



Clallam County Fire District 3

Motto: Serve, Respect, Prevent and Protect

Training Program Enhancement Plan



Version 1: (May 7th, 2014)

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Clallam County Fire District 3 Training Program Enhancement Plan

Preface

Clallam County Fire District 3 provides a wide variety of public safety oriented services to the City of Sequim, the surrounding Clallam County area, and serves as a mutual-aid resource that is crucial to neighboring communities as well as for regional response. To accomplish this, the District's members' provide a broad range of emergency responder services. Each of these services play a role in providing vital community risk reduction services to the citizens. In order for the District to fulfill its mission, it is completely reliant on its members to perform as a cadre of professional and highly competent emergency responders. In order for this to occur, each one of the District's members must perform their duties safely and efficiently. This encompasses every member of the organization; be they members who fill clerical, support service, volunteer, career, leadership, or administrative roles. For the District to succeed, each of its members must be capable, highly trained, and competent in the performance of their duties.

District - Mission Statement: Clallam County Fire District No.3 is dedicated to excellence in serving, educating, and protecting our community through emergency medical services, fire suppression, and public education.

Strategic Plan Acknowledgement

The Fire District maintains a Strategic Plan for the express purpose of :

- Establishing the Organization's strategic level goals;
- Providing a means to convey those goals to the community;
- Establishing a basis for tracking progress; and to
- Guide the identification of resource requirements.

The District's Strategic Plan establishes an essential means for supporting the Organization's decision-making efforts at the public policy level. The Strategic Plan defines the organization's level-of-service strategies and guides the District's public policy level decision-making efforts associated with the resources needed to pursue these strategies.

Training Program Enhancement Plan

The Training Program Enhancement Plan, herein referred to as the Training Plan, serves as an extension of the District's Strategic Plan. As such, it is intended to compliment the Strategic Plan by loosely serving as a companion document. The Training Plan serves as an operational plan of sorts to establish a series of operational level goals and objectives meant to guide the District's day-to-day management of Training Division activities. In its application, the Training Plan is intended to link the District's broad strategic goals to the program level tactical goals and objectives needed to guide their management of day-to-day operational level activities.

Training Committee Representatives

The following District members participated in a variety of capacities, during various stages of the Training Plan's development. Each provided input, participated in group discussions, and supported the process of developing the Plan's final draft.

Leonard Horst, Firefighter
Tharin Husiman, Captain
Marydee Countryman, Captain
Travis Anderson, Firefighter
Ryan Tillman, Lieutenant
Jeff Albers, Lieutenant
Chad Cate, Lieutenant

Marc Lawson, Captain
Steve Chinn, Volunteer Coordinator
Chris Turner, Captain
Ben Andrews, Assistant Chief
Mike Gawley, Firefighter
John McIntyre, Firefighter
Doug Heydon, Lieutenant

Purpose Statement

The District currently provides a wide variety of quality training programs that include training to obtain initial qualifications, maintain basic skills, and a variety of specialized training programs. Current training programs reflect the District's propensity for progressive leadership and effectively contributes to its regional influence. But never satisfied with merely maintaining status quo, the District formed a Training Committee comprised of representative stakeholders charged with developing a road map to guide the further enhancement of its training programs. Committee members actively contributed to developing the Training Plan as a living document that will methodically guide the District's efforts to enhance its training programs with a series of strategic goals and enabling objectives. All of which are intended to focus, prioritize, communicate, and coordinate the Training Division's day-to-day efforts and activities.

One of the Committee's first tasks was to develop a mission statement to define the Training Division's fundamental purpose and mission. The following statement represents that effort:

<p>Training Division - Mission Statement: The mission of Clallam County Fire District No. 3 training division is to provide a continuous professional development program that promotes lifelong learning, based on formal education, training, self-development and experience.</p>

Intended Outcomes

The following Training Program Enhancement Plan is intended to provide a road map for the purpose of guiding the District's efforts to further enhance its training programs so that:

1. Training requirements align with relevant industry standards and support best practices.
2. Training requirements for each qualification are clearly stated, relevant, and achievable.
3. Instructional materials:
 - a. are relevant to supporting the operational service needs of the community;
 - b. promote consistent instruction, quality training, and standardized performance;
 - c. foster the development of, and maintain proficiency, in job performance requirements;
 - d. support the attainment of, and validate competent performance for each qualification.
4. Competency is validated through the effective use of performance validation, and where applicable, is credentialed with certification.
5. Training is accurately documented upon completion using systems that are manageable, accessible, and that produce meaningful reports.

Guiding Principles

The District supports the following Guiding Principles for the purpose of capturing a series of core values and operating philosophies for guiding the Training Division's efforts. Based on this notion, the Training Division shall strive to promote:

- **Quality Service** – Fire departments exist for the sole purpose of protecting local communities and the citizens they serve. The Division’s ultimate responsibility is to support the fire department’s ability to provide quality service to local citizens.
- **Performance Excellence** – Peak performance is fundamental to superior customer service. Performance excellence is only achieved when standards are clearly defined, performance expectations are routinely exemplified, and demonstrated performance validates the individual's ability to meet minimum competency standards.
 - Excellence is achieved when:**
 - ✓ Expectations are clearly defined;
 - ✓ High standards of performance are set;
 - ✓ An attitude of excellence is what prevails;
 - ✓ Inadequate performance is no longer tolerated;
 - ✓ Leaders' mentor excellence as positive role models.
- **Interoperability** – As a matter of routine, individual fire departments operate within a multi-agency and/or mutual-aid response system. For this to be most efficient, interagency compatibility is desirable. Regionalized and multi-discipline training based on uniform standards and procedures helps to promote interagency compatibility.
- **Educational Excellence** – Quality performance is achieved when training and educational systems deliver standardized programs using qualified and competent instructors to deliver relevant training and education; use state-of-the-art curriculum that incorporates the use of relevant science, research, and evidence based learning materials; and include the use of credible processes to validate competency using realistic performance measures.
- **Standardization** – The Training Division recognizes the value of standardization as the means to increase interoperability. Therefore, the Division is committed to developing, implementing, and utilizing instructional materials based on standardized industry standards and procedures.
- **Peer Support** – Networking between trainers provides access to expertise, resources, increases Training Division capacity, and increases training opportunities for our members. Whenever mutual benefits exist, individual efforts will be guided by the philosophy of “How do I as an individual, support my peers. If I do so, I can benefit from their reciprocal support another day”. The goal is to reduce wasteful duplication by distributing workload, capitalizing on available expertise, and coordinating efforts in a manner that enhances the District's training programs for the benefit of all members.
- **Collaboration of Resources** – Financial responsibility and efficiency are both ethical obligations and necessary for public service agencies. True collaboration joins resources in a regional manner that facilitates greater local efficiency. Therefore, the Division commits to promoting quality services through programs that promote the coordination of shared resources, creative cost control measures, and interagency collaboration.

