

Florida State Fire Marshal



A Review of the Minimum Standards Program

January 13, 2014

Florida Department of Financial Services
Division of State Fire Marshal
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ABSTRACT

An individual who desires to be a full-time employed firefighter in Florida is required by law to successfully complete the firefighter minimum standards training program. This training program was first introduced in 1972. Since that time various changes have been made to the program. The most recent update occurred in 2008.

This is a report by a committee assembled by the Division of State Fire Marshal (Division). This report summarizes the review, findings, and recommendations of the current firefighter minimum standards training program.

The committee makes specific recommendations. A key recommendation is that the Division seeks funding to conduct an independent firefighter job analysis. This analysis should be based on the Guidelines Oriented Job Analysis (GOJA) Model. The purpose of this analysis is to determine the minimum qualifications for a Florida firefighter¹. The firefighter job analysis report should be used to determine the appropriate knowledge, skills, and abilities required of a Florida firefighter who is employed and responsible to provide fire suppression, victim rescue, hazardous materials operations, fire and hazard prevention, and emergency medical response activities.

¹ "Firefighter" means an individual who holds a current and valid Firefighter Certificate of Compliance or Special Certificate of Compliance issued by the division under s.633.408.

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INTRODUCTION

The Division establishes the minimum standards for the training of both firefighters and volunteer firefighters. The Division also sets the curriculum requirements, and criteria to determine approval or denial of educational training providers (providers) who deliver this curriculum.

The training requirements and qualifications to be a firefighter are set forth in Florida State Statute and Florida Administrative Code (F.A.C.). These documents define two different types of firefighters as either a “firefighter²” or “volunteer firefighter³”.

A firefighter means someone who is licensed, or certified as a firefighter. This certification type is called a Firefighter Certificate of Compliance. This certificate is required of an individual to be employed to perform firefighting duties in Florida. The training required to become qualified to receive a firefighter certificate of compliance is known as the Minimum Standards Course. The associated level of training is often referred to as “Firefighter II” training. It is also common to refer to the minimum standards firefighter training program as “standards”.

A volunteer firefighter means someone who has completed volunteer firefighter training requirements and has been issued a Volunteer Certificate of Completion by the Division. This certificate is required of an individual to perform firefighting duties in Florida as a volunteer firefighter. The training required to become qualified to receive a volunteer firefighter certificate of completion is known as the Volunteer Firefighter

² “Firefighter” means an individual who holds a current and valid Firefighter Certificate of Compliance or Special Certificate of Compliance issued by the division under s.633.408.

³ “Volunteer firefighter” means an individual who holds a current and valid Volunteer Firefighter Certificate of Completion issued by the division under s. 633.408.

Training Program. The associated level of training is often referred to as “Firefighter I” training.

This review is focused on the minimum standards course, the pre-enrollment requirements to attend this course, and post-program evaluation of the minimum standards course. Included in this report are recommendations presented by the committee.

The minimum standards program was last reviewed in 2008 resulting in curriculum changes which were adopted in 69A-37.055 F.A.C., on March 19, 2009.

REVIEW PROCESS

The Division facilitated the review of the minimum standards program. The Division sought to gather a committee of subject matter experts that represent the differing types of providers, training facilities, and fire service agencies.

Committee members included representatives from state colleges, county school districts, fire departments, state agencies, and the volunteer firefighting community. Committee participants brought many years of personal experience as firefighters, educators, and fire service leaders to this process.

The committee was given the following tasks:

1. Conduct a review of the minimum standards program.
2. Summarize significant findings.
3. Make specific recommendations that predict improved program and student outcomes.

The committee adopted the following assumptions:

1. The review and any subsequent recommendation for revisions to the minimum standards program shall be objective.
2. A student shall be medically qualified prior to enrollment in the minimum standards program.
3. A student completer of the minimum standards program is able to safely perform the essential job functions of a firefighter as evidenced through an examination conducted by the Division.

The committee employed a consensus decision-making process, seeking participation and obtaining consent of all members. In some cases, no recommendation

was made in a specific program area. In this case, the decision to not make a recommendation was reached through consensus and general agreement of the group. Committee work began by determining the scope of this review. Various concepts, elements and dimensions of the minimum standards program were considered. Initially these included:

- Course outline
- Emerging instructional technology
- Employer surveys
- Evaluation strategy
- Instructor experience
- Instructor-to-student ratio
- Job performance requirements
- Learning objectives
- Level of learning
- Minimum curriculum requirements
- Plan of instruction
- Pre-course cognitive requirements
- Pre-course medical evaluation
- Pre-course physical fitness requirements
- Program content
- Program coursework
- Program hours
- Program management

- Student experience
- Student learning outcomes
- Student safety
- Student surveys
- Teaching methodologies

The committee organized their review into the following areas:

1. Pre-enrollment requirements. Pre-enrollment requirements means any actions required of a student prior to the first day of class. This may include actions such as; completing an application, participating in a pre-course physical abilities test, or taking a cognitive test prior to the start of a class.
2. Program content. Program content means any activity associated with the minimum standards program, from the first day of class up to becoming certified as a firefighter.
3. Program outcomes and effectiveness. Program outcomes and effectiveness means the outcome of the minimum standards program. This may include the number of student completers, the pass rate of student completers, the competence and ability of student completers to apply knowledge and skills learned.

Various documents were made available to the committee. Included in these resources were:

- Florida Administrative Codes
- Florida Department of Education Curriculum Framework: Firefighter
- Form DFS-K4-1016

- Form DFS-K4-1016
- Form DFS-K4-1022
- Form DFS-K4-1026
- Form DFS-K4-1028
- Form DFS-K4-1445
- Form DFS-K4-1449
- Form DFS-K4-1460
- Laws of Florida, Chapter 633
- National Fire Protection Association (NFPA) 1001 Standard for Firefighter Professional Qualifications
- NFPA 1582 Standard on Comprehensive Occupational Medical Program for Fire Departments

The committee sought information from providers and from recent student completers of the minimum standards program. The committee placed a high value on any information received from providers and students.

In an effort to obtain information directly from providers and students, two survey instruments were designed by committee members. The first survey (Appendix A) was distributed to all providers of the minimum standards program. A second survey (Appendix B) was distributed to recent class completers who were certified as firefighters and employed. Additionally, the committee invited representatives from two publishers of firefighter resources to present their materials, books, curriculum, and other resources. Jones & Bartlett Learning and International Fire Service Training Association (IFSTA) made presentations to the committee. The findings and

recommendations in this report are based on the information obtained and reviewed by the committee.

FINDINGS

In 1972, the Division established the first minimum standards course. This first program was based on the NFPA 1001 Standard for Firefighter Professional Qualifications. The subject areas, job performance requirements, student learning outcomes, and program content were customized to meet the needs of Florida's fire service. The initial program plan of instruction included 240 hours of training.

Subsequent changes to the minimum standards course have occurred since the inception of the program. Each revision was implemented to reflect changes to the NFPA firefighter standard and the changing demands of Florida's fire service.

