

*Northern California
Fire Technology Summit
April 28 - 29, 2016
Mendocino College*

FINAL REPORT

*Sponsored by the North/Far North
Regional Consortium*



Northern California 9th Annual Fire Technology Summit

Final Report

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Sponsored by the North/Far North Regional Consortium



8th Annual Northern California
Fire Technology Summit

9th Annual

Northern California Fire Technology Summit

Sponsored By: The North/Far North Regional Consortium

Hosted By: Mendocino College

April 28/29, 2016

Meeting Summary

April 28

The meeting was called to order at the Fairfield Inn & Suites in Ukiah, California by Mr. Art Cota, who welcomed summit participants and provided an overview of the agenda for both days of the meeting. Mr. Cota also spoke to this history of the Northern California Fire Technology Summit.

Mr. Steve Hixenbaugh, Interim Dean, CTE, Mendocino College, welcomed the group on behalf of the college and provided a brief overview of the fire programs at Mendocino College.

The goal of the Fire Technology Summit is to bring together representatives of community colleges offering fire technology programs in Northern California for the purpose of:

Fostering Collaboration

Sharing Best Practices

Exchanging Information

Identifying new and emerging trends
and needs

Enhancing the development of
vocational education in fire
technology/science

Discussion for the evening focused on overviews of individual fire technology programs and identification of issues/discussion points for the following day's program.

April 29

The meeting was convened at 08:30 at Mendocino College, Lowery Library, 1000 Hensley Creek Road, Ukiah, CA 95482.

Mr. David Kennedy, Adjunct Faculty and Part-Time Fire Technology Program Coordinator, reviewed the program offerings at Mendocino College for fire service personnel.

- Emergency Medical Technician Program - 140 Students, up from 40 students per year.
- Emergency Medical Responder Training Program offered at local high school.
- Paramedic program has been shut down
- 13 part-time adjuncts, no full-time fire technology instructors
- Fire Technology courses are offered at the main and Lake Campus
- Fire Officer courses are offered in Willits at the Little Lake Fire Department
- Fire Training Tower located in Ukiah at the Willits Fire Department
- Mendocino County Fire Chiefs offer a Volunteer Fire Academy that takes 1 & 1/2 year to complete.

California Fire Technology Directors - Mr. Randy Collins

Mr. Collins, Fire Technology Director, Santa Rosa Jr. College provided an overview of the California Fire Technology Directors Association (CFTDA) and described a variety of projects that the organization is involved in.

Mr. Collins reviewed the 2016 CFTDA Goals with summit attendees as follows:

- Firehouse World Ambassador Program
- Participate in C-ID Efforts with California Community Colleges, Chancellors Office
- Finalize Fire Technology Program Catalogue Project
- Continue Collaboration with California Fire Training Officers Association
- Support Implementation of Firefighter I Certification Test

■ ***Firehouse Ambassador Program:***

- Implement program with Firehouse publisher Tim Sandelbach for students to obtain free pass in exchange for volunteering 16 hours
- Students also get to attend a "How to be a successful FF" program conducted by the *Fire Alumni* group Conducted this year at FH World in San Diego

Participate In C-ID Efforts at Chancellor's Office:

- Push to have Firefighting become a recognized sector by the Chancellor's Office
- A CFTDA Working Group attended workshops in Dec & March to develop and format course content for Degree & Certificate "Core" Courses
- Benefits include enhancing stature of profession and provide additional grant opportunities

Enhance FESHE Relationship:

- Historically, CFTDA has had a good working relationship
- CFTDA members have been regular attendees at FESHE Symposiums
- CFTDA helped FESHE develop model AS curriculum & SLO's
- Retirements have impacted our relationship (& influence) Have made contact with Mike McCabe, new FESHE head He has welcomed our desire to be active in FESHE
- Sending Rep's to Nat'l Development (FESHE) symposium in June from S. Bay Training Consortium & Los Medanos

