will oversee, direct, and manage the California Fire Service Training and Education Program. The following guiding principles are the initial points of agreement between all of the stakeholders essential for the planning process:

1. There is a greater need for training in basic fire fighting skills due to the inexperience of today's entry-level fire fighters.
2. The fire service desires and supports a fire service training program that is similar to the POST-model used by California law enforcement agencies. This would require that any new certification program will become mandatory for career and volunteer fire fighters in California only when there is funding provided for in the state budget and subsequently appropriated to cover costs incurred by the state and local government fire agencies for training.
3. Officer level training is moving toward a critical level due to the high retirement levels throughout California.
4. The OSFM is responsible for developing professional-quality fire service training and education programs.
5. Training will be available for all fire fighters and fire service disciplines within California.
6. There is an immediate need for local government fire service personnel to have access and participate in extended fire operations in the wildland urban interface in order to enhance and demonstrate skills.
7. The State Fire Marshal will be the final appeal for disputes involving training under the OSFM's jurisdiction.
8. In accordance with statute, the State Board of Fire Services (SBFS) will provide policy guidance and recommendations to the State Fire Marshal.
9. The Office of Administrative Law will vet and approve training and education regulations recommended by the OSFM.
10. The Statewide Training and Education Advisory Committee (STEAC) will conduct final reviews of curricula and be the clearinghouse in all matters of training and education.
11. Delivery of training will be by the appropriate and most cost-effective source under the general direction of the OSFM. Certification continues to reside in the OSFM.
12. The Office of Emergency Services is responsible for developing technical rescue, hazardous materials, and disaster training programs.
13. The Emergency Medical Services Authority and local medical authority is responsible for developing paramedic, emergency medical technician, and first responder medical training programs.
14. Cosponsored by the Office of State Fire Marshal and California Professional Firefighters, the California Fire Fighters Apprenticeship Training Program develops and delivers career fire service training and education programs for fire agencies.
15. In addition to the California Fire Fighters Apprenticeship Training Program, Accredited Regional Training Programs and Accredited Local Academies, approved colleges and universities, agencies, departments, and nonprofit or private providers may deliver appropriate training and education within these established programs following OSFM policies.

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Notwithstanding the current funding provided to the California Fire Fighters Apprenticeship Training Program, community colleges, OSFM certification program, etc., any new certification program will become mandatory for career and volunteer fire fighters in California only when mandated by the State legislature and funding is provided for in the state budget and subsequently appropriated to cover all costs incurred by the state and local governments for training.

To actualize this vision, five goals have been identified: 1) quality improvement, 2) adopting a national professional development model, 3) capstone testing, 4) automated business processes and training delivery systems, and 5) the integration of public safety training and education. [Blueprint 2020](#) identifies these goals in detail and includes action items associated with the success for each goal.

GOALS AND ACTION ITEMS

1 QUALITY IMPROVEMENT

Ensure the highest levels of service and quality by implementing an oversight program that ensures the qualifications, currency, and accountability of all instructors and curriculum.

2 NATIONAL PROFESSIONAL DEVELOPMENT MODEL

Participate in the Fire and Emergency Services Higher Education (FESHE) National Model of fire service training and education that includes an integrated, competency-based system of fire and emergency services professional development and an integrated system of higher education from a two-year Associate degree to Doctoral degrees.

3 CAPSTONE TESTING

Administer a comprehensive evaluation tool after a candidate completes all the requirements and applies for a position certificate. Capstone testing would replace the current system of administering a written certification exam at the end of each course in the certification track.

4 STATE FIRE TRAINING BUSINESS PROCESSES AND TRAINING DELIVERY

Utilize a computer-aided training and education delivery system that includes appropriate distance learning and educational material, and the ability for participants to track and access completed training and certification records.

5 CALIFORNIA PUBLIC SAFETY INSTITUTE

Create a unified system that integrates all public safety training and education toward a common mission. The crown jewel of this initiative is the envisioned all-risk California Public Safety Institute (a California equivalent of the federal National Emergency Training Center).

Within each goal are identified action items. The **Immediate Action Items** cover the period from adoption of the strategic plan through the first three years. The **Midrange Action Items** cover the next four to nine years. The **Long-range Action Items** cover year ten and beyond, and include all the initiatives and the ongoing review process. The intent is to implement these goals, using these action items, concurrently.

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GOAL 1 - QUALITY IMPROVEMENT

Guarantee the highest levels of service and quality by implementing an oversight program that ensures the qualifications, currency, and accountability of all instructors and curricula. This effort shall also include improved course material, course delivery, instructor registration, and incorporate an innovative research and development plan that keeps pace with technology through the next generation of all-risk emergency services. The primary purpose behind quality improvement is to provide a satisfactory training and educational experience for participating students.

Instructors are the ambassadors and representatives of the SFT program; as such, they need to possess the knowledge, skills, and abilities to deliver the training in a contemporary, challenging, and credible manner. SFT will achieve quality instruction by enforcing the instructor code of ethics and instructor qualification requirements. By having SFT staff in the field, instructors will realize they have support from the training system they represent.

Institutions, agencies, and organizations that sponsor SFT programs should ardently enforce the policies of the program with respect to using appropriate curricula, choosing quality instructors and sponsoring their ongoing development, evaluating and testing students, providing modern training facilities, equipment, and supplies that support learning. Here again, SFT needs to have the staffing in order to audit and oversee these activities.

Students who attend training should encounter a program that challenges them to grow and learn, a program that motivates them to approach the learning experience with enthusiasm and return for more of the same. Students should expect an elevated ethical standard that favors those who are willing to work for their grades and certifications. This will reestablish value and pride in their personal accomplishments.



GOAL 1: IMMEDIATE ACTION ITEMS

Implement an Oversight Program

- Establish an oversight program to monitor instructors, courses, and delivery sites.
- Develop currency and continuing education requirements for instructors.
- Develop oversight program procedures.
- Identify geographical work areas.
- Develop employee specifications.
- Hire Training Specialists at the appropriate level, one for each work area, and train them to perform the oversight tasks. As they come "on-line," have them conduct "pilot" evaluations, with appropriate feedback.

Ongoing monitoring will result in an increased confidence in the quality of the program. Currency requirements and continuing education requirements will add revenue to the State Fire Training system. Similar requirements for the law enforcement community have helped maintain revenue for the Peace Officer Standards and Training (POST) program.

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Improve Course Materials and Course Delivery

- Update the certification training standards, revise the course objectives and outlines, and adopt commercially available text materials that come with proper instructor assistance and support the course outlines for the following:
 - Chief Officer
 - Fire Marshal
 - Fire Officer
 - Fire Apparatus Driver/Operator
 - Public Education Officer
 - Fire Fighter
 - CICCIS
 - The OSFM, in cooperation with the California Incident Command Certification System (CICCIS) Advisory Committee, will seek to develop training exercises and simulations as alternative methods for local government fire service personnel to demonstrate competencies for position qualifications.
 - Implement voluntary qualifications recordkeeping and tracking processes, including software applications.

GOAL 1: MIDRANGE ACTION ITEMS

① Curriculum

- Ensure a process of consistent and ongoing curriculum development, manipulative training, and academic education.
- Implement a system, using the regulatory format, to maintain curriculum and instill verifiable professional standards for all fire service courses.
- Recognize California's specialized training needs, such as in the WUI and fire prevention arenas.
- Categorize the curricula that meet national standards.
- Formulate student-learning outcomes and approve curricula.

② Accreditation Performance Audit

- Participate in an accreditation performance audit using a national accreditation program. This action will provide the gap analysis necessary to correct shortcomings and ensure that the program stays on track for success.
- Complete the accreditation performance audit and receive the accreditation report.
- Based on the report findings, prepare an action plan (update of the strategic plan) to address the recommendations from the report.
- Seek administrative and legislative support for the plan as needed.
- Adjust the program as much as possible to meet the recommendations.
- Complete a second accreditation performance audit and receive the accreditation report.
- Prepare for accreditation review on a quinquennial basis.

GOAL 1: LONG-RANGE ACTION ITEMS

- In conjunction with the audit program, constant review of the curricula, teaching, and especially the testing process is necessary to maintain program credibility.

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GOAL 2 - NATIONAL PROFESSIONAL DEVELOPMENT MODEL



State Fire Training will participate in the Fire and Emergency Services Higher Education (FESHE) National Model of fire service training and education. The International Association of Fire Chiefs, the National Fire Academy, and the National Fire Protection Association all promote and support the FESHE National Model. The National Model contains these features: 1) An integrated, competency-based system of fire and emergency services professional development and 2) an integrated system of higher education from a two-year Associate degree to Doctoral degrees.