Currently, the minimum standards course includes both knowledge and skill-based training requirements, and consists of 206 hours of training to complete "part I" of the course, and an additional 192 hours to complete "part II" of the course. Part I is inclusive of the NFPA 1001 Firefighter I objectives, and part II is inclusive of the NFPA 1001 Firefighter II objectives.

Additional student objectives known as "Florida specific requirements" are also included in the minimum standards curriculum. Examples of these Florida specific objectives are: structural collapse awareness, statewide emergency response plan (SERP), thermal imaging, firefighter safety and survival, and physical fitness training.

Parts I and II, along with the Florida specific requirements combine for a total of 398 hours of training. Students are tested in each discipline within the minimum standards course to validate their acquisition and application of relevant knowledge and skill.

Students are required to maintain an average score of not less than 70%. If a minimum score of 70% is not achieved on any test, the student is afforded a one-time make up examination to achieve the required 70%. Students not in compliance with the minimum score requirement are released from the course.

Course completers are qualified to take the minimum standards course examination which is conducted by the Division. This exam includes a written and a practical part. The student must attain a score of 70% or more on the written and practical examinations to receive a certificate of compliance issued by the Division.

The minimum standards course is held at the Florida State Fire College, or at a certified firefighter recruit training facility. Criteria to become a certified facility are found in 69A-37.060 F.A.C. There are additional requirements of the facility, the provider, and instructors, which are defined in various sections of 69A-37 F.A.C. The full text of Chapter 69A-37 Firefighter Standards and Training can be found at: <https://www.flrules.org/gateway/readFile.asp?sid=0&tid=0&cno=69A-37&caid=799103&type=4&file=69A-37.doc>.

Table 1 lists the 32 providers and facilities that delivered the firefighter minimum standards course from July 2011 to June 2013. In most cases, the provider listed is also the owner of the facility. However, in some cases, the facility owner may not conduct the minimum standards course, and authorizes an educational provider to use this facility. In few cases, more than one educational provider may use the same facility to conduct different minimum standards courses.

TABLE 1. Providers and Facilities of Minimum Standards Training (2011 – 2013)

1. BREVARD COMMUNITY COLLEGE (EASTERN FLORIDA STATE COLLEGE)
2. BROWARD FIRE ACADEMY
3. CENTRAL FLORIDA FIRE ACADEMY
4. CHIPOLA COLLEGE
5. CITRUS COUNTY TRAINING CENTER
6. CORAL SPRINGS TRAINING CENTER
7. ENGLEWOOD AREA FIRE CONTROL DISTRICT
8. FIRST COAST TECHNICAL COLLEGE
9. FLORIDA STATE FIRE COLLEGE / MARION COUNTY – CTAE
10. FT MYERS FIRE ACADEMY
11. GULF COAST COMMUNITY COLLEGE
12. HILLSBOROUGH COMMUNITY COLLEGE
13. INDIAN RIVER STATE COLLEGE
14. JACKSONVILLE FIRE ACADEMY
15. LAKE TECH CENTER INST OF PUBLIC SAFETY
16. MANATEE TECHNICAL INSTITUTE
17. MELBOURNE FIRE DEPT TRAINING CENTER (FFTI)
18. MIAMI FIRE RESCUE
19. MIAMI-DADE COMMUNITY COLLEGE
20. MIDWAY FIRE DISTRICT
21. MONROE COUNTY FIRE RESCUE
22. NORTH NAPLES FIRE TRAINING CENTER
23. NORTHWEST FLORIDA STATE COLLEGE
24. PALM BEACH COMMUNITY COLLEGE
25. PLANTATION FIRE DEPARTMENT
26. RIDGE VO-TECH
27. SARASOTA COUNTY TECHNICAL INSTITUTE
28. SEMINOLE COMMUNITY COLLEGE
29. ST. PETERSBURG COLLEGE
30. TALLAHASSEE COMMUNITY COLLEGE / TALLAHASSEE FIRE ACADEMY
31. TAMPA FIRE RESCUE
32. VOLUSIA COUNTY FIRE SCIENCE INSTITUTE

Table 2 reports that 3,536 student completers of the minimum standards course were first time test takers of the State Certification Exam from July 2011 to June 2013 from all facilities.

TABLE 2. Number of Student Completers and First Time Test Takers (July 2011 – June 2013)

PROVIDER / FACILITY	# OF STUDENT COMPLETERS (1 ST TIME TEST TAKER)
BREVARD COMMUNITY COLLEGE	66
BROWARD FIRE ACADEMY	242
CENTRAL FLORIDA FIRE ACADEMY	270
CHIPOLA COLLEGE	52
CITRUS COUNTY TRAINING CENTER	21
CORAL SPRINGS TRAINING CENTER	286
ENGLEWOOD AREA FIRE CONTROL DISTRICT	48
FIRST COAST TECHNICAL COLLEGE	150
FLORIDA STATE FIRE COLLEGE (MARION COUNTY – CTAE)	171
FT MYERS FIRE ACADEMY	81
GULF COAST COMMUNITY COLLEGE	49
HILLSBOROUGH COMMUNITY COLLEGE	243
INDIAN RIVER STATE COLLEGE	139
JACKSONVILLE FIRE ACADEMY	97
LAKE TECH CENTER INST OF PUBLIC SAFETY	102
MANATEE TECHNICAL INSTITUTE	55
MELBOURNE FIRE DEPT TRAINING CENTER (FFTI)	65
MIAMI FIRE RESCUE	4
MIAMI-DADE COMMUNITY COLLEGE	319
MIDWAY FIRE DISTRICT	21
MONROE COUNTY FIRE RESCUE	28
NORTH NAPLES FIRE TRAINING CENTER	61
NORTHWEST FLORIDA STATE COLLEGE	49
PALM BEACH COMMUNITY COLLEGE	136
PLANTATION FIRE DEPARTMENT	25
RIDGE VO-TECH	70

SARASOTA COUNTY TECHNICAL INSTITUTE	103
SEMINOLE COMMUNITY COLLEGE	140
ST. PETERSBURG COLLEGE	120
TALLAHASSEE COMMUNITY COLLEGE / FIRE ACADEMY	109
TAMPA FIRE RESCUE	116
VOLUSIA COUNTY FIRE SCIENCE INSTITUTE	98
TOTAL	3536

The providers can be grouped into four distinct categories; fire departments, state colleges, county school districts, and private companies. The number of students who have completed the minimum standards course varies from provider. Also, the number of students who have completed these courses changes each year.

Providers establish their own class schedule for each minimum standards course they deliver. This class offering is approved by the Division prior to the start of each class. Some providers conduct a course over a series of consecutive days until all hours of instruction are complete. Others may deliver the course using a variety of scheduling sequences. There is no set schedule or class delivery sequence required by the Division.

Each provider is known to follow the program requirements. However, it is also known that providers have adopted various policies, or applied additional criteria to students and their program.

Survey of Providers

The committee sought information from all known minimum standards providers by use of an electronic survey instrument. The survey draft is found in Appendix C. The survey was published and distributed to a total of 39 providers. This included 32 providers who actively conducted minimum standards classes, as well as seven

additional providers who periodically conduct classes. The published survey can be accessed at <http://myfloridacfo.com/Division/SFM/Documents/ProviderSurvey.pdf>.