- **A Commitment to Safety** – The Training Division’s overriding philosophy is to ensure that “Everyone Goes Home™”. The health, safety, and welfare of emergency responders and the public they serve; is a fundamental responsibility of all trainers, best promoted through continued training and the fostering of proper attitudes through education.
- **Performance Standards** – State and nationally recognized performance standards promote both competency and professional credibility. Training programs, curriculums, competency, and qualifications should all be based on credible industry standards to better promote competent job performance, professional standing, and a commitment to the industry's best-practice-standards.

Best Practice Standards

The accreditation criteria developed by the Commission on Fire Accreditation International (CFAI) has become one of the fire service industry's most highly regarded source for best practice standards. The accreditation process uses a comprehensive series of metrics in the form of Criterion, Core Competencies, and Performance Indicators to provide a bases for objectively assessing a fire department's effectiveness against what is regarded as the best practice standards of the industry.

Though it is not the District's intent to seek accreditation, it is the District's long standing practice to incorporate relevant best practices. Therefore, the District recognizes the CFAI criteria as a logical choice to consider when seeking a best practice standard to follow when striving to enhance its training programs. The CFAI criteria provides a credible self-assessment framework for assuring training programs are developed and managed in a manner that best serves the District's mission of serving the community's emergency service needs, as well as to foster successful performance among its members. Based on this premise, the Training Committee has developed the Training Plan's goals and objectives around the spirit of the CFAI Training & Competency self-assessment criteria. (*Reference Appendix A*)

The committee also seeks to incorporate the balanced professional development principles of the National Professional Development Model developed by the International Association of Fire Chiefs. This model recognizes that successful training programs must blend a mixed balance of training, education, mentorship, and on-the-job experience. (*Reference Appendix B*)

Goals & Objectives

In an effort to move the best-of-intention into action, the following goals and objectives provide the Training Division a road map for guiding its efforts. The expectation is that the Training Division will plan and manage its daily activities around the following goals and objectives so that:

- **Strategic Goals** are used to establish a series of broad statements to express the intended strategic outcomes associated with each of the Division’s ongoing responsibilities, specific programs and initiatives, as well as major multi-year projects.
- **Enabling Objectives** are used to establish a series of measurable projects and/or tasks that, as they are completed, support fulfilling each goal. Objectives establish a means for planning the Division’s short-term activities, establish a basis for accountability, and provide a means to measure the Division’s progress in fulfilling its goals and responsibilities.

Goal #1: Training Standards

The District will establish minimum training standards for each qualification level to assure its members possess the knowledge, skills, and ability to perform their duties safely and efficiently.

Objectives: Based on the outcomes of assessing the operational needs of each emergency responder position, the Training Division will take steps to establish minimum training standards for each position by:

1. Updating existing training policies to align with the training requirements stipulated in the 2014 edition of WAC 296-305, Safety Standards for Firefighters.
2. For each member classification, developing a classification plan to establish advancement paths, define the roles, and describe the responsibilities of each emergency responder position so that:
 - a. Advancement paths are developed for the volunteer member classification to include: EMS Responder, Support Service, Firefighter, Special Operations, Apparatus Driver/Operator, instructor, Wildland Firefighter, and Officer positions.
 - b. Advancement paths are developed for the career member classification to include: EMT or Paramedic, Firefighter, Apparatus Driver/Operator, Special Operations, instructor, Wildland Firefighter, and Officer positions.
3. Compiling a job analysis of each emergency responder position to define what duties and responsibilities are relevant to the position's role in delivering the District's services.
4. Based on job analysis, developing position descriptions for each emergency responder position so that: roles are clarified, duties are defined, responsibilities and performance expectations are reflected, and eligibility requirements are established.
5. For each position description, assimilating the job performance requirements needed for an individual to successfully perform their corresponding duties.
6. Incorporating NFPA Professional Qualification Standards as they are applicable to the job performance requirements of each emergency responder position.
7. Identifying the minimum standards needed to qualify individuals for eligibility as candidates for lateral transfer from other agencies into positions within the District.
8. Identifying the minimum return-to-work standards needed to assess and/or validate the fit-for-duty status of members who seek to return to active duty after having been on an extended leave.
9. Identifying a series of minimum performance standards to qualify the District's Explorer Post members as candidates for advancement to the District's volunteer program.

Goal #2: Member Development

The District will maintain the professional development training programs needed to assure each member possess and maintains competency with the job performance requirements that are determined to be commensurate to their job duties.

Objectives: Based on the outcomes derived from assessing the operational needs of each training program, the Training Division will take steps to assure they support member development by:

1. Identifying the horizontal training requirements that are common to all members and incorporating them, as they are applicable, into each of the District's training programs.
2. Based on the applicable position related job performance requirements, updating each of the District's training program curriculums so that:
 - a. Training and skill sets are incorporated into firefighter training on a routine basis in order to support the integration of the District's adopted:
 - Incident Command System.
 - Incident Management System procedures wherever feasible.
 - Risk management concepts, decision-making principals, and procedures.
 - Defensive fire suppression tactics.
 - Air management, firefighter self-survival, and rapid intervention procedures.
 - b. The use of self-directed independent learning methodology can be incorporated where doing so can serve as an efficient and effective learning medium.
 - c. Course content incorporates available science based information.
3. Developing the process guidelines for qualifying candidates for lateral transfer from other agencies into positions within the District.
4. Developing the process guidelines for validating the fit-for-duty status of members who seek to return to active duty after having been on an extended leave.
5. Developing the process guidelines for qualifying the District's Explorer Post members for advancement to the District's volunteer program.
6. Enhancing the District's Volunteer Recruit training program to align with any job analysis driven revisions that are made to the position's minimum training standards and job performance requirements by:
 - a. Identifying the distribution of learning objectives and performance standards between pre-academy, academy, and post-academy training phases.
 - b. Evaluating recruit academy course curriculum, updating it as needed.
 - c. Evaluating recruit academy competency validation criteria, updating it as needed.
 - d. Developing a probationary training manual with corresponding skill sheets.
 - e. Incorporating a post academy ride-along program requirement.
 - f. Incorporating the use of benchmark testing to validate performance competency.
7. Enhancing the District's Career Firefighter probationary training program to align with any job analysis driven revisions that are made to the position's minimum training standards and job performance requirements by:
 - a. Updating training program content as needed to align with any modifications made to training standards and job performance requirements.
 - b. Updating the probationary training manual and corresponding skill sheets as needed to align with updated training requirements.