This results in well-trained and academically educated fire and emergency services. There will be partnerships with other states and national recognition of educational achievement and training certification. State Fire Training will form a partnership with the national program and accreditation will follow national standards. There will be elements of national recognition and equivalency. SFT will continue to be a leader in

the innovation and development of standards, curricula, and new techniques particularly in those aspects of training unique to California.

GOAL 2: IMMEDIATE ACTION ITEMS

- Formally initiate the process of adopting the National Model with FESHE as a guideline. Evaluate and amend the model relative to the legal and situational needs unique to the California fire service.
- Facilitate the impact of the CICC by expanding task book completion and ICS position qualification to include incidents other than major wildland fires.
- Identify those components that are appropriate to add to the model to meet those unique needs.
- Develop partnerships with those states that have similar fire service circumstances.
- Establish a timetable and priorities for implementation of the model and adoption of the model by the education and training providers.
- Continue to develop partnerships nationally and internationally, both to enhance our experience and to pass on the lessons we learn as we adopt the model.
- Based on the timetable and identified priorities complete at least two pilot projects, one in education and one in training, to demonstrate the effectiveness of the model.
- Validate the model for the fire service training community.
- Market the model to the California fire service.
- Commence broad-based implementation of the model as it gains acceptance.
- Commence the accreditation process.
- Continue implementation of the model at various training venues and in various existing programs.

GOAL 2: MIDRANGE ACTION ITEMS

- Based on the California experience, SFT should play an increasingly active role in the refinement of the national model.
- Continue to reach out nationally and internationally to share the California experience, and to enhance the quality of the model.
- Adjust the model to meet changing conditions.

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GOAL 2: LONG-RANGE ACTION ITEMS

- Work closely with legislative bodies to bring California's codes and ordinances as much in line with nationally recognized models as possible. This will help reduce the disconnect between California practice and the national model.

GOAL 3 - CAPSTONE TESTING

The current system of testing at the end of each course in the certification track is subject to abuse, requires the use of multiple-choice tests, and leads to certification by passing a series of courses and not by demonstrating proficiency in the subject. Capstone testing is comprehensive testing administered upon the completion of an entire certification series and application for certification by the candidate. Candidates could attend a capstone course to prepare for the test. The tests themselves could consist of an appropriate combination of written (essay, fill-in, and multiple-choice) examinations, oral presentations, assessment centers, and simulations. This process would create value for certification that the current system lacks.

Upon the successful completion of all prerequisite training and application by the candidate for certification, a regional academy or similar institution will conduct a comprehensive capstone test on all required training for the position certification. While there is some work involved in developing a capstone test, it will act to upgrade the entire training system in a profound way. Consequently, implementation should proceed as quickly as possible with STEAC establishing a sequence appropriate to the needs.



GOAL 3: IMMEDIATE ACTION ITEMS

- Develop a bank of written test items for the comprehensive capstone test using instructor-developed exams submitted to SFT in digital format at the end of each class taught.
- Identify, define, and develop the testing process for one of the certification tracks.
- Develop a pilot process to test the concept and identify needed corrections.

Upon completion of the pilot, correct the process and put it into general practice for the specific certification.

- Based on previous experience, develop testing process for the next level.

GOAL 3: MIDRANGE ACTION ITEMS

- Identify, define, and develop the process for the Chief Officer series. At this level, the capstone course to prepare for the testing process will be most important. This capstone test should incorporate all the valuable experiences gained so far in the development of this process.
- Reevaluate and update the testing process for all remaining certification tracks.
- As an ongoing function, reevaluate and update each testing process while keeping with national standards and unique California requirements.

GOAL 3: LONG-RANGE ACTION ITEMS

- SFT needs to continually evaluate the testing itself to ensure that the tests are credible and linked to performance.

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GOAL 4 - BUSINESS PROCESSES AND TRAINING DELIVERY

Just as the fire service adopted computer-aided dispatch systems, it is now ready to adopt computer-aided training and education systems. Every fire fighter should have access to web-based information concerning SFT as well as specific course offering dates and locations. Students should have access to their individual training records. These records should be readily downloadable to most commonly used fire-service records management systems. Students should be able to challenge their record through the web and receive email responses.

Registered instructors should have access to curriculum information, instructor guides, training support materials, testing materials, and certificates for the courses they teach.

Restricted access sites on the web site (participant, instructor, and training sites) should include a logging system that identifies the user each time they access the site. It is anticipated that each department and individual fire fighter would maintain his or her own requisite hardware and off-the-shelf software.

GOAL 4: IMMEDIATE ACTION ITEMS

- The OSFM will analyze the implementation for delivering appropriate on-line hybrid SFT courses upon recommendation of the STEAC and SBFS.
- SFT will safeguard certificates through a numbering and accounting system.
- SFT will issue unique student identification and tracking numbers.
- SFT will contract for an analysis of the Division's business process to improve efficiencies.

Data Management System

- Use the most advanced, reliable data management technology applicable to the competing needs for openness and security.
- The OSFM, in coordination with its Information Technology (IT) Division, establishes the specific parameters for the data management software, which will include:
 - Tracking of and access to completed training and certification records for individuals, training officers, and department leadership.
 - Testing processes.
 - Scheduling of training and education courses and programs.
 - Qualifications and registry of instructors.
 - Tracking of a universally accepted incident qualifications system for all components of the fire protection system.
- The OSFM researches available data management systems that contain the necessary built-in safeguards to allow access to web-based information as appropriate to the fire service community consistent with the expectations outlined above.
 - The research should include other disciplines (including Peace Officers Standards and Training), and other states' fire training systems.
 - One concept template to consider would be the California EMS Authority's database for EMT-P licensing and tracking of continuing education.
- The OSFM purchases and/or develops the required software.



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System Development

- The OSFM, coordinating with IT, works closely with a subcommittee of STEAC throughout the process.
- Beta test the software and make appropriate fixes. Beta testing should include volunteer as well as career-staffed departments in every size category from very small to metropolitan.
- Provide system training to departments and launch the system.
- Commence transferring data from existing paper and computer-based systems to ensure continuity of records.

GOAL 4: MIDRANGE ACTION ITEMS

- Identify and explore technology-based instructional methodologies.
- Establish an approval process for selecting the methodology for delivering technology-based courses.

GOAL 4: LONG-RANGE ACTION ITEMS

Technology will continue to advance at an ever-accelerating pace. The challenge will be two fold:

- Staying current as technology changes.
- Maintaining systems that are familiar, consistent, and deliver reality-based training and education.

GOAL 5 - CALIFORNIA PUBLIC SAFETY INSTITUTE

Create a unified system that integrates all public safety training and education stakeholders toward a common mission.

The crown jewel of this initiative is the envisioned all-risk California Public Safety Institute (a California equivalent of the federal National Emergency Training Center). The following state agencies will sponsor this institute: Office of Homeland Security, Office of Emergency Services, CAL FIRE, Emergency Medical Services Authority, and Peace Officer Standards and Training in conjunction with the California Fire Fighters Apprenticeship Training Program, California Community College Chancellors Office, University of California, and California State University Chancellors Office. This will be a state-of-the-art premier facility that fosters emergency management research and development, as well as training and education.



The Institute will include the functions of advancing new technologies, reviewing and analyzing methods, leadership development, strategic and critical thinking, and preparing case studies. The long-range goal will be to build the institute into a recognized four-year type college/university campus providing or supporting baccalaureate, master, and doctoral level education.

GOAL 5: IMMEDIATE ACTION ITEMS

- Develop relationships with the key cooperators in the proposed all-risk California Public Safety Institute.
- Work closely with the cooperator groups on training initiatives and curricula that have a common basis to create core courses populated by all disciplines represented in the Institute.
- With the support of the cooperators' groups, develop a funding goal and master plan for the development of the facility, including site location.

GOAL 5: MIDRANGE ACTION ITEMS

- Continue to enhance the facility and training opportunities.

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GOAL 5: LONG-RANGE ACTION ITEMS

- Continue the process of accreditation audits by a national accreditation program.
- Utilize those findings to continually improve the SFT program.
- Establish honorary teaching chairs to raise the Institute's credibility.
- Establish an alumni association and develop an Institute endowment fund.
- Establish a doctoral program to develop faculty and enhance the professional standing of emergency service practitioners.

METHODOLOGY

This section identifies "how we get there from here." The following methodologies provide the foundation for achieving success of this vision and the succeeding goals.