Survey participation and completion were mixed. Most providers completed some parts of the survey. Almost half of the providers completed all parts, with a few providers not responding. The survey was designed to obtain information in the following areas:

- Class size
- Cognitive abilities testing
- Drug testing
- Hours of instruction by subject
- Instructor requirements
- Medical evaluation
- Physical agility testing
- Ratio of student to instructor
- Source of curriculum
- Source of lesson plans
- Source of quizzes
- Success rate of student completers
- Use of technology in the classroom

Survey results found 16 of 39 training providers completed all survey responses. Thirty-one of 39 training providers completed some portions of survey. Notably, some providers were reluctant for unknown reasons to submit the hours of instruction for each

program subject as requested. However, some of these providers recorded their hours as “adhere to [Bureau of Fire Standards and Training] BFST verification of hours”. The following are outcomes from the provider survey⁴. Respondents are the providers.

- 62% of respondents require students to take a physical agility test which is not required by the Division.
- 95% of the respondents which require a physical agility test conduct this test at their facility.
- 66% of respondents that conduct physical agility testing require a medical evaluation prior to allowing the student to test.
- 71% of respondents that conduct physical agility testing provide the participant an opportunity for practice.
- 95% of respondents do not require a portable ladder climb prior to enrollment in the program.
- 27% of respondents require additional medical testing beyond the Division’s requirement.
- 46% of respondents require prospective students to take a cognitive abilities test, which is not required by the Division.
- 65% of respondents deny program entry to students who fail a cognitive abilities test.
- 27% of respondents require prospective students to take a drug test. This is not a requirement of the Division.

⁴ Survey results as of November 12, 2013.

- 14% of respondents require students to participate in random drug testing during training. This is not a requirement of the Division.
- 47% of respondents do not offer Firefighter I training as a stand-alone training program.
- 77% of respondents require students to disclose whether they have been convicted of a felony. This is not a requirement of the Division.
- 83% of respondents use a publisher's curriculum, with only 3% using the curriculum developed by the Division.
- 63% of respondents use a publisher's resource for quiz management.
- 56% of respondents require a 70% quiz pass rate.
- 27% of respondents require a 80% quiz pass rate.
- 60% of respondents require a 70% final exam pass rate, with 25% of respondents requiring a 80% final exam pass rate.
- 46% of respondents utilize some component of a web-based course management system.
- 32% of respondents utilize a web-based quiz management system.
- 94% of respondents believe the ideal class size that predicts the student's ability to safely and competently perform the duties of a firefighter should be 30 students or less.
- 35% of respondents require their instructors to be qualified above the minimum requirement established by the Division.

- 68% of respondents require their instructors to have one year or more of experience as a State of Florida Certified Fire Instructor. This is not a requirement of the Division.
- 32% of respondents allow their instructors to teach the minimum standards course although they have one year or less of experience as a State of Florida Certified Fire Instructor.
- 36% of respondents require their instructors to be employed as firefighters. This is not a requirement of the Division.
- 74% of respondents require potential instructors to participate in an “internship” or “mentor” program. This is not a requirement of the Division.

Observations

The committee made the following observations from the provider survey:

1. There is a difference in the instructor-to-student ratio by provider.
2. There is a difference in the class size by provider.
3. Some providers use emerging classroom technology.
4. Many providers require the prospective student to participate in a physical agility test.
5. Providers use a wide variety of differing teaching materials such as lesson plans, skill sheets, and quizzes.
6. Some providers conduct an interview of prospective students.
7. Providers use differing criteria when selecting instructors to teach a minimum standards class.

8. Some providers require a higher pass score for student quizzes than is required by the Division.
9. Some providers require a higher pass score for student final class exams than is required by the Division.
10. Most providers must adhere to an independent accreditation standard.
11. Some providers use publisher's materials as the sole curriculum resource for their program while others use the Florida Department of Education Frameworks supported by publisher's textbooks and resources.
12. There is a recognized need to provide for the sharing of best practices for training among providers.

Survey of Students

The committee also sought information from students who had completed the minimum standards course, were certified as a firefighter, and were employed as a firefighter. The purpose of this survey was to obtain information from individuals who were recent minimum standards program graduates. The committee sought student feedback of their perceived level of competence for key job performance requirements (JPR's).

A total of 50 key job performance metrics were randomly distributed into two separate survey instruments (Survey "A" and "B"). The student was asked to score their level of competence for each JPR. The scale ranged from 1.00, "strongly disagree", to 5.00 "strongly agree". The student survey scale along with metrics is found in Appendix D. The published surveys can be accessed at:

<http://myfloridacfo.com/Division/SFM/Documents/StudentSurveyA.pdf>, and

<http://myfloridacfo.com/Division/SFM/Documents/StudentSurveyB.pdf>.

Survey data was filtered to only evaluate information from participants who were currently employed. This approach allowed feedback from individuals to determine to what extent they believe their training was aligned to the key job performance requirements as set forth in the NFPA 1001 Standard for Firefighter Professional Qualifications, and the Florida Department of Education Curriculum Firefighter Framework.

A total of 1,217 surveys were distributed, with a combined total of 155 survey completers. Table 3 provides a summary of outcomes from the student survey⁵: Respondents are student program completers who are currently employed as full time firefighters in Florida at the time of the survey.

TABLE 3. Student Survey Outcomes

<u>Survey "A" Summary:</u>	<u>Survey "B" Summary:</u>
<ul style="list-style-type: none">• 89 completers• Range of score: 3.75 to 4.82• Scale 1.00 : 5.00• Completers reported they agreed or strongly agreed to have met 23 of 25 job performance objectives.	<ul style="list-style-type: none">• 66 completers• Range of score: 3.69 to 4.82• Scale 1.00 : 5.00• Completers reported they agreed or strongly agreed to have met 19 of 25 job performance objectives.

Individuals surveyed reported they agreed or strongly agreed to have met 42 of the 50 key job performance objectives. They reported their highest confidence of

⁵ Survey results as of June 25, 2013.

translating their training to actual job tasks in the areas of; managing personal protective clothing, self-contained breathing apparatus (SCBA) proficiency, portable ladders, health and safety, and fire attack.

Survey participants showed the least confidence of translating their training to actual job tasks in the areas of; hose testing, assessing origin and cause of fire, completion of pre-incident survey reports, and knowledge of suppression and detection systems.

RECOMMENDATIONS

The committee conducted a thorough review of the current minimum standards program. The following are consensus recommendations of committee members.

1. Accreditation requirement.

The committee recommends that a provider of a minimum standards course shall be an accredited institution by January 1, 2017. The minimum standards course shall be delivered by the Division of State Fire Marshal, Florida Forest Service, or an accredited provider. The provider may establish this accreditation status through the Council on Occupational Education (COE), or the Southern Association of Colleges and Schools (SACS) Commission on Colleges. Appendix E provides a brief overview of the proposed benefits to program accreditation.