Finalize Catalogue Project

Last year a Catalogue Project initiated to list all CC Fire Programs along with their course offerings, resources, etc. to make members aware of who to reach out to as they transitioned to the new FFI & II curriculum:

- A survey was sent to all CC Fire Programs
- All the information has been "Catalogued" on a Google doc's site but needs to be formatted into a user friendly document.
- Existing information can be found at:
https://drive.google.com/folderview?id=0B-c6oAIELW23fkwwWGtpczF6UGxEUGZUdjlyNERISE9NOXIPTepqdVdYbXRnWIVPdWtNZ2M&usp=sharing_eid&ts=5617470e

Continue Collaboration with TO's

2015 second year we held our fall meeting at the TO's Symposium in Fresno. At the meeting the E Boards of TO's and CFTDA met and agreed to pursue the following projects:

- Explore feasibility of implementing a Continuing Ed program for SFT instructors (similar to what POST requires) to enhance instructor quality
- Encourage ARTP's to engage with their local fire agencies to make the FFI & II Cert testing process available
- Conduct a presentation at the TO's Fresno Symposium on how ARTP's and fire departments can work together to implement the cert test process for their local agencies.

■ **FFI & II Curriculum & Test Implementation**

Workgroup established to assist ARTP's. Some accomplishments:

- Minimize the number of skills required for the testing process
- Identify alternatives for Instructional Aids in the testing process
- Identify alternatives for the requirements for Skills Evaluators
- Allow separate testing for Wildland & Haz-Mat components
- Shortening the length of the On-line final exam
- Provide vendor sponsored events so ARTP's are familiarized with props required in the FFI & II Course Plan
- Work w/ SFT to develop FAQ document (on-going) on the CFTDA website: <http://cftda.com/images/shared/FAQ%2004.15.15.pdf>

State Fire Training Update - Mr. Rodney Slaughter

Mr. Rodney Slaughter, State Fire Training (SFT). was unable to attend the summit due to a family emergency. Information relative to State Fire Training were provided Mr. Art Cota and Mr. Randy Collins. Topics included the following:

- National Accreditation
- Curriculum Updates/Changes
- Status & Implementation of IFSAC & ProBoard Certification
- Capstone Testing
- Firefighter I Testing
- National Recognition and Certification Examination. Frequently Asked Questions

Issues Identification / Discussion Topics

The following items/questions were submitted prior to the summit meeting and were discussed at length or had already been answered during the course of the meeting.

1. How will the FF-I testing be accomplished on a regional basis?
2. What additional costs do students pay for: materials, rentals, certs, etc?
3. How are minimum quals for adjuncts impacting your program?
4. How will remedial testing be done under the new SFT testing system?
5. Do you consider course marketing via email blast to infringe on your district territory or poaching?
6. What do you consider to be "Line of Sight" Supervision for courses offered through instructional service agreements.

Outcomes

Summit attendees stated that objectives identified for the meeting were met. All were pleased with the amount of information that was shared and the "best practice" models that were identified as well as recommendations for dealing with issues.

Future Meeting Date & Location

Mr. Eric Rapp, Fire Academy Coordination, Butte Community College offered to host the 2017, Northern California Fire Technology Summit, attendees accepted his offer. The meeting is tentatively set for the last Thursday and Friday in April.

Needs Identification

Summit participants would like to request funding from the North/Far North Regional Consortium to provide travel and per diem for 1-2 students from each NFN Fire Technology program to attend the Firehouse Ambassador Program at the Fire House World Conference in San Diego. Students would attend the "How to be a Successful Firefighter" program, attend professional development workshops and serve as Ambassadors.

Participants requested funding to develop a compendium of colleges offering fire technology/fire science programs in our region. The study would identify elements such as; program offerings, student participation and completion information, degree programs, staffing and catalog training props. This document would assist the colleges in the development of programs, curriculum and identify potential overlap as well as identify our regional resources and needs.