- c. Incorporating the use of benchmark testing to validate performance competency.
8. Enhancing Volunteer EMS Responder training to align with any job analysis driven revisions that are made to the position's minimum training standards and job performance requirements by:
 - a. Developing a probationary training manual with corresponding skill sheets.
 - b. Developing a BLS academy to bridge EMS course completion with applied learning based on District protocol, policy, equipment, and standard operating procedures.
 - c. Developing and incorporating a post BLS academy ride-along program requirement.
 - d. Developing and incorporating the use of benchmark testing to validate performance competency.
 - e. Developing a continuing education program to maintain skill competency.
 9. Enhancing Driver/ Operator training to align with job analysis driven revisions that are made to the position's minimum training standards and job performance requirements by:
 - a. Based on an adopted advancement path, developing the skill sheets needed to correspond with each qualification level.
 - b. Develop delivery plan (schedule) for initial training in each qualification level.
 - c. Incorporating the use of benchmark testing to validate performance competency.
 - d. Developing a continuing education program to maintain skill competency.
 10. Enhancing In-service training to align with any job analysis driven revisions that are made to the position's minimum training standards and job performance requirements by:
 - a. Incorporating the training needed to ensure that new equipment and the associated operating procedures are adequately integrated into company level training.
 - b. Defining outcome expectations so that training is organized, structured, and delivered in a manner that supports the training needs of each target audience.
 - c. Further engaging members with responsibility for delivering company level training.
 11. Enhancing Special Operations training to align with job analysis driven revisions made to the position's minimum training standards and job performance requirements by:
 - a. Conducting an operational needs assessment to determine which technical rescue disciplines and to what level of training:
 - Volunteer members should be trained to.
 - Career members should be trained to.
 - Technical rescue team members should be trained to.
 - b. Based on an adopted advancement path, developing the skill sheets needed to correspond with each qualification level.
 - c. Incorporating the use of benchmark testing to validate performance competency.
 - d. Developing a continuing education program to maintain skill competency.

12. Enhancing Officer Development training and education to align with job analysis driven revisions to the position's minimum training standards and job performance requirements by:
 - a. Incorporating use of the Fire and Emergency Services Higher Education (FESHE) Model Curriculum where applicable.
 - b. Integrating the Blanchard Situational Leadership® training program as a component of officer development and continuing education.
 - c. Evaluating the feasibility of incorporating use of the Officer Development Handbook developed by the International Association of Fire Chiefs.

13. Enhancing Instructor Development to align with the position's minimum training standards and job performance requirements by:
 - a. Determining which positions should require instructor credentials.
 - b. Based on an adopted advancement path, determining the instructor qualification levels and endorsements needed to adequately support delivery of the District's training programs.

14. Enhancing Support Service Volunteer training to align with the position's minimum training standards and job performance requirements by:
 - a. Developing a probationary training manual with corresponding skill sheets.
 - b. Developing a training program to assure competency with the applicable District protocol, policy, and standard operating procedures.
 - c. Incorporating, where indicated, the use of benchmark testing to validate performance competency.
 - d. Developing a continuing education program to maintain skill competency.

Goal #3: Program Delivery

The District will maintain the use of both short and long term training schedules for the purpose of forecasting, sequencing, establishing frequency, and assigning the training needed to ensure members are appropriately trained.

Objectives: To enhance the management of training program delivery, the Training Division will:

1. Enhance the delivery of in-service training programs by:
 - a. Implementing the use of a master training schedule to manage the coordination, sequencing, and frequency of training events such as recruit academies, instructor courses, pump courses, special operations training, multi-company exercises, etc.
 - b. Developing and maintaining standard operating procedures, quality instructional materials, and relevant skills sheets that are readily assessable to support company level training assignments and promote consistent instruction.
 - c. Expanding the expectations associated with internal subject matter training experts to encompass developing:
 - Training materials to support self-directed training methodology.
 - Standardized instructional resources for District-wide utilization.

- Train-the-trainer opportunities to support company level training.
 - Successors so that continued expertise is not reliant on a single individual.
2. Enhance the delivery of Volunteer Recruit training by:
 - a. Developing a position description for the Drill Master position to establish guidelines to refine their role in preparing instructors, coordinating activities, providing continuity, resolving conflicts, and addressing performance issues.
 - b. Developing a position description to establish instructor performance expectations and guidelines for their role in course delivery, preserving standardization, fostering success, resolving conflicts, and assessing student performance.
 - c. Developing skill sheets and implementing a process to provide opportunities for aspiring officers to serve as understudy instructors for the purpose of gaining applied learning experience.
 3. Enhance the delivery of Career Firefighter probationary training by:
 - a. Expanding the use of the District's Moodle training site where doing so provides an effective medium for self-directed learning.
 - b. Developing standardized guidelines for company officers and paramedic preceptors who mentor probationary members; so that their role is defined and guidelines are established for how they are expected to foster success while also providing objective performance assessment that is based on job performance requirements.
 - c. Evaluating current performance assessment processes in terms of their effectiveness, criteria, objectivity, and position related relevance; updating them as indicated.
 - d. Integrating the Hersey-Blanchard Situational Leadership Theory where applicable, so the principals of situational leadership, goal setting, and coaching for performance are incorporated into managing probationary training.
 4. Enhance the delivery of In-service Training for career members by:
 - a. Distinguishing individual, company, and multi-company level training so that training is delivered sequentially in a manner where individual and company level training culminates as the requisite preparation for multi-company training exercises.
 - b. Conducting multi-company training exercises on a routine basis where on-duty crews are backfilled with other crews so they can be dedicated to training; but in a last-out status where they are available in the event of multiple calls or a major event.
 5. Enhance the delivery of Special Operations training by:
 - a. Integrating into volunteer member in-service training, the skills sets deemed applicable as horizontal training requirements for volunteer responders.
 - b. Integrating into career member in-service training, the operations level skills sets deemed applicable as horizontal training requirements for all career responders.
 - c. Conducting periodic multi-company exercises where on-duty crews integrate with technician level responders.
 6. Enhance the delivery of Officer Development training and education by:
 - a. Developing a structured program for delivering initial officer development training and a to provide continuing education for existing officers.

Goal #4: Training Resources

The District will establish and maintain the availability of the training facilities, instructional materials, equipment, props, and apparatus needed to support the District's training programs.

Objectives: To provide adequate training resources, the Training Division will:

1. Update the Moodle training site software to the most current version.
2. Maintain a physical library of available training resources such as reference materials, student manuals, audio visual materials, etc.
3. Maintain an cache of the consumable supplies needed to adequately support the District's hands-on training programs – illustrative examples include vent prop materials, live fire training fuel, etc.
4. Develop an electronic repository for members to post and access training materials and instructional resources.
5. Establish as cache of laptop and/or tablets that members can check-out to support independent self-study.
6. Continue master planning efforts for developing the District's training center, which will include:
 - a. Prop space to support a SCBA confidence course, search, and rescue training.
 - b. Clean classroom space to support both agency and regional training events.
 - c. Dirty classroom space to support the facilitation of hands-on training activities.
 - d. Drill tower and drill ground space to adequately support multi-company training activities for both residential and commercial training scenarios.
 - e. A prop to support trench rescue training.

Goal #5: Instructional Staff

The District will establish and maintain a cadre of qualified instructors who are available to meet the District's training needs.

Objectives: To maintain adequate instructional staff, the Training Division will:

1. Evaluate and update as indicated, the specialized training instructor requirements to assure they most efficiently and adequately support the District's training needs.
2. Delivering the National Fire Academy's course: Instructional Techniques for Company Officers.
3. Conduct on-going refresher training for maintaining the District's cadre, competency, and cohesiveness of:
 - a. Driver training and pump trainer prop instructors.
 - b. Live fire training prop instructors.
 - c. Technical rescue training and training prop instructors.

4. Fostering specialized instructor credibility, competency, and cohesiveness by maintaining select groups of highly competent instructors who master subject matter expertise by way of a understudy/mentorship process.
5. Develop an instructor code-of-conduct to establish performance expectations of the District's training instructors.
6. Establish a means to acknowledge and identify the District's training instructors.