2. Cognitive Testing.

The committee reviewed this item and has no recommendation.

3. Physical Agility Test.

The committee recommends that a provider of a minimum standards course shall require all student applicants to participate in a pre-enrollment physical agility test as approved by the Division of State Fire Marshal.

4. Drug Testing.

The committee recommends that a provider of minimum standards training shall require all students to participate in a drug test to determine the presence or absence of

chemicals, drugs, or medications as set forth in Section 6.24.1 of the NFPA 1582 Standard on Comprehensive Occupational Medical Program for Fire Departments.

5. Medical Evaluation.

The committee recommends Rule 69A-37.037 F.A.C. and Form DFS-K4-1022 Medical Evaluation, be amended to align with the current edition of the NFPA 1582 Standard on Comprehensive Occupational Medical Program for Fire Departments.

6. Prerequisite Training Requirements.

The committee recommends all student applicants shall complete the following prerequisite training prior to enrollment in a minimum standards course:

- IS-700 NIMS, an Introduction: This independent study course introduces the National Incident Management System (NIMS) concept. NIMS provides a consistent nationwide template to enable all government, private-sector, and nongovernmental organizations to work together during domestic incidents.
- IS-100 Introduction to the Incident Command System (ICS): This independent study course introduces ICS and provides the foundation for higher level ICS training. It describes the history, features and principles, and organizational structure of the system. This course also explains the relationship between ICS and NIMS.

7. Standardization of Curriculum. (Lesson plan, syllabi, quiz, test)

The committee recommends the following:

- The Division shall collaborate with the Florida Department of Education (DOE) to update the firefighter curriculum framework to align with the current edition of NFPA 1001.
- The Division shall update and affirm the minimum standards course model syllabi and model curriculum based on the current edition of NFPA 1001. The Division should also identify the textbook(s) and source of supplemental materials aligned to the model curriculum.
- The Division shall establish a quiz test bank that is aligned with the model curriculum and the objectives of the curriculum framework. This quiz bank should be reviewed and updated annually using subject matter experts.
- The Division shall update the minimum standards written certification exam to align with the model curriculum and the objectives of the curriculum framework. Certification exam questions should be reviewed and updated annually using subject matter experts.
- The model curriculum shall be the basis for use by the minimum standards educational providers. Providers may supplement this core to enhance student learning outcomes. This may include use of distance learning methodologies, other textbooks, and teaching materials at the discretion of the provider.

8. Instructor Qualifications.

The committee recommends that an instructor of the minimum standards course shall be required to complete the course titled Florida Incident Safety Officer, or a course determined by the Division to be equivalent by January 1, 2017.

The committee also recommends that instructors shall complete the course titled Courage to be Safe by January 1, 2015. Attendance shall be in a traditional classroom setting.

9. Instructor Continuing Education Requirements.

The committee recommends Rule 69A-37.059(6) F.A.C., shall be amended to require specific continuing education for any instructor teaching the minimum standards course. These hours would be credited toward their four-year renewal requirement for certified instructors. This shall include the introduction of a four-hour class requirement that reviews updates to the minimum standards curriculum and DOE framework, along with any changes to the NFPA 1001 Standard. This class would be updated on a quadrennial cycle.

10. Test Management.

The committee recommends the Division adopt a standardized quiz and test bank for use by a provider of the minimum standards course. Quizzes and final class tests shall be developed from these test banks. The Division shall include subject matter experts from the minimum standards training providers to develop, update, and maintain the quiz and final class test bank.

The Division shall establish the schedule of quiz delivery for the model curriculum. The provider of a minimum standards course shall adopt this testing schedule as a core requirement to test student learning outcomes.

Technology should be leveraged by the Division and providers to assess students' knowledge both pre and post class. Additionally, student self quizzes taken prior to classroom interaction should be implemented to enable focus based instruction. Quizzes should also be considered as a pre-assessment tool by the providers to determine the students' knowledge, understanding and skills prior to the unit of study.

11. Teaching Methodology.

The committee recommends that minimum standards training providers consider use of alternative teaching methodology when improved student outcomes can be achieved. The committee recognizes that the traditional method of assigning students to read textbooks outside of the classroom and then lecturing to students in class is the basis of the minimum standards teaching methodology. The committee, however, strongly encourages training providers to consider differentiated instruction methods, along with other forms of blended learning methods while leveraging technology when successful student outcomes can be realized.

12. Student-to-Instructor Ratio and Class Size

The committee recommends maintaining the current student-to-instructor ratio as required by Florida Administrative Code. The Division should annually evaluate the student learning outcomes for student completers for each provider. This should

include an evaluation of student success when compared to class size, and the student-to-instructor ratio.

13. Best Practices.

The committee recommends the providers initiate:

- The implementation of an annual “best practices” forum and panel discussion to be held at Fire Rescue East which shall be facilitated by the providers. The purpose of this session is to identify and communicate best practices used by providers.
- The creation of a web-based portal to post and exchange curriculum and instructor resources and materials.

14. Formulae and Process to Determine Instructional Hours.

The committee recommends the Division seek funding to conduct an independent firefighter job analysis in 2014. This analysis should be based on the Guidelines Oriented Job Analysis (GOJA) Model.

The purpose of this analysis is to determine the minimum qualifications for a Florida firefighter⁶. The firefighter job analysis report should be used to determine the appropriate knowledge, skills, and abilities required of a Florida firefighter who is employed and responsible to provide fire suppression, victim rescue, hazardous materials operations, fire and hazard prevention, and emergency medical response activities.

⁶ “Firefighter” means an individual who holds a current and valid Firefighter Certificate of Compliance or Special Certificate of Compliance issued by the division under s.633.408.

The outcomes of this analysis should include:

- Determining the minimum and helpful qualifications of a firefighter.
- Identifying the knowledge, skills, and abilities of a firefighter.
- Determining the appropriate firefighter minimum standards curriculum.
- Ensuring a firefighter is highly competent to serve their respective communities.

This firefighter job analysis is a critical step to accurately align the minimum standards training to the expected job tasks of a firefighter. The committee recommends this analysis should be conducted in 2014. The Division should also adopt a review cycle which requires a job analysis to be conducted every five years. The proposed review cycle is consistent with the process used by other public safety agencies such as the Florida Department of Law Enforcement (FDLE).

The job analysis report should be the basis for the Division to work collaboratively with fire department agencies, educational institutions, training providers, and fire service groups to align community needs of all Floridians with the appropriate job performance requirements of Florida's firefighters.

15. Facility Requirements.

The committee recommends the Division amend 69A-37.060 F.A.C. Certification as an Approved Firefighter Recruit Training Facility as follows:

- The current edition of NFPA 1403 Standard for Live Fire Training Evolutions should be the basis for inspection and safety compliance for training facilities.
- The current edition of NFPA 1402 Guide for Building Fire Service Training Centers should be the basis for construction of new facilities.

- The current edition of NFPA 1402 Guide for Building Fire Service Training Centers should be the basis for significant updates or major repairs to existing facilities.