End of Report

**Northern California
Fire Technology Summit
April 28 & 29, 2016**

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17	Rodney Slaughter Deputy State Fire Marshal	CAL FIRE – OSFM State Fire Training 1131 "S" Street Sacramento, CA	Rodney.Slaughter@fire.ca.gov (916) 203-6827
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9th Annual Northern California Fire Technology Summit

Hosted By

Mendocino College

April 28th

6:00 -8:00 p.m

Fairfield Inn & Suites, Ukiah, 1140 Airport Park
Boulevard, Ukiah, CA 95482, (707) 463-3600

Regional Issues / Needs Identification

April 29th

Mendocino College - Lowery Library
1000 Hensley Creek Road, Ukiah, CA 95482

0830 - 0900

Registration/Networking (Continental Breakfast)

0900 – 0930

Welcome Mr. Steve Hixenbaugh, Interim Dean, CTE
Mendocino College

Mendocino College Fire Technology Program Overview
Mr. David Kenney, Faculty, Mendocino College

09:30 – 11:30

CA Fire Technology Director's Association Update
Mr. Randy Collins

State Fire Training Update: Mr. Rodney Slaughter

11:30 - 1:00

Lunch

1:00 - 4:00

Firefighter I Academy Panel Discussion

Capstone Testing
Skills Evaluator Requirements & Training
National Accreditation Status and Implications

Regional Issues Discussion

Sponsored by the North/Far North Regional Consortium

FIREFIGHTER I ACADEMY CHANGES

Since 2011, State Fire Training (SFT) has been "Aligning" their program to be consistent with national (NFPA) standards. These will result in significant changes to our entire Fire program, but especially, the FFI academy. The changes fall mainly under the areas of curriculum and testing.

Curriculum changes include:

- A timeline for CC's and local agencies to implement by Jan 2016.
- The current FFI curriculum will be retired after this date and not be accepted
- Over 100 more hours (some of these are a result of enhancements requested by our advisory committee) resulting in the units increasing from 12 to 15.25..
- The new curriculum has been drafted

Testing changes require a new certification (capstone) test which is necessary to meet IFSAC/Pro Board certification (which is driving these changes). Some key points are:

- From a list of 53 skills, 21 will be tested (10 set and 11 random picked by SFT)
- A min of 33 hours must be dedicated to the skills final testing process (we currently take 8). This may take longer based on their remediation policy which is more liberal.
- The addition of a formal administrative process
- Staff who evaluate the test must meet the same MQ's as Adjuncts (we currently use PE's)
- Test evaluators may not be the Adjunct who instructed the unit

Cons

- With many skills we have never tested (particularly the random ones), additional equipment will be needed. While we are very successful with grants and donations, additional funding for equipment and maintenance will be necessary.
- Current testing takes 56 Hrs (7 staff x 8 Hrs). The new test takes 231 Hrs (7 staff x 33 Hrs)
- Flexibility will be lost as SFT will not allow the instructor to conduct the testing for his/her unit
- The new administrative process required will add an estimated 30-40 hours of staff time
- The additional staff time, facilities and admin. testing requirements will make it prohibitive to conduct two academies in the spring
- It will be very difficult to implement these changes without additional FT staff
- PE's who must now meet Adjunct MQ's to continue to work as evaluators may legitimately ask for Adjunct pay during the testing process

Pros

- In addition to a SFT FFI cert., students will also receive IFSAC & Pro-Board FFI certs (recognized in all other states), promoting portability and enhancing student success (to use an EMC analogy, the program becomes a Nat'l Registry Testing entity)
- Academy demand will increase as smaller fire depts. and other cannot meet these testing requirements and turn to SRJC for this service
- We possess most of the big dollar items required to deliver testing (burn room, car fire prop, Scenario Village)
- Consistency is created as all FFI academies must follow the same curriculum and testing

Closing Thoughts

To maintain our SFT accreditation we need to commit the resources to meet these requirements or consider getting out of this business. Since these changes will make it difficult for many departments to conduct FFI training and will result in fewer CC's fire academies statewide, we stand to benefit as more local agencies turn to us (several Chiefs have inquired if I would provide a stand-alone testing class for their staff and SFT has asked if we would deliver to underserved areas of the state). In short, these changes present a tremendous opportunity to better serve the very agencies we serve and become an integral part of the fire community of northern California. But they do come at a cost.