BLUE RIBBON COMMISSION

The Governor's Blue Ribbon Fire Commission Report, issued in 2004, identified critical areas that needed immediate attention. In October 2007, California experienced its second catastrophic wildland firestorm within a four-year period.

As a result, a second Blue Ribbon Commission Task Force convened to review the recommendations made in 2004 and identify additional issues. *Two specific recommendations from this Task Force include 1) establish and implement standards to ensure all responding fire personnel are trained and 2) create and fund an on-going POST style training program for the California fire service.*

STABLE FUNDING SOURCE

Critical to the success of the strategic plan is in the identification of a stable funding source. SFT will continue to employ user fees along with fees for student registration and materials. However, the bulk of training for public sector fire fighters and most of the research and development of training and education must come from an outside, stable funding source. This will ensure top-quality course materials and promote the best possible delivery systems. The following are conceptual funding options:



- Surcharge on auto and/or property insurance.
- Fines and forfeitures associated with fire law violations.
- Surcharge on health insurance premiums to pay for all-risk and emergency medical service training.
- Fees on building materials.
- The State of California General Fund must also be considered a possible source of permanent funding.
- Research of other state's fire training funding sources includes percentage of life insurance premium taxes, state fines/fees, and forfeitures.

State	Insurance Premiums	Fines/Fees	State	Insurance Premiums	Fines/Fees
Arkansas	✓		New York	✓	
Kansas	✓		North Carolina	✓	
Louisiana	✓		South Carolina	✓	
Maryland		✓	Utah	✓	
Massachusetts	✓		Virginia	✓	
New Hampshire		✓			

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FOCUS OF THE BUSINESS MODEL

The business model used will focus on the following issues: customer service, stakeholder involvement, quality control, ongoing strategic planning, performance audits and gap analysis, standards development, and continuing education. These are all critical to the success of this plan.

All SFT business processes demand review with the focus on reducing steps in paperwork processes, enhancing staff proficiency, clarifying roles of the participants, and reducing costs. This focus will provide the framework for ongoing success as the program moves into the twenty-first century.

CUSTOMER SERVICE

Ongoing support of the fire service community is essential to the success of SFT. The fire service community needs to see that the focus of the program is on their needs. Given that the current authorized positions for SFT are ten, only exceptionally good customer service can achieve this goal. Due to this small staff size, departure of even one member has significant consequences. Delegating as deeply as possible will help, but only a larger staff can really help.

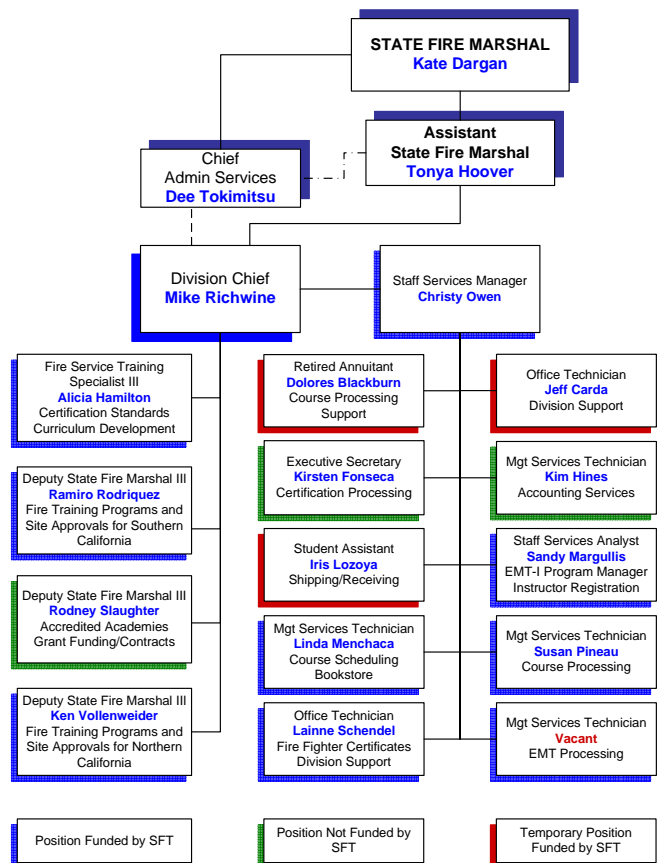
Streamlining program processes to eliminate steps, place authority at the lowest level possible, and speed results to students, instructors, sponsors, and organizations should be an ongoing top priority. This will be difficult to achieve, but the leadership must take this on with missionary zeal in order for change to occur.

STAFF DEVELOPMENT

SFT also needs sufficient staffing and staff training to carry out its mission and enhance the quality of the program. Increased staffing in curriculum development and field audits will send the message that this is a serious endeavor and worthy of support.

SFT staff needs their own training and education programs. This training and education should start with hiring and continue throughout employment. SFT staff also need cross-training to enhance their ability to take action without passing requests through a bureaucratic maze and increase institutional memory. OSFM leadership must encourage staff to participate and/or observe the delivery of training at all levels so they have firsthand knowledge of SFT's programs.

With adequate funding will come adequate staffing. With the implementation of this plan, staffing needs will vary over time as the needs for training and education shift and refocus in new areas. Certain aspects of technology may reduce the need for personnel in one arena and increase it in other arenas.



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BROAD STAKEHOLDER INVOLVEMENT

State Fire Training cuts across all aspects of the fire service in California. For the program to have credibility, all stakeholder groups need to have a seat at the table for policy decisions concerning the program. California's system is highly dependant on stakeholder involvement, starting at the local level with advisory committees, local training officer associations, California Fire Fighters Apprenticeship Training Program, Accredited Regional Training Programs, Accredited Local Academies, up through STEAC, and terminating at the SBFS.

In these forums, all fire-related organizations and special interest groups can have their voices heard in a consensus process. These boards and committees need to reflect the demographics of the fire service and include a broad mix of ages, ethnicities, ranks, and gender. Terms should be long enough to make members productive, but short enough to ensure that new perspectives are constantly voiced and heard.

ATTENTION TO STRATEGIC AND TACTICAL PLANNING

Change in contemporary society is at best chaotic and successful organizations need to be flexible enough to respond to opportunities as they occur, while simultaneously seeking out and divining the future. Only through a process of ongoing strategic and tactical planning will SFT be able to stay current.

In the late 1960s, when the fire service leadership first contemplated SFT, who would have imagined the profound effect of emergency medical service, hazardous materials response, or technical rescue on the fire service? What the future holds is anyone's guess, but it is safe to say that there are opportunities on the horizon that will have a similarly profound effect. The program needs to be on the lookout for those opportunities and in the vanguard of creating them. With an ongoing strategic and tactical planning effort, the program can position itself in such a manner that it is constantly able to meet these challenges.

REGULAR AND VALID PERFORMANCE AUDITS AND GAP ANALYSIS

A national accreditation program should be used to conduct an accreditation performance audit every five years (similar to that required for other institutions of higher learning). The national accreditation process serves a dual purpose:

- The expectation that the SFT program must be worthy of the trust placed in it to provide high quality learning opportunities.
- The SFT program clearly demonstrates that it is about the critical business of continual self-improvement. Accreditation will assure participants and investors in the credibility of the program.

OPEN FINANCIAL MANAGEMENT

State Fire Training needs adequate and reliable financial resources to support a robust and cost-effective program. A portion of the funding needs to be from the participants so that they have a financial as well as professional stake in the outcome of their efforts and the program.

OSFM, being a public agency charged with SFT responsibility, should manage the funds for the program and establish statutory restrictions on the administrative charge that supporting state agencies can levy on SFT program funds. This will ensure that the public trust for the funds receives appropriate safeguarding.

A well-designed program with clearly defined roles for all participants will also be a financially efficient program. Cost effectiveness should be continuously evaluated and one of the measures for establishing new programs.

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PLANNED MARKETING

The SFT program will gain esteem and credibility in the marketplace with the actualization of this strategic plan. A credible program held in high esteem by the California fire service will compel competing efforts to join into the plan because of its strength and acceptance.

Broad-range marketing will encompass all providers of training in the public, nonprofit, and private sectors. Certification of course curricula and delivery through peer assessment will ensure a level playing field and provide training through the most cost-effective delivery system.