16. Equipment Requirements.

The committee recommends the Division amend 69A-37.060 F.A.C. Certification as an Approved Firefighter Recruit Training Facility as follows:

- The current edition of NFPA 1911 Fire Apparatus should be the basis for the inspection, maintenance, and testing of pumping fire apparatus and aerial apparatus.
- The current edition of NFPA 1932 Fire Department Ladders should be the basis for the inspection, maintenance, and testing of ladders.
- All ladders regardless of type shall be inspected thoroughly after each use. Records shall be kept of these inspections and repairs.
- The current edition of NFPA 1901 Standard for Auto Fire Apparatus should be the basis for equipment requirements for pumper fire apparatus.
- The training provider is required to maintain an inventory of required equipment to successfully achieve the student learning outcomes.
- All portable equipment shall be inspected routinely to ensure that it is ready for use.
- Any defective equipment shall be removed from service.
- First aid equipment and an automatic defibrillator (AED) shall be on site and readily available for immediate use.

17. Health and Safety.

The committee recommends the Division adopt the following requirements of providers and instructors in Florida Administrative Code:

- Require providers to have approved Incident Action Plans (IAP) for high heat protocol and medical emergencies on file with the Division.
- Adoption of a mandatory injury reporting process.
- Instructors shall complete the course titled Courage to be Safe by January 1, 2015. Attendance shall be in a traditional classroom setting.
- Instructors shall complete the course titled Florida Incident Safety Officer, or a course determined by the Division to be equivalent by January 1, 2017.

18. Student Program Evaluation.

The committee recommends the Division develop and implement a program evaluation survey to be completed by all minimum standards students. Students will provide feedback on the minimum standards program during their last program session. Metrics shall be developed in collaboration with training providers. The purpose of this student evaluation is to ensure quality program delivery and successful student outcomes.

19. Instructor Evaluation.

The committee recommends the Division develop and implement an instructor evaluation survey to be completed by all minimum standards students. Students will provide feedback on the minimum standards instructors during their last program session. Metrics shall be developed in collaboration with training providers. The

purpose of this instructor evaluation is to ensure quality instruction and successful student outcomes.

20. Student Facility Evaluation.

The committee recommends the Division develop and implement a facility evaluation survey to be completed by all minimum standards students. Students will provide feedback on the training equipment. Metrics shall be developed in collaboration with training providers. The purpose of this evaluation is to ensure the safe operation and condition of certified training facilities for students.

21. Student Equipment Evaluation.

The committee recommends the Division develop and implement an equipment evaluation survey to be completed by all minimum standards students. Students will provide feedback on the equipment used by the training provider. Metrics shall be developed in collaboration with training providers. The purpose of this evaluation is to ensure the safety and condition of the training equipment and successful student outcomes.

22. Program Review and Curriculum Effectiveness.

The committee recommends the implementation of a minimum standards quality review program. The goals and objectives of this program are:

- To improve the quality of instruction.
- To improve the quality of learning.

- To establish a process of reporting that identifies the strengths of high performing programs.
- To establish a process of reporting that identifies weaknesses of underperforming programs.
- To define pathways for underperforming programs to become successful.

Reporting of program outcomes shall be transparent to providers, instructors, students and prospective students. The following metrics should be considered:

- Student program evaluation.
- Student instructor evaluation.
- Student facility evaluation.
- Student equipment evaluation.
- Student completer outcomes.
- Student employment outcomes.
- Student minimum standards certification exam outcomes.
- Employer feedback of firefighter knowledge, skills, and abilities (KSA's).

The Division shall collaborate with providers to establish program metrics. The Division shall publish program outcomes annually.

23. Continuing Education Requirements.

The committee recommends the Division establish by statute or rule a requirement that all newly certified firefighters shall be required to complete 40 hours of continuing education every four years to retain their certification. This requirement shall be consistent with the continuing education expectations established in NFPA 1001 Standard for Firefighter Professional Qualifications. The committee recommends this action to support firefighter safety.

APPENDICES

Appendix A

Survey invitation sent to minimum standards program providers, along with survey link and instructions.

DIVISION OF STATE FIRE MARSHAL

Firefighter Minimum Standards Survey

The Division of State Fire Marshal is facilitating a review of the Firefighter Minimum Standards Program. Your participation is critically important to this review. All providers of the Firefighter Minimum Standards Program are being asked to complete the following survey.

<http://SFMMinStds.questionpro.com>

The summary information will be available to all participants.

Additionally, the Division has established a committee that may use information from your participation to make recommendations in the areas of “pre-enrollment program requirements”, “program content”, and “program outcome measurement”. The scope of this survey is to gather information about pre-enrollment program requirements and program content currently being used by providers.

We highly encourage all providers to fully participate and respond with accurate and complete information. If you have any questions regarding the survey, please contact Bill Wentlandt at:

(352) 369-2829 or [email him](#).

Appendix B

Survey invitation sent to recent minimum standards program student completers, along with survey link and instructions.

DIVISION OF STATE FIRE MARSHAL

Firefighter Minimum Standards Survey

The Division of State Fire Marshal is conducting a review of the Firefighter Minimum Standards Program. Your voluntary participation is critically important to this review.

Recent graduates of a minimum standards program who became certified and are currently employed are being asked to complete the following survey. Survey outcomes will be available through the Division of State Fire Marshal – Bureau of Fire Standards and Training once complete.

The purpose of this survey is to allow you to provide feedback as to what level of knowledge or skill you believe you possess as the direct result of your Minimum Standards Training Program experience. Your participation is anonymous. We highly encourage you to participate.

If you have any questions regarding the survey, please contact Bill Wentlandt at:

(352) 369-2829 or bill.wentlandt@MyFloridaCFO.com

[CLICK THIS LINK TO TAKE THE SURVEY!](#)

Appendix C

Provider Survey.

Firefighter Minimum Standards Survey

The Division of State Fire Marshal is facilitating a review of the Firefighter Minimum Standards Program. Your participation is critically important to this review. All providers of the Firefighter Minimum Standards Program are being asked to complete the following survey. The summary information will be available to all participants.

Additionally, the Division has established a committee that may use information from your participation to make recommendations in the areas of “pre-enrollment program requirements”, “program content”, and “program outcome measurement”. The scope of this survey is to gather information about pre-enrollment program requirements and program content currently being used by providers.

We highly encourage all providers to fully participate, and respond with accurate and complete information. If you have any question regarding the survey, please contact Bill Wentlandt at (352) 369-2829 (EMAIL: bill.wentlandt@myfloridacfo.com).

Minimum Standards Certified Training Center or Provider Name: _____

Person completing this survey: _____

PRE-ENROLLMENT REQUIRMENTS

This part of the survey is focused on the “pre-enrollment requirements” you may have established at your training center. For purposes of this survey, “pre-enrollment” means any activity, requirement, or action taken at any time up to the first day of class or first class session held.

1. Physical Ability Testing

A. Do you as a training provider require your student applicant to participate in a physical agility or physical ability test such as the Candidate Physical Ability Test (CPAT) or a Physical Ability Test (PAT) prior to enrollment into your minimum standards program?