FIREFIGHTER I (FFI) CERTIFICATION TESTING
ANALYSIS
June 2014

I. Background

In the late 2000's State Fire Training (SFT) embarked on an effort to develop a strategic plan that would better meet the training needs of the California Fire Service and create a sustainable business model. The outcome of this effort was the document *Blueprint 2020* which was published in 2008.

Among the goals established by *Blueprint 2020*, two that have relevance to Community College Fire Programs are;

- Developing a National Professional Development model (for all fire service job functions); and,
- Implementing a capstone (certification) testing process for the certificate programs for each of these fire service job functions.

In 2011, SFT initiated an "Alignment" process to begin implementing these goals. When this process began, it was apparent that development of a National Professional Development model would mean adhering to National Fire Protection Association (NFPA) Standards since they are used by almost every other state in the country. To that end, in 2013 a SFT cadre drafted an updated FFI course plan that was consistent with the following NFPA standards;

- 1001, Standards for Firefighter Professional Qualifications
- 1051, Standards for Wildland Firefighter Professional Qualifications; and,
- 472, Standards for Competence of Responders to Hazardous Materials/WMD Incidents.

In October of last year, the State Training Education Advisory Committee (STEAC) adopted the FFI course plan. A transition timeline allowing the delivery of the *new* curriculum on July 1, 2014 and retiring the *existing* curriculum on January 1, 2016 was also adopted. Currently, we are in the process of aligning our academy to adhere to the new curriculum and have set a goal to fully adopt it by spring of 2015 (a copy of the SFT Information Bulletin that explains this in more detail is enclosed at the end of the document):

Of greater impact to our program is the second goal of implementing capstone testing (in this case as it applies to FFI). When the SFT Alignment group began moving forward with this effort, it became apparent that to meet this goal, it would mean adopting the testing processes that are used by other States to certify firefighters. More specifically adhering to the examination and administrative requirements of, *the International Fire Service Accreditation Congress (IFSAC)* and *Pro-Board*.

Since the certification testing process as outlined by these organizations is very structured and requires significantly more resources than what we currently use today, I have prepared this report to apprise you of the impact implementing this testing will have on our program. As a point of reference, a review of our current testing process is prudent.

II. Current FFI Testing Processes

It is important to note that under the current system, to obtain a FFI certificate SFT does not require the completion of a skills or written examination process. However, to satisfy T-5 and our college requirements we (like other CC programs) have required successful completion of both skills and written exams. The exams have been administered using our own written tests.

The time required to administer these exams varies slightly but for the written, averages approximately two hours. Because skills testing cannot be administered simultaneously for every student and the number of remediation's is never a constant, the time required to conduct the skill's testing varies between six and eight hours.

To document the skills tests, we utilize student checklists that have been developed internally and have been used for years.

III. IFSAC/Pro-Board Certification Testing Process

The testing process that we will need to adhere to under the requirements before SFT represent the most significant changes that have occurred within the organization since its inception. SFT has stressed that by implementing this test process, we will be acting as their agents. This will place us in a dual role as we will not only be testing to meet our own internal and any T-5 requirements, but to a national certification level as well. To use an EMC analogy, it will be similar to administering the *National Registry test* for EMT and SFT even refers to the process as the *Certification Exam*. While a tremendous amount of detail on this process has been shared with the Community Colleges, for reasons of brevity I will only cover those of greatest impact to the program. These changes fall primarily in the following categories; *Procedures, Minimum Qualifications, and Equipment Needs*.

A. Procedures

1. Hours: Under the new procedures, probably the most significant change is the number of hours required for the actual testing process which is specified as 36 (three hours written and 33 for the skills). Compared to the six to eight hours currently spent, this represents almost a 500% increase in staff time. These figures were supported by the BETA testing I witnessed at Sierra College on May 10 which, for a class of 32 students, tested five skills in an eight hour period (a total of 32 hours had been set aside).