Goal #6: Performance Validation

The District will establish and utilize relevant performance-based evaluation criteria to validate individual, company, and multi-company performance.

Objectives: To validate competency with job performance requirements, the Training Division will:

1. Develop and implement the use of no-fault company performance evaluations.
2. Develop and implement a process for conducting periodic volunteer member performance evaluations.
3. Incorporate the use of multi-company performance evaluations and critiques as a means to identify training program inadequacies for the purpose of developing future training objectives.

Goal #7: Progress Tracking

The District will establish and maintain a training records management system that tracks advancement progress of individual members and supports the analysis of training needs.

Objectives: To track member progress, the Training Division will:

1. Implement the use of available technology in a manner that will efficiently support the process tracking of each individual member's progression so that:
 - a. Where feasible, progress tracking is automated upon lesson, module, skill sheet, and/or course completion.
 - b. Probationary training requirements are documented and compiled as they are completed.
 - c. Qualification requirements are documented and compiled as they are completed.
 - d. Qualifications and credentials are compiled and maintained in a centralized and readily accessible data base.
2. Implement a means for posting member qualifications so that the information is current and readily assessable.
3. Implement the use of available technology in a manner that will efficiently track re-certification dates in a manner that will support:
 - a. Providing members with the information needed to manage the continuing education and re-certification requirements associated with maintaining their qualifications.

- b. The District's coordination of scheduling and delivering continuing education courses and programs.

Goal #8: Training Records

The District will establish and maintain a training records management system that accurately documents completed training activities.

Objectives: To maintain training records, the Training Division will:

1. Evaluate how to best manage data entry procedures, implementing modifications that will maximize the efficiency of resource utilization and workflow processes.
2. Where feasible, utilize technology as a means to automate the process of linking training record data entry to progress tracking.
3. Evaluate how to structure the use of technology in a manner that efficiently automates the assimilation of data so that reporting requirements are met and meaningful management reports can be generated.

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Appendix A – CFAI Training & Competency Self-Assessment Criteria

Criterion: Training and Education Program Requirements – Training and education program activities are identified to support the agency’s needs.

Core Competency: The organization has a process in place to identify training needs. The process identifies tasks, activities, knowledge, skills, and abilities required to deal with anticipated emergency conditions.

Performance Indicators:

1. The training program is consistent with the agency’s mission statement and meets its organizational needs.
2. The training program is consistent with legal requirements for performing mandatory training.
3. The department has identified minimum levels of training required for all positions in the organization.
4. A command and staff development program is in place.

Criterion: Training and Education Program Performance - Training and education programs are provided to support the agency needs.

Core Competency: The organization provides for evaluation of individual, company, or crew and multi-company or crew performance through the use of performance based measurements.

Performance Indicators:

1. There is a process to ensure that personnel are appropriately trained.
2. The organization provides both short- and long-range training schedules.
3. The agency has identified the process for developing performance-based measurements.
4. There is a training record system that provides for analysis of training needs.
5. The agency maintains individual/member training records.

Criterion: Training and Education Resources – Training and education resources, printed and non-printed library materials, media equipment, facilities, and staff are available in sufficient quantity, relevancy, diversity, and are current.

Core Competency: Available training facilities and apparatus are provided to support the training needs of the agency.

Performance Indicators:

1. Instructional personnel are available to meet the needs of the agency.
2. Instructional materials are current, support the training program, and are accessible.
3. Apparatus and equipment utilized for training is properly maintained in accordance with the agency’s operational procedures and is readily accessible to trainers and employees.
4. There is current inventory of all training equipment and resources.

Criterion: Selection of Training Materials – Materials selected for the training program are based on agency needs.

Core Competency: Training materials are evaluated on a continuing basis, and reflect current practices.

Performance Indicators:

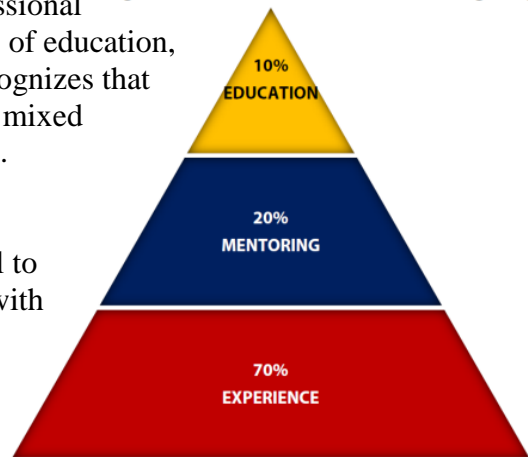
1. There is a process in place for the selection of training and education resource materials.

Source: *CFAI Fire & Emergency Service Self-Assessment Manual*

Appendix B – IAFC National Professional Development Model

The International Association of Fire Chiefs affirms professional development as the planned, progressive, life-long process of education, learning, self-development, and experience. The IAFC recognizes that successful fire department training programs must blend a mixed balance of training, education, mentorship, and experience.

In their efforts to develop a national standard, the IAFC developed The National Professional Development Model to illustrate how the blended balance of "hands on training" with education must shift as individuals advance into various roles and responsibilities. At the entry level, the job centers on the ability to perform work. As an individual assumes greater leadership responsibility, success requires a shift to a greater educational emphasis.



Founded on sound reasoning derived from extensive stakeholder input, the National Professional Development Model has established the fire service industry's best practice standard for designing professional development training programs. Based on this notion, the Training Committee recognizes the Model as a relevant resource for guiding its efforts to further enhance the District's training programs and is reflected in the Training Division's Mission Statement.



Appendix C – Training Program Design Model

Successful Performance

The Training Committee recognizes that an individual member's ability to successfully perform is directly related to the District's ability to provide quality service to local citizens. Public service has evolved to a level of complexity and sophistication where incompetent performance breeds negligence, which can lead to disastrous consequences. It's no longer acceptable for an individual to be functioning in a position of responsibility without the ability to perform their duties in an effective, efficient, and compliant manner. Consequently, assuring individual's possess and maintains their ability to perform competently is crucial. And must be viewed as the fundamental purpose behind each facet of the District's training programs. Based on this premise, the Committee also recognizes that it is essential for each of the District's training programs to be founded on position descriptions that clearly defined roles, expected duties, and relevant qualification requirements. This provides the essential foundation for establishing relevant job performance requirements to drive training curriculum content and to validate an individual's ability to perform their duties competently.

Training Program Design

Regardless of a member's affiliation, career or volunteer, their position, rank, or title; in order for them to be truly effective in their position, appropriately accountable, and able to perform their duties safely and efficiently; they must possess requisite training and skills. The level of competency at which they are likely to perform is directly tied to their level of knowledge, skills, and abilities. In other words, they are interdependently tied to an individual's successful performance within the roles and responsibilities they assume. Performance must also align with department policies, procedures, and the best-practice-standards of the industry. To that end, the Committee recognizes that in order to assure an individual's successful performance, training programs must be developed in a manner that incorporates each of the following key components into their design:

- **Services Provided** – The first step to developing the District's training programs must be to identify the services it provides the community. This step identifies what services are provided; their relative value to the community in terms of risk reduction; and to distinguish between those considered mission critical and those that are discretionary. Mission critical services are those provided for the purpose of fulfilling the District's core mission and statutory obligations. Discretionary services are those that are elective, in other words, they go above and beyond the District's core mission and/or statutory obligations.