PERFORMANCE MEASURES

The strategic plan is a living document, under constant review and reevaluation. The measures of performance for the training system will come from a number of different sources. Certainly, the completion of the initiatives envisioned in this plan will be part of that mix. The objective performance audits conducted by outside evaluators will be another measure of performance. The stakeholders, through their respective representatives on the SBFS and STEAC, will ensure that the plan works as envisioned. SFT will incorporate these goals into their work plan and constantly monitor the performance of the work plan as it influences their own performance. Most importantly, we should all look for significant improvements in the delivery of training to fire fighters and the resultant improvement in their performance.



INTERNAL PERFORMANCE REPORTS

Annual Reports – STEAC, in conjunction with SFT, will report annually on the progress towards implementation of the action items of the strategic plan to the State Fire Marshal and the State Board of Fire Services.

Annual Strategic Plan Revision - The strategic plan calls for annual revision. This requirement will ensure that the plan is lively and fresh, constantly adjusted and corrected to meet the current and future needs of the fire service in California.

Director and Control Agencies - The State Fire Marshal will forward the annual report reviewed by STEAC and the SBFS to the Director of CAL FIRE.

Department of Finance - The OSFM will include the strategic plan in its annual budget report to the Department of Finance and with any budget change proposals.

EXTERNAL PERFORMANCE REPORTS

Five-year Accreditation Audit - The accreditation process envisioned in midrange initiative one, "Review the First Five Years of the Plan," would stand as the most reliable and confidence inspiring measurement of performance of the program. Accreditation by a national accreditation program will add significant prestige to the State Fire Training program.

Stakeholders - STEAC is the stakeholder representative to the OSFM. In this capacity, its charge is, "To serve as a policy review committee for the State Fire Marshal and provide final review of all State Fire Training course curricula." Part of this role included being an integral part of the entire strategic planning

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process. Through its periodic meetings, committee and subcommittee assignments to carry out the plan, and the individual interest of its member organizations, STEAC will safeguard and balance the competing interests of the stakeholders.

CONCLUSION

State Fire Training has ambitious plans and seemingly insurmountable issues to deal with. But, for SFT to move forward as the lead training agency for the California fire service and emerge as a national leader it must come to terms with the changing social and technological changes surrounding it. This plan is dependent on one very critical factor—funding! Without a stable and reliable funding source, increases in staff, advances in technology, and participation in the national training models simply will not happen. But there is hope! New leadership and management have made this plan their personal commitment. Members of the fire service industry have also renewed their support to the State Fire Training system. It is in this collective spirit that this plan is presented.



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APPENDIX A - DOCUMENT CONTROL

Document Number	Date	Status
CSFTE Strategic Plan	June 6, 2006	Format Review and Approval
CSFTE Strategic Plan 1*	August 8, 2006	Executive Review #1
CSFTE Strategic Plan 1.1**	August 13, 2006	Major Edits
CSFTE Strategic Plan 1.2***	August 14, 2006	Staff and STEAC Review
CSFTE Strategic Plan 2.0****	September 28, 2006	Planning Team and Contributor
CSFTE Strategic Plan 2.1 †	October 19, 2006	STEAC Review and Approval
CSFTE Strategic Plan 3.0 ‡	December 22, 2006	Delivery to OSFM for Executive Approval
CSFTE Strategic Plan 3.1	March 7, 2007	STEAC and Staff Edits
CSFTE Strategic Plan 3.2	April 24, 2007	Staff Edits
CSFTE Strategic Plan 4.0	August 3, 2007	Format
CSFTE Strategic Plan 4.1	September 11, 2007	Minor Edits
CSFTE Strategic Plan 5.0	October 20, 2007	Minor Edits
CSFTE Strategic Plan	January 31, 2008	Signature Page and Minor Edits

* Includes the work from the Special Summit of State Fire Training in Riverside July 2006.

** Executive Review by Kate Dargan, Assistant State Fire Marshal

*** Edited for spelling and punctuation by John Malmquist

**** Includes edit comments from SFT Staff and STEAC received by September 20, 2006

† Includes formatting and edits by staff

‡ Includes edits and comments from Staff and STEAC

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APPENDIX B - POLICY GUIDANCE

Excerpted from the California Health and Safety Code

Article 1. General

13100. (a) The Office of State Fire Marshal is hereby created in the Department of Forestry and Fire Protection. The Office of State Fire Marshal shall be administered by the State Fire Marshal, who shall be a Chief Deputy Director of Forestry and Fire Protection in accordance with paragraph (1) of subdivision (b) of Section 702 of the Public Resources Code and appointed pursuant to Section 13101 of this code.

(b) The Office of State Fire Marshal and the State Fire Marshal in the Department of Forestry and Fire Protection succeed to, and are vested with, all of the powers, duties, responsibilities, and jurisdiction of the former Office of State Fire Marshal and the former State Fire Marshal, as the case may be, in the State and Consumer Services Agency.

(c) Wherever any reference is made in any law to the former Office of State Fire Marshal or to the former State Fire Marshal in the State and Consumer Services Agency pertaining to a power, duty, responsibility, or jurisdiction transferred to, and vested in, the Office of State Fire Marshal or the State Fire Marshal in the Department of Forestry and Fire Protection, the reference shall be deemed to be a reference to, and to mean, the Office of State Fire Marshal or the State Fire Marshal in the Department of Forestry and Fire Protection, as the case may be.

13100.1. The functions of the office shall be to foster, promote and develop ways and means of protecting life and property against fire and panic.

13105.2. (a) The State Fire Marshal shall establish and operate a statewide hazardous materials training facility to be located at the Del Valle Firefighting Facility of the County of Los Angeles.

(b) Subdivision (a) shall be operative in any fiscal year only to the extent that funds are appropriated in the annual Budget Act or donated by private donors, contributed by local agencies, or provided by other funding sources for the purpose of subdivision (a). Donations by private donors, local agencies, or other sources may be in the form of money, in-kind services, or equipment. All monetary contributions received pursuant to this subdivision shall be deposited into a special deposit fund account to carry out the requirements of subdivision (a).

13105.5. The State Fire Marshal shall establish or cause to be established a program of fire prevention training for fire prevention inspectors employed by local fire protection agencies. The training program shall be conducted on a regional basis located near such agencies which employ or contract with such inspectors.

13107. (a) The State Fire Marshal shall investigate every explosion or fire occurring in any state institution, state-owned building, or any building which is determined, pursuant to regulations adopted by the State Fire Marshal,

to be state occupied, and every explosion or fire occurring in those areas of the state not under the jurisdiction of a legally organized fire department or fire protection district or other public entity, including, but not limited to, the state, which provides fire protection in which there is suspicion that the crime of arson or attempted arson has been committed.

(b) Upon request of the chief fire official of a legally organized fire department or fire protection district, or the governing body thereof, or upon request of the chief of a police department or the sheriff regarding a fire which occurs in an area where there is no operating arson investigation unit, the State Fire Marshal shall, within the limitation of resources and manpower established for those purposes, investigate any explosion or fire occurring within the jurisdiction of the requesting official in which there is suspicion that the crime of arson or attempted arson has been committed.

(c) The State Fire Marshal shall cooperate in the establishment of a program for training fire department personnel in arson investigation and detection.

Article 2. The State Board of Fire Services

13140. There is hereby created in the Office of State Fire Marshal a State Board of Fire Services which shall consist of 18 members. The State Board of Fire Services succeeds to all of the powers, duties, and responsibilities of the State Fire Advisory Board, which is hereby abolished. Whenever the term "State Fire Advisory Board" appears in any other law, it means the State Board of Fire Services.

13140.5. The board shall be composed of the following voting members: the State Fire Marshal, the Chief Deputy Director of the Department of Forestry and Fire Protection who is not the State Fire Marshal, the Director of the Office of Emergency Services, the Chairperson of the California Fire Fighter Joint Apprenticeship Program, one representative of the insurance industry, one volunteer fire fighter, three fire chiefs, five fire service labor representatives, one representative from city government, one representative from a fire district, and one representative from county government. The following members shall be appointed by the Governor: one representative of the insurance industry, one volunteer fire fighter, three fire chiefs, five fire service labor representatives, one representative from city government, one representative from a fire district, and one representative from county government. Each member appointed shall be a resident of this state. The volunteer fire fighter shall be selected from a list of names submitted by the California State Firefighters Association. One fire chief shall be selected from a list of names submitted by the California Fire Chiefs' Association; one fire chief shall be selected from a list of names submitted by the Fire Districts Association of California; and one fire chief shall be selected from a list of names submitted by the California Metropolitan Fire Chiefs. One fire service labor representative shall be selected from a list of names

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submitted by the California Labor Federation; one fire service labor representative shall be selected from a list of names submitted by the California Professional Firefighters; one fire service labor representative shall be selected from a list of names submitted by the International Association of Fire Fighters; one fire service labor representative shall be selected from a list of names submitted by the California Department of Forestry Firefighters; and one fire service labor representative shall be selected from a list of names submitted by the California State Firefighters Association. The city government representative shall be selected from elected or appointed city chief administrative officers or elected city mayors or council members. The fire district representative shall be selected from elected or appointed directors of fire districts. The county government representative shall be selected from elected or appointed county chief administrative officers or elected county supervisors. The appointed members shall be appointed for a term of four years. Any member chosen by the Governor to fill a vacancy created other than by expiration of a term shall be appointed for the unexpired term of the member he or she is to succeed.

