

**Recommendations on the Relationship
Between the
National Fire Prevention and Control Administration
and the
State-Level Fire Community**

***Final Report
of a
Working Seminar***



56882

Prepared by
State Directors of Fire Training Section
International Society
of Fire Service Instructors
for
The National Fire Prevention
and Control Administration



UNITED STATES DEPARTMENT OF COMMERCE
National Fire Prevention and Control Administration
Washington, D.C. 20230

January 3, 1977

Mr. Louis J. Amabili
President
International Society of
Fire Service Instructors
RFD 2, Box 166
Dover, Delaware 19901

Dear President Amabili:

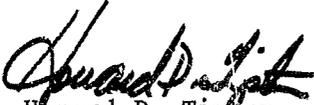
I would like to take this opportunity to commend you and the other members of the International Society of Fire Service Instructors for your hard work and perseverance in the conduct of the working seminar held in Atlanta, Georgia, October 4-7, 1976. This event probably marked the first time in history where the fire education and training leaders of virtually all state governments were brought together to focus on common problems. As you know, many of the programs of NFPCA require us to work on a partnership basis with state fire officials. I know that this intensive workshop which you conducted in Atlanta, Georgia, was extremely productive in building lines of communication and promoting mutual understanding between NFPCA personnel and state-level officials who are responsible for fire education and training.

One of the most difficult problems we have faced regarding our relationships with the states has been the lack of a "fire focus" on the state level. I was interested to note that the seminar participants themselves were also critical of the fragmentation of fire programs in the state governments. Your final report includes numerous references to this dilemma: "where the two groups compete with one another for programs, students and dollars"; "an end of petty jealousies and personality differences in the states is sorely needed"; and "these problems exist because of a lack of coordination and a failure to focus on broad scope problems and priorities". I was also interested in part of the final report which refers to parochialism ... "Because of parochial attitudes within the fire community, a tendency to assume that our 'good guy' status will assure our success, we are our own worst enemy. Rather than preparing a carefully planned offense to be presented with programmed budgets, objective management and operational programs, and materials informing the community at large of the high value of its fire protection service, we too often sit comfortably back, criticize those governmental agencies who have made those efforts, and criticize community leaders and citizens for responding more positively to those who have done their homework".



It has only been in recent years that America has been awakened to the immensity of the fire problem. In the wake of this new awareness and during the beginning stages of a new assault on the fire loss record, we are all facing many complex challenges as noted in your seminar report. When we are talking about reducing fire losses, we are also talking about changing the status quo. Along with dramatic changes come many, many difficult problems. However, as long as we can work together and face these challenges objectively, our probability for success is extremely high. As mentioned in the final report of the participants, "Training and education specialists, fire marshals, and others in the fire community must join together to work toward their recognized common goal, that of the National Fire Administration, a reduction of fire losses in America". We are looking forward to a continuing positive approach, working with the International Society of Fire Service Instructors and other groups which represent the fire community at large.

Sincerely,

A handwritten signature in cursive script, appearing to read "Howard D. Tipton".

Howard D. Tipton
Administrator

TABLE OF CONTENTS

Definitions	1
Executive Summary	11
Section I: The International Society of Fire Service Instructors . .	1
Section II: The State Directors of Fire Service Training Section. . .	4
Section III: The Organization and Role of State Training Program . . .	6
Section IV: The Rationale and Methodology of the Working Seminar. . .	14
Section V: The National Fire Prevention and Control Administration .	17
Section VI: The National Academy for Fire Prevention and Control. . .	24
Section VII: The Public Education Office	35
Section VIII: The Fire Planning and Research Office	38
Section IX: The National Fire Data Center	44
Section X: A National Certification Program.	46
Appendix A: Working Seminar Agenda.	49
Appendix B: Working Seminar Participants.	52
Appendix C: National Fire Prevention and Control Administration: Working Seminar Attendees	56
Appendix D: Working Seminar Workshop Assignments.	57
Appendix E: Quick-Reference Question/Answer Summary	59
Appendix F: Worksheet: State-Level Programs for Fire Prevention and Control	73
Appendix G: Academy Planning and Assistance Program: Guide to Initial Decision-Making Process.	83
Appendix H: National Fire Academy: Assistance Related Terms.	84
Appendix I: National Professional Qualifications Board for the Fire Service: Criteria for Accreditation of State Agencies to Certify Under National Professional Qualifications System	85
Appendix J: Enabling Legislation: Delaware	90
Appendix K: Enabling Legislation: Massachusetts.	102
Appendix L: Enabling Legislation: Ohio	104
Appendix M: Enabling Legislation: New Hampshire.	108
Appendix N: Enabling Legislation: Louisiana.	111



DEFINITIONS

FIRE PREVENTION AND CONTROL is intended to encompass all activities associated with any aspect of fire protection.