By indentifying what services are provided, the District is then able to identify what roles and corresponding duties must be performed in order to deliver those services and to what level and/or standard-of-care they are to be provided. Distinguishing between mission critical and discretionary services, provides an objective means to establish an order of priority for balancing expectations, guiding program development, and managing resource commitments.

- **Job Analysis Defines Roles & Expectations** – Delivering a form and/or level-of-service, requires that a job analysis be completed to identify what duties must be performed. From this analysis, essential roles can be identified and the major functional areas of responsibility within each of those roles can be identified. For example, delivering fire suppression services at a residential house fire requires that someone take charge of orchestrating the multiple fire ground activities that must occur, someone must operate the pumps that supply water, While others must operate the hoselines, perform ventilation, rescue, forcible entry, and so on.

This job analysis example identifies that multiple roles are required to deliver this service; such as an incident commander, a pump operator, and firefighters. From this, it can be discerned that a firefighter's role must include the duties of performing fire suppression, rescue, ventilation, and much more. Conversely, a job analysis of a fire prevention specialist would likely indicate that in order to deliver that form of service, the role might include fire & life safety education, hazard identification, and risk reduction program development.

- **Position Descriptions** – Methodically defined roles, based on the expectations of what part they play in delivering the District's services, provides an essential framework for developing written position descriptions. Each role within the fire department should be defined by a corresponding position description to stipulate its relationship within the organization, assimilate the expected duties, describe the position's fundamental responsibilities, and establish the eligibility and/or requisite qualification requirements associated with filling the position.
- **NFPA Professional Qualification Standards** – The National Fire Protection Association (NFPA) manages an extensive process for the express purpose of facilitating the development of industry standards based on a consensus of industry experts. This process establishes what are commonly recognized as the fire service industry's nationally recognized best-practice-standard. Within these NFPA standards are a series of professional qualification standards. These qualification standards have become the most widely recognized and appropriate basis for training program design and evaluation; member qualification and/or certification; measuring on-the-job performance; defining hiring practices; and developing organizational policies, procedures, and planning goals.

The NFPA professional qualifications standards use the Job Performance Requirement (JPR) format to describe the performance required for a specific job. These JPRs are grouped according to the duties associated with performing a job. When these JPRs are compiled into a grouping, they define what an individual must be able to do in order to successfully perform that job. In combination, these duties and their corresponding grouping of JPRs define the job parameters — that is, the standard as a whole is a description of a job position.

- **Job Performance Requirement (JPR)** – The JPR format uses a series of written statements to describe a specified job task, list the items needed to complete the task, and define measurable performance outcomes for evaluating the specified task. Job performance requirements define the minimum essential skills needed for an individual to demonstrate mastery of the skills needed to successfully perform at a given level of qualification and/or certification.

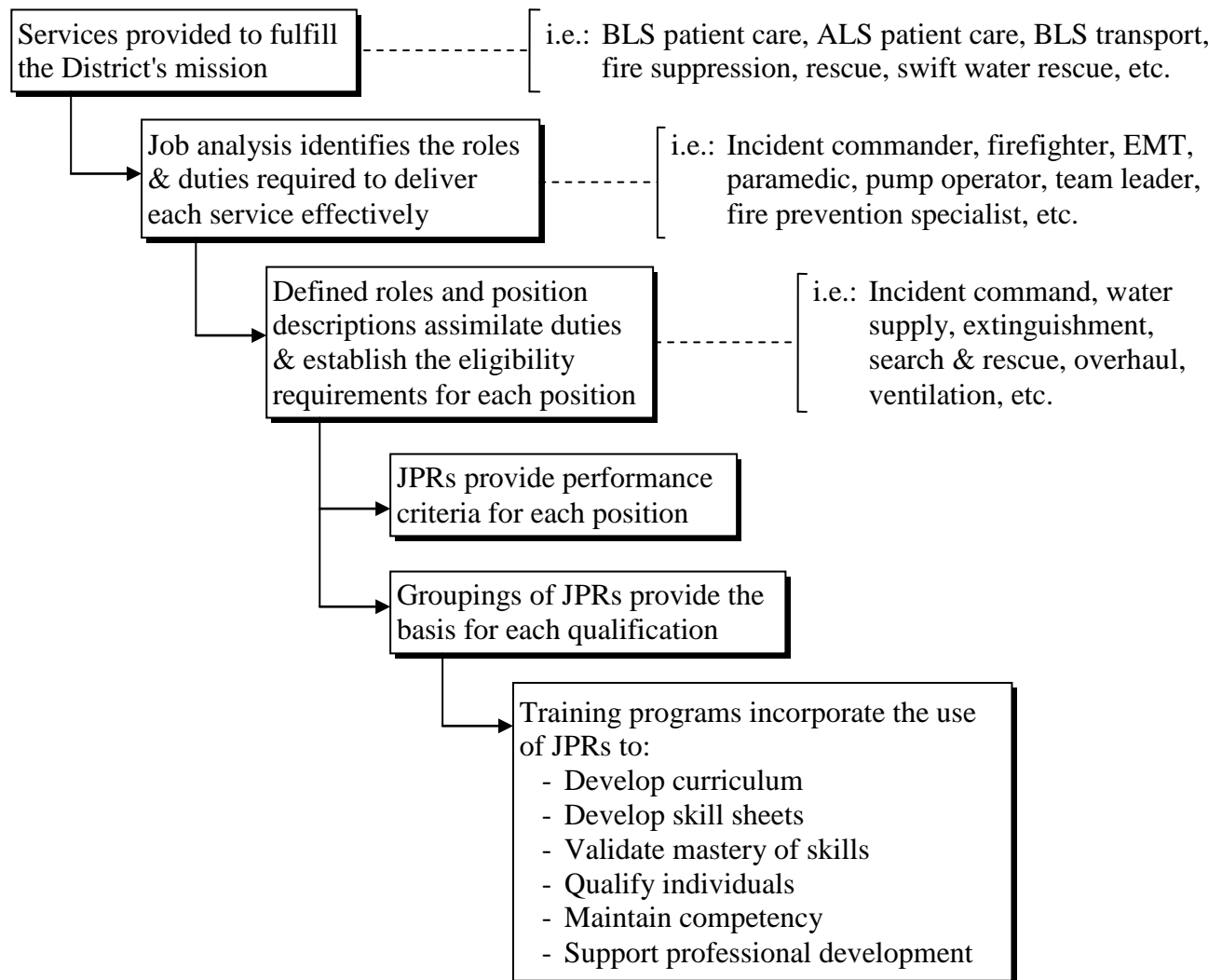
The JPR format incorporates the following terminology:

- Procedure – The series of duty related actions, conducted in an approved manner and sequence, designed to achieve an intended outcome --- How a job is to be completed.
- Requisite Knowledge – The fundamental knowledge an individual must possess in order to perform a specific task --- What they must know in order to perform.
- Requisite Skills – The essential skills an individual must possess in order to perform a specific task --- What skills they must be able to perform the task.
- Task – A specific job behavior or activity.