2. Skills Testing: For the skills testing component of the exam, 21 individual skills are tested. Of these, ten are set skills (known) and eleven are randomly picked by SFT (from a total of 57). Because the random cover a far greater spectrum than those we currently test to, it will require more time to prepare for the test process and obviously require significantly more instructional aids/props than we currently possess (which will be discussed in greater detail later).

Another change from our current process will be to prohibit the instructor for a specific discipline to also be the evaluator during the test process. Since our instructors generally are the test evaluators, staff will have to be cross-trained as evaluators in other

disciplines to meet this requirement.

3. Remediation's: In our current skills testing, we allow one remediation per discipline prior to a student being failed (i.e. one from the three hose evolutions, one from the 3 SCBA evolutions, etc.) Because the new testing process allows *each* skill to be remediated once, under a worst case scenario, there is the potential for up to 42 tests to occur per student (which partially explains the number of mandatory test hours). It should also be noted that during a remediation, another Skills Evaluator (other than the one that conducted the first test) must be used.

4. Written Test: To conduct the written test, SFT has contracted with a third party vendor (Performance Training Systems) to have the test delivered on-line. Given the computers and tablets that are available to conduct testing for the other programs at the PSTC, our hardware needs to implement this should be minimal. However, some assistance from IT may be necessary to set the programs up.

It should be noted that the procedures for the written test permit a student to retake the written test after a certain "sit-out" period (yet to be determined) but within a year from the original test date *without* retaking the Fire academy. Students will be required to obtain authorization from SFT before being allowed to a re-take. This suggests there will be a need to separate the testing process from the academy which I will address in more detail later in this report.

B. Minimum Qualifications

Under the new testing process, all staff that participate fall into one of two classifications and will need to meet minimum qualifications that have been established for each. They are; *Skills Evaluator* and *Lead Evaluator*.

1. Skills Evaluator: Skills Evaluators will be used to oversee each station where testing occurs. The minimum qualifications for this position are:

- Completed Training Instructor IA *AND* IB or an equivalent course of study.
- Have completed the SFT *Ethical Leadership in the Classroom* course.
- Have completed a SFT Skills Evaluator Training course.
- Have on file at SFT, a completed SFT Code of Conduct form.
- Submit an application to SFT to serve in this role.

The way our academy is organized, the role of Skills Evaluator is currently filled by Professional Experts. It should be noted that because most of these MQ's are not currently required of our PE's, to allow them to continue in this capacity, almost all will need to complete this training.

2.. Lead Evaluator: A single Lead Evaluator will be required to supervise *Skills Evaluators* and oversee the entire certification test process. The minimum qualifications for this position include;

- Be a Registered Instructor with SFT (to meet this requirement, you have to have completed Training Instructor IA &IB at a minimum).
- Have completed the SFT *Ethical Leadership in the Classroom* course
- Have completed the SFT *Regional Instructor Orientation* course.
- Have completed a SFT Evaluator Training Course

- Must demonstrate mastery/expertise in the subject area (determined by a resume and review and approval letter from the employer).
- Complete a SFT Skills Evaluator Training course.
- Have on file at SFT, a completed SFT Code of Conduct form.
- Submit an application to SFT to serve in this role.

Ironically, even though these MQ's are more strenuous than what is required for the *Skills Evaluator*, because they closely parallel those established for Adjunct Faculty, the individual who currently supervises our testing meets them (with the exception of the SFT Evaluator course and the application process).

C. Equipment Needs

Another challenge is created by the greater equipment needs that accompany the random selection of the skills the students are tested on. As mentioned above, because these are chosen by SFT, it will be necessary to have in our inventory the props and instructional aids to conduct all 57 tests. While we already possess much of this equipment (i.e. hose for the hose skills), some we do not. These include:

- Two portable water tanks
- Construction of a wall and floor prop
- A 16 square foot burn pan with propane manifold system for fire extinguisher training.
- Utility control props (water, gas and electrical shut-offs)
- Installation of a dry sprinkler system in the fire tower
- A Drip Torch
- Power tools (chain saws & smoke ejectors)
- A variety of hazardous materials decontamination equipment.