13140.6. A quorum of the board shall consist of not less than nine members of the board. Proxy representation shall not be permitted.

13140.7. The State Fire Marshal shall act as chairman of the board and provide necessary staff services. A vice chairman shall be selected by majority vote of the members.

13141. The board shall meet at the call of the State Fire Marshal, or at the request of any two members, but not less than annually, and shall receive no salary. Board members shall be paid actual and necessary expenses related to activities of the board. Meetings of the board shall be announced in writing to all members at least 15 days in advance of the meeting date.

13142. The board shall from time to time make full and complete studies, recommendations, and reports to the Governor and the Legislature for the purpose of recommending establishment of minimum standards with respect to all of the following:

- (a) Physical requirements, education and training of fire protection personnel appointed to positions in regularly organized fire service agencies in this state, who are to be engaged in fire protection, including, but not limited to, fire suppression, fire prevention, arson investigation, and other allied fields.
- (b) Fire apparatus, equipment, hose, tools, and related items.
- (c) Basic minimum courses of training and education for fire protection personnel.

13144.5. The State Fire Marshal shall prepare and conduct voluntary regular training sessions devoted to the interpretation and application of the laws and rules and regulations in Title 19 and Title 24 of the California Code of Regulations relating to fire and panic safety. The training sessions shall include, but need not be limited to,

interpretation of the regulations pertaining to community care facilities licensed pursuant to Section 1508, to residential care facilities for the elderly licensed pursuant to Section 1569.10, and to child day care facilities licensed pursuant to Section 1596.80, in order to coordinate a consistent interpretation and application of the regulations among local fire enforcement agencies.

Article 4. California Fire Service Training and Education Program

13155. This article shall be known and may be cited as the California Fire Service Training and Education Program Act.

13156. The Legislature finds and declares that the purposes of this article are as follows:

- (a) To reduce the costs in suffering and property loss resulting from fire through standardized fire training and education programs.
- (b) To provide professional fire service training and education programs to personnel in fire departments that rely extensively on volunteers.
- (c) To develop new methods and practices in the area of fire protection.
- (d) To disseminate information relative to fires, techniques of fire fighters, and other related subjects to all interested agencies and individuals throughout the state.
- (e) To enhance the coordination of fire service training and education.
- (f) To develop a coordinated and standardized plan for the control of fires and the safety of fire fighters where hazardous materials are involved.

13157. The California Fire Service Training and Education Program is hereby established in the Office of State Fire Marshal. The State Fire Marshal, with policy guidance and advice from the State Board of Fire Services, shall carry out the management of the California Fire Service Training and Education Program and shall have the authority to:

- (a) Promulgate and adopt rules and regulations necessary for implementation of the program.
- (b) Establish the courses of study and curriculum to be used in the program.
- (c) Establish prerequisites for the admission of personnel who attend courses offered in the program.
- (d) Establish and collect admission fees and other fees that may be necessary to be charged for seminars, conferences, and specialized training given, which shall not be deducted from state appropriations for the purposes of this program.
- (e) Collect such fees as may be established pursuant to subdivision (d) of Section 13142.4. (13142.4 was removed from statute in the consolidation with CDF).

13158. The State Fire Marshal shall employ under civil service a program manager and staff as necessary to perform the functions for which the program has been established. All personnel of the State Fire Training Program with the Department of Education shall be eligible to transfer to appropriate positions in the

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California Fire Service Training and Education Program provided they meet the qualifications for those positions.

13159. The State Fire Marshal, with policy guidance and advice from the State Board of Fire Services, shall have the following responsibilities:

- (a) To make fire service training and education programs, including training and education in the use of heavy rescue equipment, available on a voluntary basis to fire departments that rely extensively on volunteers.
- (b) Cooperate with the State Board of Fire Services in the development of a minimum standards program for fire service personnel and fire service instructors.
- (c) Assist and cooperate with State Board of Fire Services pursuant to Section 13142.4 (13142.4 was removed from statute in the consolidation with CDF).
- (d) Verify that minimum curriculum requirements, facilities, and faculty standards for schools, seminars, or workshops operated by or for the state for the specific purpose of training fire service personnel are being met.
- (e) Make or encourage studies of any aspect of fire service training and education.
- (f) Determine the need for and recommend locations of regional training sites.
- (g) Develop a model plan or system for use by fire departments for the control of fires and the safety of fire fighters where hazardous materials are involved.
- (h) Study the feasibility of establishing within the Office of State Fire Marshal, a depository of information on hazardous material characteristics for use by local fire departments and other entities that respond to emergencies.

13159.1. (a) The State Fire Marshal shall establish additional training standards that include the criteria for curriculum content recommended by the Emergency Response Training Advisory Committee established pursuant to Section 8588.10 of the Government Code, involving the responsibilities of first responders to terrorism incidents and to address the training needs of those identified as first responders.

(b) Every paid and volunteer fire fighter assigned to field duties in a state or local fire department or fire protection or fire-fighting agency may receive the appropriate training described in this section. Pertinent training previously completed by any jurisdiction's fire fighters and meeting the training standards of this section may be submitted to the State Fire Marshal to assess its content and determine whether it meets the training requirements prescribed by the State Fire Marshal.

13159.4. The State Fire Marshal shall annually review, revise as necessary, and administer the California Fire Service Training program, shall establish priorities for the use of state and federal fire service training and education funds applicable to statewide programs, other than those funds administered by the Department of Forestry and Fire Protection, and shall approve the expenditure of these funds in accordance with the established priorities. This section shall not restrict local entities from

independently seeking and utilizing state and federal funds for local fire training and education needs.

13159.7. This article shall be known and may be cited as the California Fire and Arson Training Act.

13159.8. The State Fire Marshal, with policy guidance and advice from the State Board of Fire Services, shall:

- (a) Establish and validate recommended minimum standards for fire protection personnel and fire protection instructors at all career levels.
- (b) Develop course curricula for arson, fire technology, and apprenticeship training for use in academies, colleges, and other educational institutions.
- (c) Develop, validate, update, copyright, and maintain security over a complete series of promotional examinations based on the minimum standards established pursuant to subdivision (a).
- (d) Have the authority to make the examinations developed pursuant to subdivision (c) available to any agency of the state, to any political subdivision within the state, or to any other testing organization, as he or she deems appropriate.
- (e) Establish any fees which are necessary to implement this section. However, the State Fire Marshal shall not establish or collect any fees for training classes provided by the State Fire Marshal to fire protection personnel relating to state laws and regulation which local fire services are authorized or required to enforce.
- (f) Promote, sponsor, and administer the California Fire Academy System.
- (g) Establish procedures for seeking, accepting, and administering gifts and grants for use in implementing the intents and purposes of the California Fire and Arson Training Act.
- (h) The recommended minimum standards established pursuant to subdivision (a) shall not apply to any agency of the state or any agency of any political subdivision within the state unless that agency elects to be subject to these standards.

13159.9. The State Fire Marshal shall:

- (a) Jointly, with the California Professional Firefighters, promote participation in, sponsor, and administer the California Firefighter Joint Apprenticeship Program as the pre-employment recruitment, selection, and training system to be utilized for entry level fire fighters.
- (b) Establish advisory committees or panels, as necessary, to assist the State Fire Marshal in carrying out his or her function under this article.

13159.10. There is established in the State Treasury the California Fire and Arson Training Fund. All revenue collected pursuant to Section 13159.8 shall be paid into this fund and these moneys shall be available when appropriated by the Legislature for the Office of State Fire Marshal to carry out the provisions of this article.

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APPENDIX C – ANNOTATED BIBLIOGRAPHY

In order to preserve the historical context of this plan, the organization of the bibliography is by date.