- Demonstrate – To make evident, the ability to perform a job task by actual performance, illustration, simulation, or explanation.
- Mastery of Skills – The level of expertise and/or competency that enables an individual to perform job tasks with a level of proficiency that is highly accurate and requires minimal supervision.

Training Program Design Model

The following model illustrates the flow and hierarchy of the key components used to support effective training program design in order to assure: an individual's training is based on credible curriculum and delivery methodology; their performance can be validated against relevant job performance requirements; performance standards are based on credible industry standards; qualification requirements align with corresponding position descriptions so that duties are performed safely and efficiently. All of which enables the Fire District to deliver quality services to the community while effectively fulfilling its mission and statutory obligations.

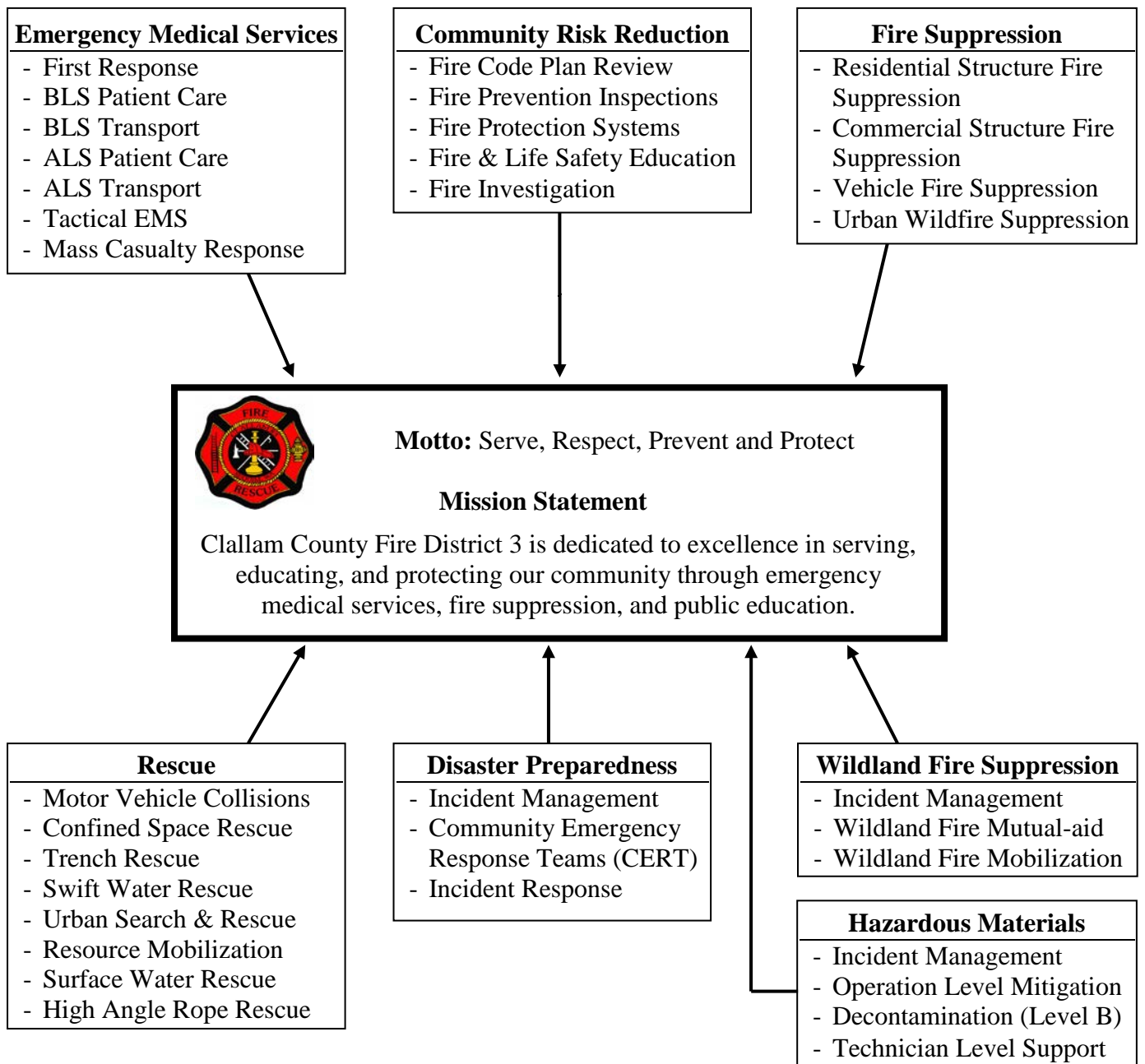


The Design Model's basic premise is to establish a "**Begin with the end in mind**" approach to each aspect of training program design so that training focuses on output rather than input. In other words, the ability to perform what actually matters to the community is what delivers service.

Appendix D – District Services (Illustrative Sample)

Services Provided

The Training Program Design Model (*Appendix C*) suggests that the first step to designing training programs should be to identify what services the District provides the community. The next step would be to evaluate their relative value to the community and to distinguish between those that are mission critical and those that are discretionary. Based on this, the District is better able to prioritize where to begin the process of identifying what roles and corresponding duties must be performed in order to deliver those services and to what level and/or standard-of-care they are to be provided. The following illustration is included as a sample of how the District can begin to identify what services it provides.



Appendix E – Job Analysis (Sample)

The following Job Analysis provides a sample to illustrate an example of how the typical day-to-day duties and tasks that a firefighter is expected to perform while filling their position.

Day-To-Day Duties of a Firefighter (Sample)

Equipment Maintenance: Checks, cleans, and maintains personal PPE and equipment to ensure proper and safe operation.

Illustrative tasks include the ability to:

1. Place turnout gear on or near apparatus.
2. Check extension ladders.
3. Check medical equipment.
4. Check the condition of generators, blowers, lights, cords and fans.
5. Check hose on apparatus (proper loading, amount, and condition).
6. Check and maintain power equipment.
7. Check and perform ordinary maintenance on other portable equipment (e.g., checks fuel and oil levels, greases, etc.).
8. Changes over equipment and supplies from one apparatus to another.

Apparatus Maintenance: Checks, cleans, and maintains apparatus to ensure proper condition, operational readiness, and safe operation.

Illustrative tasks include the ability to:

1. Perform normal daily apparatus check (e.g., oil, fuel, and water levels; proper pressures and lubrications; batteries; lights; sirens; brakes; tires; etc.).
2. Perform normal weekly apparatus check (e.g., hydraulic fluid levels).
3. Check ability of engine to pump water.
4. Check engine pumper pressure.
5. Notify officer of electrical or mechanical problems on apparatus.
6. Notify the officer of needed repairs on apparatus.
7. When indicated, notify the officer that apparatus needs to be kept out of service due to mechanical problems.