- 1) Yes
- 2) No

If no, please move on to question number {X}

B. Do you as a training provider conduct a physical agility or physical ability test at your facility?

- 1) Yes
- 2) No

If yes, what test do you conduct?

- 1) Candidate physical ability test (CPAT)
- 2) Combat challenge
- 3) Physical ability test developed by training provider
- 4) Other _____

C. If you responded YES to question {X} above, do you as the provider conduct the test, or is the test conducted by a third party at your facility?

- 1) The provider conducts the test
- 2) The provider uses a third party to conduct the test

D. If you responded YES to question {X} above, do you require the tester to have a medical evaluation prior to the test?

- 1) Yes
- 2) No

E. If you responded YES to question {X} above, do you provide an opportunity for the tester to practice prior to taking the test?

- 1) Yes
- 2) No

If yes, what is the limit to the number of practice sessions available to the tester?

- 1) One practice session only
- 2) Two to five practice sessions
- 3) No limit to number of practice sessions

F. Do you as a training provider require your student applicant to participate in a portable ladder climb prior to enrollment into your minimum standards program?

- 1) Yes
- 2) No

If yes, what is the height used for the aerial ladder climb?

- 1) 0 to 20 feet
- 2) More than feet

G. Do you as a provider require your student applicant to participate in a confined space (maze) course prior to enrollment into your minimum standards program?

- 1) Yes
- 2) No

2. Medical Evaluation

A. Do you as a training provider require your student applicant to complete any medical testing other than what is required by the State Fire Marshal as listed on Form DFS-K4-1022 "Medical Examination to Determine Fitness for Firefighter Training" prior to enrollment into your minimum standards program?

- 1) Yes
- 2) No

If yes, which of the following medical tests or evaluations are required?

- 1) Chest X-ray
- 2) Echocardiogram
- 3) Stress test
- 4) Heart scan
- 5) Other _____

B. If you responded YES to question {X} above, do you specify the physician or medical facility that the student applicant must use?

- 1) Yes
- 2) No

3. Cognitive Abilities Testing

A. Do you as a training provider require your student applicant to take a cognitive abilities test or other type of diagnostic test prior to enrollment into your minimum standards program?

- 1) Yes
- 2) No

B. If you responded YES to question {X} above, what cognitive abilities or diagnostic test is used?

C. If you responded YES to question {X} above, do you as the provider eliminate a student applicant based on the cognitive abilities or diagnostic test result?

- 1) Yes
- 2) No

4. Drug Testing

A. Do you as a training provider require your student applicants to take a drug test prior to enrollment into your minimum standards program?

- 1) Yes
- 2) No

If yes, describe the test method used.

B. If you responded YES to question {X} above, what is the outcome of a positive drug test result?

- 1) Applicant is removed from enrollment process
- 2) Applicant is allowed to enroll in course
- 3) Other outcome: explain _____

C. Do you as a training provider subject your students to random drug testing during your minimum standards program?

- 1) Yes
- 2) No

D. Do you as a training provider require your student applicant to take a tobacco screening test prior to enrollment into your minimum standards program?

- 1) Yes
- 2) No

5. Additional Information

A. Do you as a training provider require your student applicant to participate in an aerial ladder climb prior to enrollment into your minimum standards program?

- 1) Yes
- 2) No

If yes, what is the height used for the aerial ladder climb?

- 1) 25 to 50 feet
- 2) 51 to 75 feet
- 3) More than 75 feet

B. Do you as a provider require your student applicant to participate in a confined space (maze) course prior to enrollment into your minimum standards program?

- 1) Yes
- 2) No

C. Do you as a training provider offer "Part I" of the minimum standards program for volunteer firefighters?

- 1) Yes
- 2) No

If yes, which if any of the following are pre-enrollment requirements for Part I students?

- 1) Cognitive abilities or competency test
- 2) Drug test
- 3) Tobacco screening

D. Do you require your student applicant to disclose whether they have been convicted of a felony?

- 1) Yes
- 2) No

If yes, do you enroll a student who has disclosed they have a felony conviction?

- 1) Yes
- 2) No

E. Do you as a provider require your student applicant to participate in a background check prior to enrollment in a minimum standards class?

- 1) Yes
- 2) No

F. Please use this space to provide any additional information about your management of "pre-enrollment" requirements you have in place at your facility.

PROGRAM CONTENT

This part of the survey is focused on the "program content" used at your training center. For purposes of this survey, "program content" means areas related to; curriculum, lesson plans, quizzes and tests, hours of instruction, use of technology, instructor qualifications, instructor-to-student ratios, and provider best practices.

1. Curriculum, lesson plan, and teaching materials

- A. What is the origination of the curriculum you are currently using as a provider?
- 1) Delmar
 - 2) IFSTA
 - 3) Jones & Bartlett
 - 4) Florida State Fire College
 - 5) Locally developed by training center
 - 6) Combination of above (explain)
- B. What is the origination of the lesson plans you are currently using as a provider?
- 1) Delmar
 - 2) IFSTA
 - 3) Jones & Bartlett
 - 4) Florida State Fire College
 - 5) Locally developed by training center
 - 6) Combination of above (explain)
- C. What is the origination of the quizzes you are currently using as a provider?
- 1) Delmar
 - 2) IFSTA
 - 3) Jones & Bartlett
 - 4) Florida State Fire College
 - 5) Locally developed by training center
 - 6) Combination of above (explain)
- D. How many quizzes is a student required to take during your minimum standards program?
- E. What is the minimum percentage passing score of a quiz you administer in the minimum standards program?
- F. Do you conduct a final course written exam for the minimum standards course?
- 3) Yes
 - 4) No
- If yes, what is the origination of the final course written exam?
- 5) Delmar
 - 6) IFSTA
 - 7) Jones & Bartlett
 - 8) Florida State Fire College
 - 9) Locally developed by training center
 - 10) Combination of above (explain)
 - 11) Do not use a final class exam
- G. What is the minimum percentage passing score of the final course written exam you administer in the minimum standards program?

2. Hours of Instruction

Directions: Please complete the following table by entering the actual amount of hours that students are taught in either a classroom or practical skill activity for each subject area. The accuracy of actual

hours used is important. Also make entry for any additional topics or disciplines you currently teach. Entries should be made to the ¼ hour. ***Please include a copy of your plan of instruction, class schedule, calendar, or other supporting documentation with your response.***

Subject	Classroom Hours	Practical Skill Training Hours
<i>Firefighter I Curriculum</i>		
Orientation		
Introduction		
Fire Behavior		
Portable Extinguishers		
Personal Protective Gear		
Ropes and Knots		
Water Supply		
Ladders		
Hose		
Water Fire Streams		
Fire Control		
Automatic Sprinkler Systems		
Forcible Entry		
Building Search & Victim Removal		
Ventilation		
Loss Control		
Firefighter Safety		
Fire Alarms & Communications		
First Responder (DOT 40 hr course)		
Controlled Burning		
Awareness Level Hazardous Materials		
Operations Level Hazardous Materials		
Introduction to Wildland Fire Behavior		
Wildland Firefighter Training		
<i>Firefighter II Curriculum</i>		
Implementing IMS		
Flammable Gas Control		
Flammable Liquids and A & B Foam		
Fire Control		
Rescue & Extrication		
Structural Collapse Awareness		
Fire Prevention and Public Education		
Preparedness and Maintenance		
Fire Cause Determination		
Fire Alarms and Communications		
FL Chiefs Emergency Response Plan		
Thermal Imaging		
Positive Pressure Ventilation		
Engine Company Operations		
Ladder Company Operations		
Company Evolutions- Combined Ops.		