1971 [Master Plan of the Training and Education System for the California Fire Service](#), California Fire Chiefs Association

Formally adopted by the California Fire Chiefs Association in 1972; adopted by the State Department of Education in 1973; and adopted by the State Board of Fire Services in 1974. Includes definition, goals, direction, and policies of the training and education system. General physical designs of the system including state, regional, and fire service organization and fire service personnel. The plan foresaw "capstone testing.") Detailed organizational structure of the system, an in-depth description of the organization component roles, and functions under each role. Appendices illustrate a typical career-training track, include selected references, and a study of a "fireman's" occupation document flow chart.

1977 [State of California, Fire Education and Training Master Plan](#), Mission Research Corporation, Santa Monica, California:

Adopted by the SBFS in October 1977. Developed for the SBFS under a grant from the National Fire Prevention and Control Administration, National Fire Academy. Quote from the forward, "The project was coordinated through the State Fire Marshal's Office. Those who contributed believe it is a beginning, not an end and trust that California will lead the nation for many years to come in this vital subject area."

1977 [State Fire Education and Training Plan - Task 4 Report](#), Mission Research Corporation, Santa Monica, California

Listing of the 21 major functional areas of concern in training subject matter plus their subfunctions, which ranged from four to ten. Cross referenced according to general area of interest, e.g. fire suppression, fire prevention, fire related rescue activity, and fire related management activity. In addition, cross-referenced to target audiences and related occupations interfaced with knowledge, skills, and abilities.

1982 "California Fire Service Training and Education System Incorporated," Office of State Fire Marshal

Photocopied articles of incorporation, rental agreement for use of facilities, and declaration of the organization's nonprofit status.

1987 [Five-Year Master Plan, Volume I, Work Plan, Data Report, Goals and objectives, Implementation Requirements](#), Office of State Fire Marshal

Comprehensive plan for the entire Office of State Fire Marshal including State Fire Training.

1987 "Office of State Fire Marshal, Five-Year Master Plan, Volume III, Executive Summary," Office of State Fire Marshal

Photocopied loose-leaf binder. Summarizes the action plans for the State Fire Training Program.

1987 [Office of State Fire Marshal Plan for Training and Education 1987/88—1992/93](#), Fire Loss Management Systems, Mountain View, California

A curriculum and course guide and development plan organized by objective.

1996 [Results of the CSFM Training Division Business Process Review Session](#), Allen, Cheryl and Yvonne Jacques, Knowledge Structures, Incorporated and CAL FIRE, Information Technology Services

This project had three complimentary goals: document the current business processes to determine capability for automation; evaluate the student database; and identify and document the overall automation needs of the Training Division.

1996 [State Fire Training Annual Report 1995-96](#), Office of State Fire Marshal

Report of training work completed.

2001 "Employee Training and Development Guide," Office of State Fire Marshal

Photocopied loose-leaf binder. Comprehensive guide for employees of the Office of State Fire marshal including an overview, position specifications, position duty statements, description of CDF University—Fire Prevention School of Learning, progress notebooks, training resources and forms, and other pertinent training information.

2002 "Baseline Educational Public Safety Survey," Revere, Marc, Riverside Community College

A research project to design and implement an educational feedback mechanism for fire service career development.

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2004 "State Fire Training Audit and Business Process Review," CAL FIRE, Program Accountability Unit

A thorough audit of the State Fire Training program that outlines the strengths and weaknesses of the program. It pays particular attention to the programs statutory authority, budgeting and accounting practices, personnel allocations, and funding sources.

2004 "Draft Strategic Plan for the California Fire Service Training System," Meston, Jeff, California Fire Chiefs Association [n.p.]

A thorough analysis, with recommendations, of the current condition of the State Fire Training program.

2005 "Draft State Fire Training Strategic Plan, Historical Background and Pertinent Time Frames," California Fire Chiefs Association

Photocopy. This brief paper outlines the critical historical dates of state fire training master planning.

2005 "Statewide Emergency Management Strategic Plan," Governor's Office of Emergency Services

Outlines the Office of Emergency Services role in professional training of emergency workers.

2005 "A New Day for State Fire Training: The Strategic Plan," Slaughter, Rodney [n.p.]

An examination, with recommendations, of the staffing/management, funding, website development and business processes of the Office of State Fire Marshal, State Fire Training program.

2006 "Fire and Emergency Services Higher Education Strategic Direction: A Summary." United States Fire Administration, National Fire Academy, Emmitsburg, Maryland

Photocopy. Graphic description of the National Professional Development Model and the Fire Prevention Officer Model including the model higher education curriculum.

2006 "A Brief history of Fire Service Training," Coleman, Ronny J. and Jeff Meston [n.p.]

PowerPoint presentation to the State Fire Training staff. A retrospective of fire service training from Roman times to the present day.

2006 "Utilizing the Unit Training Chief as an Agent of State Fire Training," Lucchesi, Bob [n.p.]

Memo to Kate Dargan. Advocates the idea of utilizing the CAL FIRE Unit Training Officers to provide SFT services in their given areas.



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APPENDIX D – TRAINING AND EDUCATION GLOSSARY

Accreditation	The process of recognizing and training and education institute as having the necessary resources, policies and procedures, and curriculum in place to teach a program sanctioned by the Office of State Fire Marshal.
AFGP	Assistance to Firefighters Grant Program
AFSA	American Foreign Service Association
ALA	Accredited Local Academy
ANSI	American National Standards Institute
ARTP	Accredited Regional Training Program
ASTM	American Society for Testing and Materials
ATF	Bureau of Alcohol, Tobacco and Firearms
AWWA	American Water Works Association
BOV	Board of Visitors
CALJAC	California Joint Apprenticeship Committee
Certification	The process of attesting that an individual attained a specific level of skill after proper examination.
CFAI	Commission on Fire Accreditation International
CFAT	California Arson Training (Fund)
CFCA	California Fire Chiefs Association
CFOD	Chief Fire Officer Designation
CFRA	California Family Rights Act
CSFI	Congressional Fire Services Institute
CFTDA	California Fire Technology Directors Association
Chancellors Office	The administrative branch of the California Community College system. This state agency provides leadership and technical assistance to the community colleges and community college districts in California and allocates state funding to both.
CICCS	California Incident Command Certification System
Copyright	A set of exclusive rights regulating the use of a particular expression of an idea or information.
CPF	California Professional Firefighters
CSFA	California State Firefighters Association
CSFTESP	California State Fire Training and Education Strategic Plan
CSTI	California Specialized Training Institute
DHS	Department of Homeland Security
DOD	Department of Defense
DOT	Department of Transportation
FAMA	Fire Apparatus Manufacturers Association
FDAC	Fire Districts Association of California

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FDIC.....	Fire Department Instructors Conference
FDSOA.....	Fire Department Safety Officers Association
FEMA.....	Federal Emergency Management Agency
FEMSA.....	Fire and Emergency Manufacturers and Services Association
FESHE.....	Fire and Emergency Services Higher Education
FESHES.....	Fire and Emergency Services Higher Education Summit
FIRESCOPE.....	Firefighting Resources of California Organized for Potential Emergencies
FPOs.....	Fire Prevention Officers
FSTEP.....	Fire Service Training and Education Program
FSTI.....	Fire Service Training Institute
IAAI.....	International Association of Arson Investigators
IAFC.....	International Association of Fire Chiefs
IAFF.....	International Association of Fire Fighters
ICMA.....	International City and County Managers Association
ICS.....	Incident Command System
IFC.....	International Fire Code
IFE.....	Institution of Fire Engineers
IFSAC.....	International Fire Services Accreditation Congress
ISFSI.....	International Society of Fire Service Instructors
ISO.....	Insurance Services Office
NAPA.....	National Association of Public Administrators
NASF.....	National Association of State Foresters
NASFM.....	National Association of State Fire Marshals
NASFTD.....	National Association of State Fire Training Directors
NEMA.....	National Emergency Management Association
NETC.....	National Emergency Training Center
NFA.....	National Fire Academy
NFPA.....	National Fire Protection Association
NFSA.....	National Fire Sprinkler Association
NHTSA.....	National Highway Traffic Safety Administration
NIBS.....	National Institute of Building Sciences
NIOSH.....	National Institute of Occupational Safety and Health
NIST.....	National Institute of Standards and Technology
NLC.....	National League of Cities
NOCA.....	National Organization for Competency Assurance
NPDM.....	National Professional Development Model
NSEFO.....	National Society of Executive Fire Officers
NVFC.....	National Volunteer Fire Council
NWCG.....	National Wildfire Coordinating Group