While we have generally been successful securing the equipment we need through donations and grants, it may well become necessary to fund these through our own budget.

IV. Analysis

There are a variety of impacts implementing the Certification testing will have on our program which fall primarily in the areas of Staffing, Curriculum and Finances.

A. Staffing: With the two new classifications established by SFT for the testing process, It will be essential to have staff meet all the MQ's. For the person serving as *Lead Evaluator*, they will need to attend the SFT *Skills Evaluator* course which will held on September 24 and at future dates and locations TBD.

This also presents a strong case to fund the position of a F/T Fire Academy Coordinator. The need to maintain and set up a far greater variety of instructional aids and equipment also supports an increase in the hours of the Professional Experts we have assigned as "Materials Handlers". Both requests have been identified in the PRPP for the last few years

More problematic will be ensuring our Professional Experts serving as *Skills Evaluators* meet the MQ's as set by SFT. While those currently serving as PE's may voluntarily obtain this training, because it involves close to 90 hours of coursework and approx.

\$500 in course fees, it is unknown how many will do so. A worst case scenario would involve having to hire new PE's that meet these requirements. This may well result in having an insufficient number of PE's to deliver an academy which is a possibility and represents my greatest concern. Because PE's are critical to our program, It is vital that we are as supportive as possible when transitioning to the new process and I would also be supportive of providing the training free of charge. It is important to note that the SFT requirements for this position are more closely aligned with the college's MQ's for Adjunct Instructor than they are with PE's. To that end, we should seriously consider providing a pay incentive to those PE's that meet these MQ's for *Skills Evaluator*.

B. Curriculum: After considering the impact of these changes, it is my opinion that it is in the best interests of our students to develop a separate academy course that covers only the Certification testing component (including some practice). Several reasons lead me to this conclusion. (1) SFT regulations allow the student to re-take the test process after a short "sit out" period (without repeating the academy). (2) Many local departments who historically have conducted their own FFI program will not have the resources to conduct this testing and will look to us for this service (ironically, we have already been asked by SFT if we would be willing to conduct this testing to underserved areas of the State such as Humboldt, Del Norte, Trinity Counties using our staff). To that end, I anticipate an opportunity to greatly expand our program (if there is internal support to do so) and significantly increase our partnerships with the local fire community. (3) To cover the increased labor costs of delivering the test, it will be necessary to charge a fee that is greater than the FTES reimbursement we receive from the State (I suspect a Community Ed class may be a vehicle to achieve this but I would look for some guidance in this matter). (4) Because of the structural changes to the course, the curriculum will have to be developed or re-written regardless.

C. Finances: For the reason already covered above, it should be evident that the costs of implementing the Certification testing will increase the costs of delivering the academy primarily due to the increase in instructional aids/props and additional staff time required. For our instruction aids, it is difficult to determine exact costs since many of our needs may be filled by donations (such as the smoke ejectors and Floto-pump we received from Mill Valley). Although I will pursue CTEA grants as the primary funding source, occasional budget requests should be expected.

The financial impact of the staffing will vary depending if a Community Ed course for the Certification testing covers the actual course costs. If so, then the general supervision of the tests and academy should be covered by the *Lab Assistant III (Academy Coordinator)* position and the increase in materials handling by a dedicated *Instructional Assistant (Materials Handler)* which has been identified in section 2.2e of the 2014 PRPP as \$21,620 and \$53,740 respectively.

V. Summary

It is clear that the changes that surround the Certification testing process represent the greatest fundamental shift to our Firefighter I program since its inception. Similarly, the requirements to meet them pose a significant challenge not only for the PSTC, but for many other CC's that operate FFI academies. It will also challenge many smaller local fire agencies who do have the resources to conduct the tests and will subsequently turn

to us to satisfy that need. Despite these challenges and the costs associated with them, I believe the future of our program and the success of our students lies in our ability to embrace these changes and commit the resources to implement them. Since it will also allow our students to transport their FFI certificates to other states, it is consistent with the Chancellor's office Student Success initiative. It should also be noted that adherence to these regulations will also be a criteria to operate as a SFT Accredited Regional Training Program (ARTP).