Station Maintenance and Duties: Checks, cleans, and maintains house facilities. This includes the performance of routine housekeeping chores.

Illustrative tasks include the ability to:

1. Perform the routine facility care and maintenance needed to maintain a safe workplace.
2. Clean apparatus bay, work areas, and rooms.
3. Clean and maintain fire house yard.

Training and Professional Development: Participates in training drills and classes to enhance job-related skills and abilities. Reads internal memos and bulletins to keep apprised of new developments in departmental operations and procedures. Attends meetings, lectures, seminars, courses, etc., and reads external documents (e.g., professional trade publications) to remain current in the fire service.

Illustrative tasks include the ability to:

1. Maintain knowledge of latest firefighting equipment and techniques.
2. Maintain basic knowledge of building structures related to fire control.
3. Maintain basic knowledge of chemicals and other hazardous materials.
4. Attend routine training drills and sessions.
5. Participate in physical fitness sessions.
6. Attend specialized training sessions (e.g., CPR certification, special schools, etc.).
7. Review internal department bulletins, memos, etc. to remain aware of departmental updates.
8. Read professional journals and publications (e.g., Fire Command) to be aware of current developments in the fire service.

Public Relations: Engages in activities that foster the department's image within the community. Such activities include providing information to the media, assisting citizens seeking help or information, and giving community risk reduction presentations to community groups and other members of the public.

Illustrative tasks include the ability to:

1. Deal with distressed individuals at emergency scene.
2. Meet civilians in the fire station, conducts tours, and provides information.
3. Provide information to civilians while out on calls for service.
4. Make public presentations and conduct demonstrations of apparatus and equipment on behalf of the fire department.

Inspection of Buildings and Fire Protection Devices: Inspects building for fire prevention/hazardous materials code violations or hazards on a periodic basis or during the course of their activities. Inspects alarms, hydrants, sprinkler systems, and standpipe systems for operational use.

Illustrative tasks include the ability to:

1. Inspect buildings upon request of occupants/owners.
2. Investigate buildings suspected of violating codes.
3. Recognize code violations (e.g., blocked exits, improper storage of chemicals, etc.)

Initial Response To Incidents: Tasks occurring between the receipt of an alarm and initial firefighting or emergency scene activities.

Illustrative tasks include the ability to:

1. Make preliminary evaluation of incident based on alarm information received (e.g., alarm type, structure type, etc.).
2. Proceed to assigned apparatus upon receipt of call for service.
3. Don personal protective equipment before and at emergency scenes.

On-Scene Communication: Communicates at the emergency scene to ensure appropriate coordination of apparatus and personnel.

Illustrative tasks include the ability to:

1. Receive information and assignments from their supervising officer while operating at the emergency scene.
2. Communicate with other personnel at emergency scene about conditions, size-up, situation status, progress, etc.
3. Relay orders from officers at emergency scene.
4. When warranted, initiate emergency communication procedures and operate within their standard guidelines.

Driving: Drives apparatus to and from emergencies and positions apparatus them at the scene.

Illustrative tasks include the ability to:

1. Maintain knowledge of traffic laws and street conditions in order to operate the apparatus safely and expeditiously.
2. Maintain knowledge of most direct and expeditious routes and study them prior to incident response.
3. Select most direct and expeditious route to alarm site.
4. Maneuver and appropriately position apparatus at incident scene.

Emergency Medical Care: Performs thorough patient evaluation and intervenes with the appropriate medical care for persons requiring medical care and/or requesting assistance with medical care.

Illustrative tasks include the ability to:

1. Assess and prioritize patient according to medical and/or injury.
2. Intervene with oxygen therapy or assisted ventilations, using oxygen adjuncts when appropriate.
3. Identify life-threatening bleeding and intervenes appropriately.
4. Identify the pulseless, apneic patient, and administers cardiopulmonary resuscitation.
5. Evaluate the patient's responsiveness (awake, alert and oriented vs. unresponsive) based on the patient's response to verbal and painful stimuli.
6. Based on sick/not-sick criteria, determine whether patients need emergency (ALS) or non-emergent (BLS) level of care.
7. Work to maintain the patient's comfort and well being, emotionally as well as physically.
8. Assess a patient's vital signs using a watch, stethoscope, and sphygmomanometer.

Pump Operations: Connects apparatus to available water source and operates pumps to supply water in appropriate pressure and volume – using couplings, hoses, spanner wrenches, and other tools.

Illustrative tasks include the ability to:

1. Open and flush hydrants to ensure they're functional.
2. Connect and lay supply line from supply to the apparatus.

3. Engage and operate pumps and their associated components.
4. Monitor the pump control panel (e.g., water temperature, oil pressure gauge, fuel gauge, pressures).
5. Notify officer of any problems that occur while pumping.
6. Shut down pump when ordered to by officer.

Hose (and Extinguisher) Operations: Stretches hoseline or uses extinguisher to deliver water, foam, and other extinguishing agents while operating at the emergency scene.

Illustrative tasks include the ability to:

1. Determine type (size) and number of lengths of hose needed for operation.
2. Pull hose out of hose bed and efficiently deploys hoseline to the point of attack.
3. Flake out and/or straighten hoseline prior to charging or during extinguishment to ensure proper operations.
4. Determine proper nozzle type, setting, and nozzle handling techniques.
5. Connect hoselines to couplings, appliances, nozzles, and adaptors.
6. Connect to hoselines standpipe when necessary/appropriate.
7. Locate seat of fire or other hazard (e.g., gas leak) by observing or listening for smoke, sound, flames, gas, vapors, etc.
8. Operate ladder pipe on aerial ladder to apply water to structures on fire.
9. Use portable extinguishers to extinguish, contain and/or control incident.

Ground Ladder Operations: Carries, raises, extends, and climbs ground ladders to gain access, perform searches, complete rescues, and other operations.

Illustrative tasks include the ability to:

1. Determine ground ladder type and size needed to complete assigned tasks.
2. Determine proper placement of ground ladder at scene.
3. Raise and properly position ground ladder as needed to complete assigned tasks.
4. Anchor and secure ground ladder (i.e., tying off) at scene.
5. Climb ground ladder to perform search, rescue, and other operations.

Aerial Ladder Operations: Stabilizes apparatus, elevates, and operates aerial ladders in order to rescue victims, provide access for ventilation, operate master stream devices, etc.

Illustrative tasks include the ability to:

1. Stabilize elevating apparatus using wheel chocks, stabilizing pads, stabilizing jacks, and outriggers.
2. Operate aerial ladders from ground controls or from platform controls, while watching for power lines, trees and other overhead obstructions.
3. Climb aerial ladders to perform search, rescue and other operations.

Forcible Entry: Pries open, cuts, or breaks down doors, or otherwise enters structures, vehicles, aircraft and other entrapments in order to search for, rescue victims, and to gain access to the emergency scene – using axes, halligan tools, hooks, rabbit tools, battering rams, sledge hammers, power saws, and other available tools.