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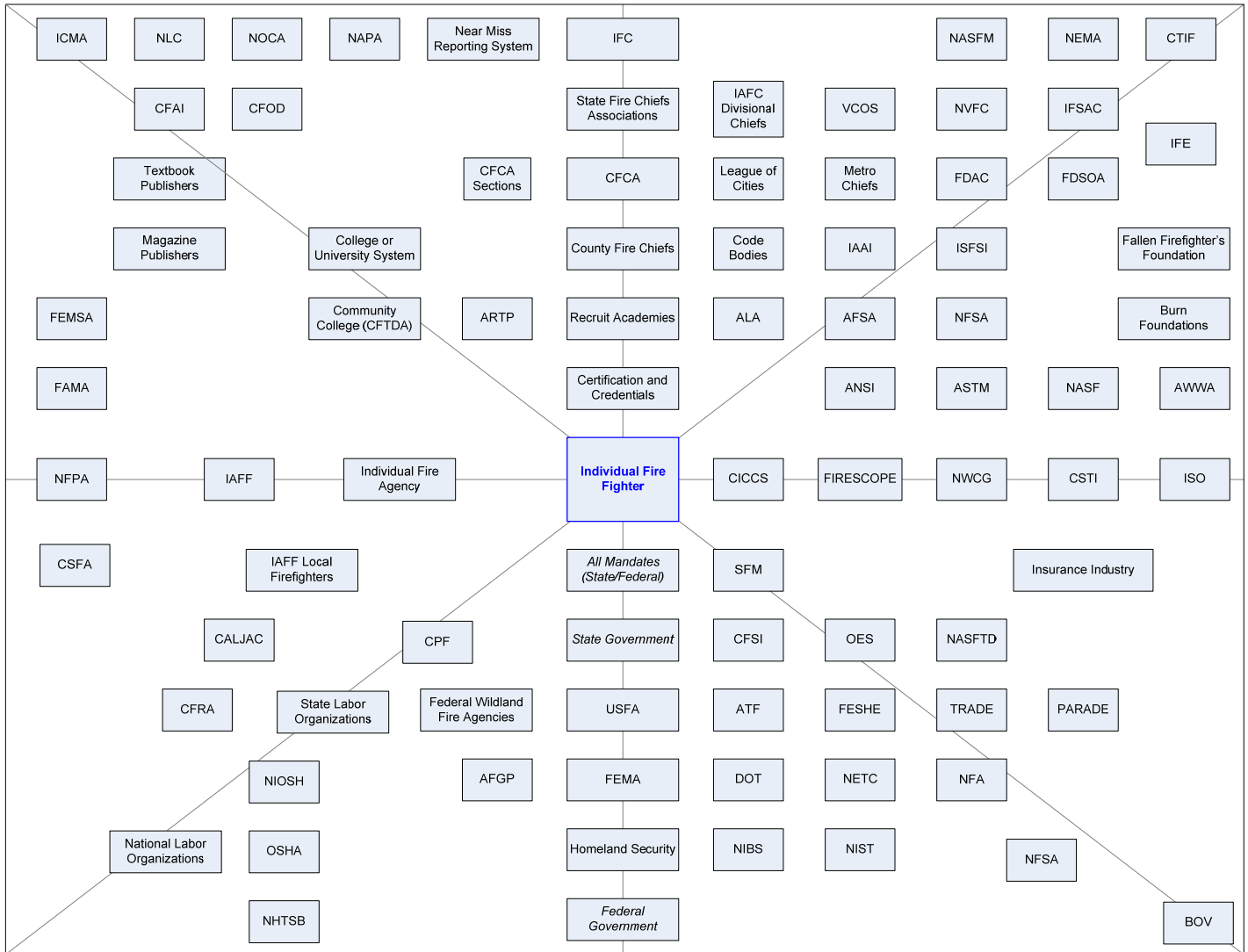
OES	Governor's Office of Emergency Services
OSFM	Office of State Fire Marshal
OSHA	Occupational Safety and Health Administration
PACE II	Peer Assessment for Credential Evaluation
PARADE	Prevention Advocacy Resources and Data Exchange
Reciprocity	The practice of recognizing the certification of training achievement between jurisdictions, especially the states.
SBFS	State Board of Fire Service
SFM	State Fire Marshal
SFT	State Fire Training
Standard	A document produced that establishes the minimum requirements for the performance of an activity or particular skill set.
STEAC	Statewide Training and Education Advisory Committee
TOs	Training Officers
TRADE	Training Resources and Data Exchange
USFA	United States Fire Administration
VCOS	Volunteer Combination Officers Section
WFCA	Western Fire Chiefs Association

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APPENDIX E – STAKEHOLDER CHARTS