Air Monitoring		
New Challenges		
Firefighter Safety and Survival		
<i>[Additional Topic of Instruction]</i>		

3. Use of Technology

Please identify your use of technology in your minimum standards program for each of the following:

A. Do you currently use a web-based course management system to manage any of the following; course syllabus, course schedule, class assignments, quiz schedule, or reading assignments of your program?

- 1) Yes
- 2) No

If yes, describe your use of a web-based course management system.

B. Do you currently administer any quizzes through the use of a computer-based or web-based system?

- 1) Yes
- 2) No

C. Do you currently use a “learning management system” to facilitate teaching or instruction of students

- 1) Yes
- 2) No

If yes, describe your use of a learning management system

D. Do you require students to take any pre-course class or pre-requisite class online?

1. Yes
2. No

If yes, list the class or course taken online and provide a link or sample of the requirement.

4. Class Size / Student Completers

Please describe your class size and your success rate for student completers for your program:

A. What was your minimum student class size enrolled in any class you conducted in:

- 1) 2010
- 2) 2011
- 3) 2012

B. What was your maximum student class size enrolled in any class you conducted in:

- 1) 2010

- 2) 2011
- 3) 2012

- C. What is your rate of student completers (%) for all classes you conducted for each year?
[Total number of students who completed your program divided by total number of students who reported to class day one,]
- 1) 2010
 - 2) 2011
 - 3) 2012
- D. What is the ideal class size that would best predict the student's ability to safely and competently perform the basic job duties of a firefighter?
- 1) Between 1 to 10 students
 - 2) 11 to 20 students
 - 3) 21 to 30 students
 - 4) 31 to 40 students
- E. What is the ideal class size that would best predict the student's ability to successfully pass the firefighter minimum standards certification written exam?
- 1) Between 1 to 10 students
 - 2) 11 to 20 students
 - 3) 21 to 30 students
 - 4) 31 to 40 students
- F. What is the ideal class size that would best predict the student's ability to successfully pass the firefighter minimum standards certification practical exam?
- 1) Between 1 to 10 students
 - 2) 11 to 20 students
 - 3) 21 to 30 students
 - 4) 31 to 40 students

Instructor Information

- A. Which of the following qualifications do you require of an instructor to teach a minimum standards class?
Select any that apply:
- 1) State of Florida Certified Instructor I
 - 2) State of Florida Certified Instructor II
 - 3) State of Florida Certified Instructor III
 - 4) Associate Degree issued by a Nationally accredited college or university
 - 5) Associate Degree issued by a Regionally accredited college or university
 - 6) Bachelor Degree issued by a Nationally accredited college or university
 - 7) Bachelor Degree issued by a Regionally accredited college or university
 - 8) Masters Degree issued by a Nationally accredited college or university
 - 9) Masters Degree issued by a Regionally accredited college or university
- B. How many years of experience as a Florida Certified Instructor do you require of an instructor prior to teaching a minimum standards class?
- 1) Less than 1 year
 - 2) 1 year up to 2 years

- 3) 2 years up to 3 years
- 4) 3 years up to 4 years
- 5) 4 years or more

C. How many years of experience as a Florida Certified Firefighter do you require of an instructor in order to teach a minimum standards class?

- 1) Less than 1 year
- 2) 1 year up to 2 years
- 3) 2 years up to 3 years
- 4) 3 years up to 4 years
- 5) 4 years or more

D. Do you require your instructors to be currently employed as a certified firefighter in order to teach a minimum standards class?

- 1) Yes
- 2) No

E. Do you require potential new instructors to participate in an “internship” or “mentor” program that permits the instructor applicant to demonstrate his or her skills as an instructor prior to the decision to hire the instructor?

- 1) Yes
- 2) No

If yes, describe the internship or mentor program.

F. Do you evaluate potential new instructors prior to the decision to hire the instructor?

- 1) Yes
- 2) No

If yes, which of the following dimensions if any are used to evaluate the instructor?

- 1) Managing the classroom
- 2) Demonstrating effective communication skills
- 3) Demonstrated working knowledge and command of subject matter taught
- 4) Use of learning aids, instructional aids, or equipment
- 5) Involving students through discussion, class or group activities
- 6) Ability to assess the effectiveness of instruction
- 7) Other: explain.

G. Do you require instructors to participate in continuing education or training beyond the CEU's required by the State Fire Marshal to maintain an instructor certification?

- 1) Yes
- 2) No

If yes, describe the additional continuing education or training required.

H. What is your policy as a provider for the ratio of number of students to one instructor in a classroom / lecture setting?

I. What is your policy as a provider for the ratio of number of students to one instructor in a practical skill session for portable ladders?

- J. What is your policy as a provider for the ratio of number of students to one instructor in a practical skill session for tying ropes and knots?
- K. What is your policy as a provider for the ratio of number of students to one instructor in a practical skill session to advance a 1 ½” hose line or larger to extinguish an automobile fire?
- L. What is your policy as a provider for the ratio of number of students to one instructor in a practical skill session to advance a 1 ½” hose line or larger to extinguish a fire in the 2nd level of a burn building?
- M. What is your policy as a provider for the ratio of number of students to one instructor in a practical skill session to complete a pre-incident survey?
- N. What is your policy as a provider for the ratio of number of students to one instructor in a practical skill session to operate a portable extinguisher to extinguish an incipient fire?
- O. Please use this space to provide any additional information about your management of “pre-enrollment” requirements you have in place at your facility.

Appendix D

Firefighter Survey

Firefighter Minimum Standards Survey

The Division of State Fire Marshal is conducting a review of the Firefighter Minimum Standards Program. Your voluntary participation is critically important to this review.

Recent graduates of a minimum standards program who became certified and are currently employed are being asked to complete the following survey. Survey outcomes will be available through the Division of State Fire Marshal – Bureau of Fire Standards and Training once complete.

The purpose of this survey is to allow you to provide feedback as to what level of knowledge or skill you believe you possess as the direct result of your **Minimum Standards Training Program Experience**. Your participation is anonymous. We highly encourage you to participate. If you have any question regarding the survey, please contact Bill Wentlandt at (352) 369-2829 (EMAIL: bill.wentlandt@myfloridacfo.com).