Because of the broad impact these changes will have on our program, I would encourage you to share the document with any other staff you feel would benefit from the information. I will of course make myself available to meet to discuss.

CFTDA UPDATE

9th Annual Fire Technology Summit Mendocino College

***Randy Collins, Fire Tech Director SRJC
CFTDA VP***

2016 Goals

- ***Firehouse World Ambassador Program***
- ***Participate in C-ID Efforts w/ Chancellor***
- ***Build our Relationship with FESHE***
- ***Finalize Catalogue Project***
- ***Continued Collaboration with TO's***
- ***Support Implementation of FFI & Cert Test***

2016 Goals

■ ***Firehouse Ambassador Program:***

- Implement program with Firehouse publisher Tim Sandelbach for students to obtain free pass in exchange for volunteering 16 hours
- Students also get to attend a “How to be a successful FF” program conducted by the *Fire Alumni* group
- Conducted this year at FH World in SD

2016 Goals

- ***Participate In C-ID Efforts at Chancellor's Office:***
 - Push to have Firefighting become a recognized sector by the Chancellor's Office
 - A CFTDA Working Group attended workshops in Dec & March to develop and format course content for Degree & Certificate "Core" Courses
 - Benefits include enhancing stature of profession and provide additional grant opportunities

2016 Goals

■ Enhance FESHE Relationships

Historically, CFTDA has had a good working relationship

- CFTDA members have been regular attendees at FESHE symposiums
- CFTDA helped FESHE develop model AS curriculum & SLO's

Retirements have impacted our relationship (& influence)

- Have made contact with Mike McCabe, new FESHE head
- He has welcomed our desire to be active in FESHE
- Sending Rep's to Nat'l Development (FESHE) symposium in June from S. Bay Training Consortium & Los Medanos

2016 Goals

■ Finalize Catalogue Project

Last year a Catalogue Project initiated to list all CC Fire Programs along with their course offerings, resources, etc. to make members aware of who to reach out to as they transitioned to the new FFI & II curriculum:

- A survey was sent to all CC Fire Programs
- All the information has been “Catalogued” on a Google doc’s site but needs to be formatted into a user friendly document.
- Existing information can be found at:

https://drive.google.com/folderview?id=0B-c6oAIELW23fkwwWGtpczF6UGxEUGZUdjJyNERISE9NOXIPTEpqdVdYbXRnWIVPdWtNZ2M&usp=sharing_eid&ts=5617470e

2016 Goals

■ Continue Collaboration with TO's

2015 second year we held our fall meeting at the TO's Symposium in Fresno. At the meeting the E Boards of TO's and CFTDA met and agreed to pursue the following projects:

- Explore feasibility of implementing a Continuing Ed program for SFT instructors (similar to what POST requires) to enhance instructor quality
- Encourage ARTP's to engage with their local fire agencies to make the FFI & II Cert testing process available
- Conduct a presentation at the TO's Fresno Symposium on how ARTP's and fire departments can work together to implement the cert test process for their local agencies.

2016 Goals

■ FFI & II Curriculum & Test Implementation

Workgroup established to assist ARTP's. Some accomplishments:

- Minimize the number of skills required for the testing process
- Identify alternatives for Instructional Aids in the testing process
- Identify alternatives for the requirements for Skills Evaluators
- Allow separate testing for Wildland & Haz-Mat components
- Shortening the length of the On-line final exam
- Provide vendor sponsored events so ARTP's are familiarized with props required in the FFI & II Course Plan
- Work w/ SFT to develop FAQ document (on-going) on the CFTDA website: <http://cftda.com/images/shared/FAQ%2004.15.15.pdf>