E1: NATIONAL DESIGN

Relationship of Professional Entities and Organizations

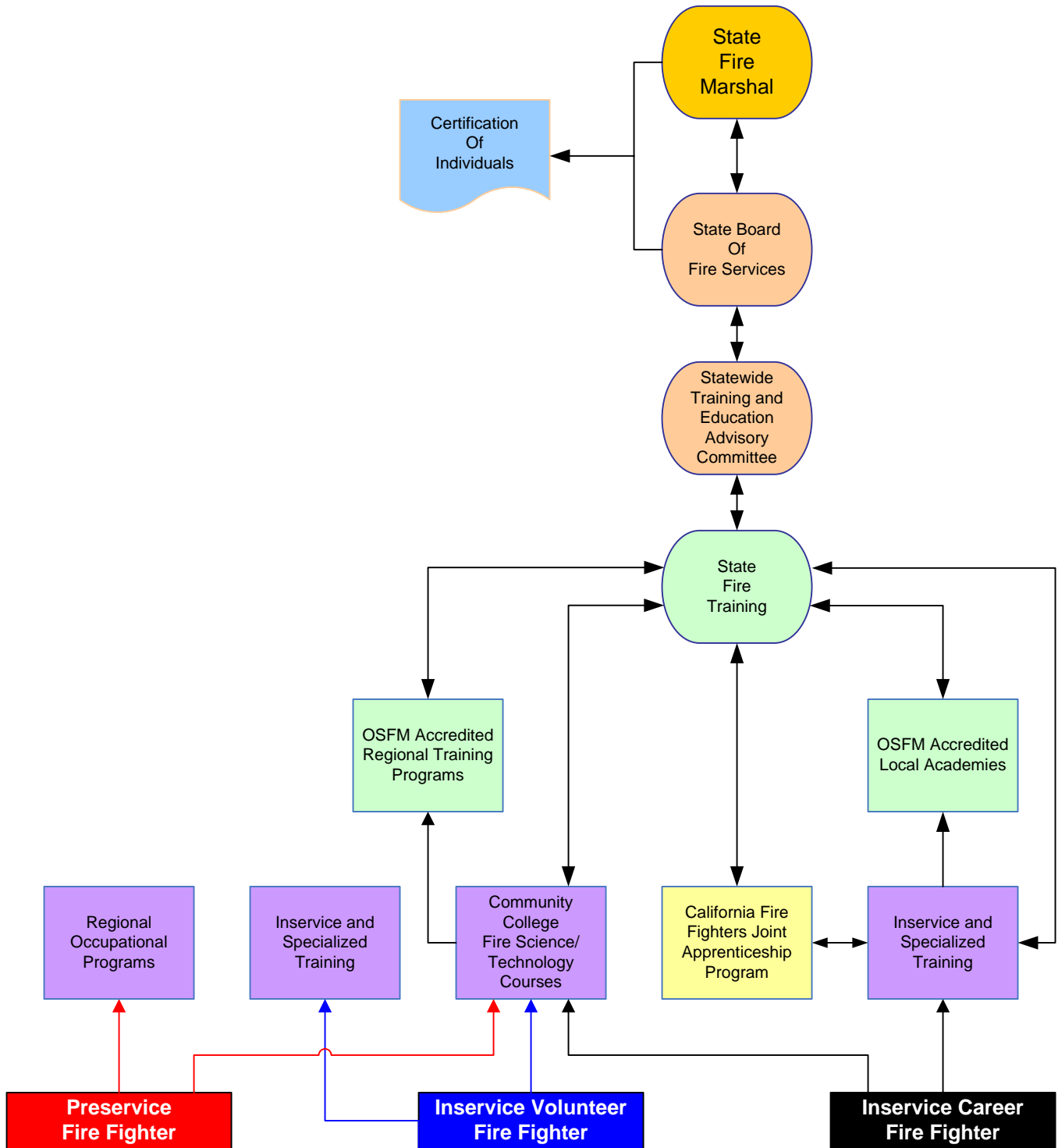


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E2: CALIFORNIA DESIGN

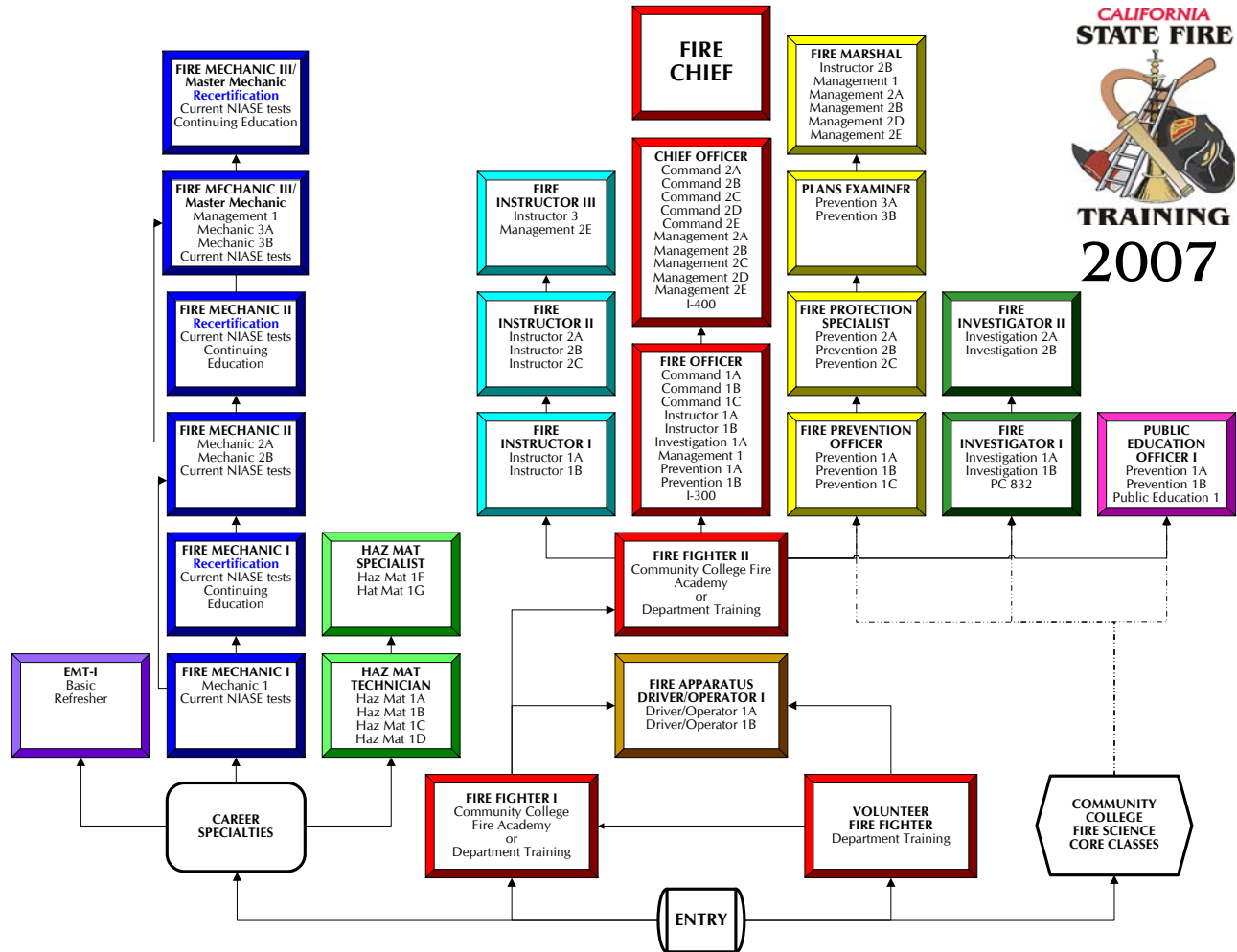
Relationship of Professional Entities and Organizations in the State Fire Training System



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APPENDIX F – STATE FIRE TRAINING CERTIFICATION TRACKS

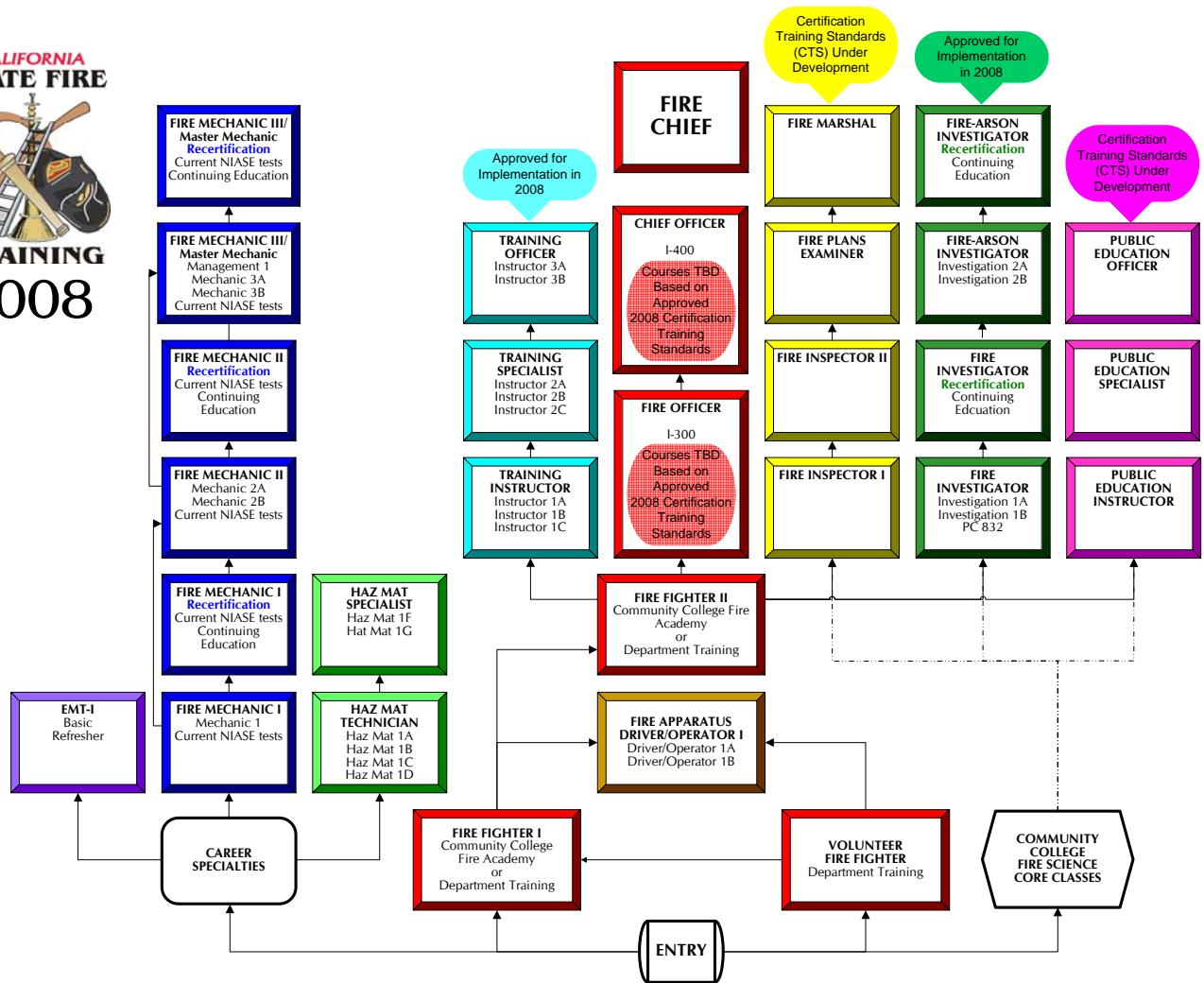
F1: CURRENT TRACKS



The above information only identifies the educational requirements. In addition to the courses listed above, each level of certification requires a minimum experience in the subject area and/or certification prerequisites. For complete information, refer to the State Fire Training Policies and Procedures Manual.

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F2: TRACKS UNDER DEVELOPMENT



The above information only identifies the educational requirements for each level of certification. In addition to the courses listed above, each level of certification requires a minimum experience in the subject area and/or certification prerequisites. For complete information, refer to the State Fire Training Procedures Manual. - - - - - line = alternate prerequisite available

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APPENDIX G – OSFM ACCREDITED TRAINING FACILITIES