1. I am currently employed as a full-time firefighter in the State of Florida.

Yes / No

2. What year did you complete your minimum standards firefighter training?

2012

2011

2010

2009

2008

3. Select which Certified Training Center you attended?

Boca Raton Fire Rescue

Bonita Springs Fire Academy

Brevard Community College

Broward Fire Academy

Central Florida Fire Academy

Chipola College

Citrus County Fire Training Center

City of Miami Fire Rescue Training Center

Coral Springs Fire Academy

Daytona State College

Edison State College / North Naples Fire Control and Rescue

Englewood Fire Training Center

First Coast Technical College

Flagler County Adult Education

Florida Fire Training Institute

Florida State Fire College in Ocala

Fort Myers Fire Academy

Gulf Coast Community College

Hialeah Fire Department Training Center

Hillsborough Community College
Indian River State College
Lake Tech College (LTC) Institute of Public Safety
Manatee Technical Institute
Miami Dade College
Midway Fire Academy
Monroe County Fire Training Center
Nokomis Fire Recruit Training Center
Northwest Florida State College
Palm Beach Community College
Palm Beach County Fire Regional Training Center
Pasco County Fire Rescue
Pensacola Fire Department
Plantation Fire Department Training Center
Ridge Career Center
Sarasota county Technical Institute Fire Academy
Seminole Community College
St. Petersburg College
Tallahassee Community College
Tampa Fire Academy
The Fire Academy of the South / Jacksonville Fire Training Academy
Volusia County Fire Training Center
Not Listed

Sample survey question format:

1. I possess the required knowledge about the role of a firefighter in an organization and the mission of the fire service.
2. I understand the value of the fire and life safety initiatives to reduce firefighter line-of-duty injuries and fatalities.
3. I have the knowledge that physical fitness and a healthy lifestyle are important to the performance of the duties of a firefighter.
4. I possess the ability to don and doff personal protective clothing.
5. I have the ability to operate my fire department communications equipment.
6. I have the ability to transmit and receive messages via the fire department radio.
7. I have the ability to activate an emergency call for assistance (MAYDAY) so that a firefighter can be located and rescued.
8. I have the ability to use a self-contained breathing apparatus (SCBA) in a fire or other hazardous environment.
9. I have the ability when using an SCBA to control breathing and complete emergency procedures in the event of SCBA failure or air depletion.
10. I have the ability when using an SCBA to replace an air cylinder and complete emergency procedures in the event of SCBA failure or air depletion.
11. I have the ability when using an SCBA to remove the SCBA equipment – move through a restricted passage, and complete emergency procedures in the event of SCBA failure or air depletion.

12. I have the ability to use safety personal protective clothing, deploy traffic and scene control devices, dismount apparatus, and operate in a protected work area as directed.
13. I have the ability to safely operate hand tools (ax, K-tool, A-tool) to force entry through a door, window or wall.
14. I have the ability to safely operate power tools such as a gas-powered saw, to force entry through a door, window or wall.
15. I have the ability to safely operate in a vision obscured condition as a member of a team – to search for victims.
16. I have the ability to conduct a search and rescue in a structure as a member of a team while maintaining team integrity and safety.
17. I have the ability to safely operate in a vision obscured condition as a member of a team – to evaluate hazards and seek a safe haven.
18. I have the ability to safely carry, place and raise a portable ladder by myself.
19. I have the ability to safely carry, place and raise a portable ladder as a member of a team.
20. I have the ability to safely operate and advance a 1 ½" or larger hose line to extinguish an automobile fire as a member of a team.
21. I have the ability to safely operate and advance a 1 ½" or larger hose line to extinguish an exterior fire in class A materials as a member of a team.
22. I have the ability to safely operate and advance a 1 ½" or larger hose line to attack an interior structure fire as a member of a team.
23. I possess the required knowledge of the principles of fire streams, nozzle pressure effects, and flow capabilities of nozzles.
24. I possess the required knowledge of the principles of horizontal, mechanical, and hydraulic ventilation on a structure.
25. I have the ability to transport and safely use tools, equipment, and ladders to conduct horizontal ventilation.
26. I possess the required knowledge of the principles of vertical ventilation techniques on a flat roof, pitched roof or basement of a structure.
27. I have the ability to transport and safely use tools, equipment, and ladders to conduct vertical ventilation.
28. I possess the required knowledge of property conservation and its value to the public, including methods used to protect property.
29. I have the ability to connect a fire department pumper to a water supply as a member of a team.
30. I have the ability operate portable extinguishers and select the appropriate extinguisher based on the size and type of fire.
31. I possess the knowledge to determine different types of ground cover fires.
32. I possess the knowledge of the safety principles and practices when containing or suppressing a ground cover fire.
33. I have the ability to determine exposure threats based on wildfire spread potential, how to construct a wildfire line and maintain the integrity of a wildfire line.
34. I have the ability to extinguish an ignitable liquid fire with an attack line using a foam proportioning device, a nozzle, foam concentrate and a water supply.
35. I possess the required knowledge to select the correct nozzle and hose for an interior fire attack of a structure fire.
36. I have the ability to select the correct attack technique for a fire attack, evaluate and forecast a fire's growth and development.
37. I possess the required knowledge of the characteristics of pressurized flammable gases, elements of a gas cylinder, and the effects of heat and pressure on a closed cylinder.

38. I possess the knowledge to assess the origin and cause of a fire.
39. I have the ability to locate a fire's origin area, recognize possible causes, and protect the evidence.
40. I have the ability to operate forcible entry and rescue tools for moving or removing vehicle roofs, doors, columns or dashboards.
41. I have knowledge of the dangers associated with vehicle components and systems, and safety procedures when using different types of safety equipment.
42. I have the knowledge to perform a fire safety survey in an occupied structure.
43. I have the ability to recognize hazards during a fire safety inspection, and record the findings on a form or report.
44. I have the ability to present fire safety information to fire station visitors or small groups.
45. I have the knowledge to complete a pre-incident survey and understand various sources of water supply, the fundamentals of fire suppression and detection systems.
46. I have the knowledge to complete a pre-incident survey report, including the use of common symbols used in diagramming construction features, utilities, hazards, and fire protection systems.
47. I have the ability to identify components of a fire suppression and detection system.
48. I have the knowledge to perform an annual service test on fire hose.
49. I have the knowledge for the procedures to safely conduct hose service testing.
50. I have the ability to operate fire hose testing equipment during "in-service" testing.

Appendix E

Career and Technical Program Accreditation

Program accreditation is a means by which postsecondary career and technical programs and schools ensure the quality and integrity of instructional programs. Accreditation is a status of recognition granted to an institution which complies with the eligibility requirements, standards, procedures, and obligations of the accrediting agency. Schools or agencies, public or private, become members of a regional or nationally recognized accrediting agency, adopting the agencies rules, guidelines, and policies required to be and affiliated with the accrediting agency.

Generally speaking, program and school accreditation accomplishes the following goals:

- To offer public assurance that accredited educational institutions provides quality instruction in career and technical education that facilitates student learning and meets the needs of the labor market.
- To provide guidance to institutions for the continual improvement of their educational offerings and related activities.
- To promote high ethical and educational standards for career and technical education.
- To enhance public understanding of career and technical education providers and of the value of the education and the credentials offered by these providers.
- To ensure that the accreditation process validates the achievement of learning program objectives.
- To measure instructional program performance in meeting enrollment, completion, licensure, and placement goals.