Illustrative tasks include the ability to:

1. Determine best location for forcible entry needed to complete assigned tasks.
2. Cuts through surfaces using power saws and other power tools.
3. Gain entry into structures using non-destructive techniques; or when warranted: axes, sledge hammers, battering rams, halligan tool, etc.
4. Pry open doors in structures using pry bars, halligan tools, bolt cutters, etc.
5. Remove locks or hinges from doors using sledgehammers, battering rams, axes or other forcible entry tools.

Ventilation: Opens or breaks windows, chops or cuts holes in roofs, breaches walls or doors, and aims fog stream out of window or hangs fans in windows or doors to remove heat, smoke and/or gas from structures or entrapments.

Illustrative tasks include the ability to:

1. Determine best location for venting structure based on location of hazard and fire personnel, roof type, and building construction.
2. Open windows and other points of entry manually or by using pry bars, halligan tools, and other tools, to ventilate structure.
3. Break windows and other points of entry using axes, ladders and other tools, to ventilate structure.
4. Cut open walls, roof and other structures to ventilate structure.
5. Use blowers and fans for positive and negative pressure.

Search: Searches assigned area in order to locate victims and to obtain further information about incident conditions, following standard search procedures.

Illustrative tasks include the ability to:

1. Determine search procedure or strategy needed to accomplish assigned objectives.
2. Search structures for seat of fire, fire spread, and/or other hazards.
3. Search floor or area of fire, or other hazard, for conscious and unconscious victims, sweeping assigned search area with arms, legs or tools.
4. Work effectively as a member of a team while maintaining constant contact and personnel accountability.

Rescue: Assists, hoists, carries or drags victims from emergency area by means of interior access (stairs, hallways, etc.) or, if necessary, by ladders, fire escapes, or other means of escape – using rescue harnesses, ropes, backboards and other equipment. Extricates victims from vehicles, aircraft, cave-ins, collapsed buildings or other entrapments in order to save lives – using shovels, torches, drills, pry bars, saws, jacks, jaws, air bags, and other equipment.

Illustrative tasks include the ability to:

1. Evacuate persons from incident scene due to risk of fire, explosion, exposure to hazardous chemicals, etc.
2. Hoist or lower victims or fire personnel using ropes, knots, and rescue harnesses.
3. Drag or carry victims from emergency scenes.
4. Place victims onto stretchers, backboards, baskets, etc.
5. Dig to free victims trapped in tunnels, pipes, excavations, cave-ins or other entrapments using shovels, picks, spades, and other equipment.
6. Conduct water rescues (i.e., swift water rescue) in accordance with standard procedures.
7. Rescue drowning victims using life-saving techniques.

Salvage: Moves and covers furniture, appliances, merchandise, and other property; covers holes in structures; stabilizes damaged structural components; and redirects or cleans up water in order to minimize damage – using plastic and canvas covers, ropes, staple guns, mops, squeegees, and other available tools.

Illustrative tasks include the ability to:

1. Spread salvage covers over property.
2. Move furniture and other objects to protect from water or other damage.
3. Secure weak and/or dangerous structural components (e.g., floors, walls, roofs, overhangs and stairs) using hooks, axes, power saws, and other tools.

Overhaul: Opens up walls and ceilings, cuts or pulls up floors and moves or turns over debris, in order to check for and expose hidden fires that could rekindle and/or spread – using hooks, axes, saws, and other available tools.

Illustrative tasks include the ability to:

1. Check and search open areas, walls, open structures for fire extension.
2. Search for and extinguishes any hidden fires by looking, feeling, thermal imaging, or otherwise inspecting for fire and smoke.
3. Open ceilings, walls, etc., to expose hot spots and other hazardous conditions with axes, pike pole/ceiling hook, etc.
4. Remove and extinguish burned or smoldering debris from buildings.

Clean-Up/Pick-Up: Picks up, cleans and returns equipment to vehicle and rolls or folds hose, so that the company can go back in service.

Illustrative tasks include the ability to:

1. Back lines out of structures.
2. Roll and/or shoulder carry hoses after use and returns them to appropriate apparatus.
3. Determine that all hoses, appliances, and equipment used during response to incident is present and accounted for.
4. Clean and return all tools, equipment, supplies, and property in usable condition to appropriate apparatus.
5. Clean assigned apparatus and inspects it as needed to assure its operational readiness.

Appendix F – Member Classification & Positions (Samples)

The following samples are included to provide an example of how various positions can be established within both volunteer and career member classifications. The samples also provide an example of how qualification requirements can be established to align with each position.

Career Member Classification & Positions (Sample)	
Position	Qualifications
Required of all Positions	<ul style="list-style-type: none"> ▪ Department orientation ▪ Safety program orientation ▪ CPR certification
Firefighter/EMT or Paramedic	<ul style="list-style-type: none"> ▪ EMS Responder - Requires certification be maintained in one of the following: <ul style="list-style-type: none"> - Emergency Medical Technician - Paramedic ▪ SCBA certification ▪ Recruit Academy - Includes the following: <ul style="list-style-type: none"> - Operations level haz-mat certification - Firefighter I certification ▪ Probationary training ▪ Driver/Operator - Includes the following: <ul style="list-style-type: none"> - EVIP certification - Tender driver/operator - Engine driver/operator - Aerial driver/operator
Special Operations	<ul style="list-style-type: none"> ▪ Requires Operations level qualification in at least one of the following disciplines: <ul style="list-style-type: none"> - Confined Space Rescue - Trench Rescue - Swift Water Rescue - Urban Search & Rescue - Surface Water Rescue - High Angle Rope Rescue
Lieutenant	<ul style="list-style-type: none"> ▪ Firefighter qualification ▪ Fire Officer I level training ▪ Instructor I certification
Captain	<ul style="list-style-type: none"> ▪ Lieutenant qualification ▪ Fire Officer II level training

Volunteer Member Classification & Positions (Sample)	
Position	Qualifications
Required of all Positions	<ul style="list-style-type: none"> ▪ Department orientation ▪ Safety program orientation ▪ CPR certification
Support Service	<ul style="list-style-type: none"> ▪ Position specific
Driver/Operator	<ul style="list-style-type: none"> ▪ Driver/Operator - Includes the following: <ul style="list-style-type: none"> - EVIP certification - Tender driver/operator - Engine driver/operator
EMS Responder	<ul style="list-style-type: none"> ▪ Infectious disease control ▪ EMS Certification - Requires certification be maintained in one of the following: <ul style="list-style-type: none"> - First-aid & CPR - Emergency Medical Responder - Emergency Medical Technician
Special Operations	<ul style="list-style-type: none"> ▪ Requires Operations level qualification in at least one of the following disciplines: <ul style="list-style-type: none"> - Confined Space Rescue - Trench Rescue - Swift Water Rescue - Urban Search & Rescue - Surface Water Rescue - High Angle Rope Rescue
Firefighter	<ul style="list-style-type: none"> ▪ Recruit Academy - Includes the following: <ul style="list-style-type: none"> - First-aid - SCBA certification - Operations level haz-mat training ▪ Post-Academy ride-along
Lieutenant	<ul style="list-style-type: none"> ▪ Firefighter qualification ▪ Fire Officer I level training ▪ Instructor I certification
Captain	<ul style="list-style-type: none"> ▪ Lieutenant qualification ▪ Fire Officer II level training