FIRE TRAINING AND EDUCATION shall refer to programs designed to improve the capability of the fire prevention and control community, including but not limited to the fire service, architects, engineers, educators, building and code officials and the general public.

FIRE SERVICE TRAINING AND EDUCATION shall refer to programs designed to improve the capability of the fire prevention and control efforts of the fire service.

REIMBURSEMENT FUNDS shall be defined as funds received by a state or local agency, university, college, school or an individual for the furtherance of fire prevention and control or related training or education.

STATE FOCAL POINT shall refer to any agency, commission, administration, council or other group which coordinates all state-level fire related activities and programs, being composed of representatives of any group within the state which is involved in or affected by the state's fire prevention and control efforts.

EXECUTIVE SUMMARY

When the National Commission on Fire Prevention and Control made its report to Congress in 1973, that document, entitled America Burning, opened America's eyes to the brutal fact that this country's fire loss record was a disgrace. Of all the world's major industrialized nation's, the United States has the highest per capita death and property loss rate.

Each year, more than 12,000 Americans are killed, and another 300,000 are permanently disfigured, scarred or seriously injured, by fire. Throughout this nation, thousands of human beings are needlessly lost or maimed by the powerful destructive force of fire.

Economically too, fire takes a heavy toll. Direct economic loss, the actual dollar value of property lost, amounts to three billion dollars annually. Adding to that basic figure such factors as erosion of the tax base brought about by property losses, cost of firefighting activity, and so forth, the total economic impact of fire is conservatively estimated at eleven billion dollars.

As a result of the publication of America Burning, Congress and the American people became aware of the terrible destruction inflicted by fire. They realized that, without immediate and effective action, fire would continue to ravage American life and property. They knew that they must act.

Congress and President Gerald R. Ford, in 1974, created the National Fire Prevention and Control Administration, and charged it with the goal of a significant reduction in the nation's fire losses within a generation. The task is a tremendous one; but the National Fire Administration has set out to accomplish it with great determination. Through careful study and consideration, the Administration recognized that the most effective and efficient approach to fire loss reduction would be through widespread training and education programs, aimed at both the fire community and the community at large.

In order to assure meaningful interaction with the fire community, the National Fire Prevention and Control Administration has worked closely with existing fire service organizations throughout the country. To date the Administration and its personnel have shown genuine concern and good faith in their relationship with the fire service. The Administration has both expressed and demonstrated a desire to serve the fire community as it serves all Americans.

One organization with whom the National Fire Administration has worked closely with is the International Society of Fire Service Instructors. Even with the good intentions of both parties, however, logistical and communication problems have placed limitations on the effectiveness of interaction between the two groups. As the Administration has become more firmly established, it has initiated a number of programs for delivery at the state, regional or local levels. Continuing awareness of both ongoing and upcoming programs of the Administration has become an absolute necessity for those involved in fire training on all levels as more and more programs become a reality. Activities of the National Fire Prevention and Control Administration can only be successful if the

groups at whom they are aimed understand them and participate fully in them.

The State Directors of Fire Service Training Section of the International Society of Fire Service Instructors have been anxious for some time to meet, as a group, with representatives of the National Fire Prevention and Control Administration for a session of two-way communication to the benefit of both groups. The Fire Administration agreed to the value of such a meeting, and, in order to make it a reality, approved a grant to the Society which enabled state directors of fire service training and full-time executive directors of operational state fire commissions to meet with Fire Administration personnel to address mutual interests and concerns. The meeting was held from October 4 to 7, 1976 in Atlanta, Georgia, with representation from nearly every state. It was an intensive working seminar, with sessions beginning daily at 8:00 a.m. and continuing each night until nearly 10:00 p.m. While the exhaustive schedule elicited many good-natured complaints, every attendee persevered, participating fully and enthusiastically in every aspect of the meeting. In fact, even during those few and brief moments of relaxation enjoyed by the group, most conversations were extensions of general session or workshop discussions.

By the end of the three days' work, the group had agreed to a great many consensus points, and a series of firm recommendations. These points are condensed here, with more detailed analysis of each point to be found in the body of this report.

THERE IS A NEED FOR DEVELOPMENT OF A SINGLE FIRE FOCUS GROUP WITHIN EACH STATE.

In order to put an end to the fragmentation which is currently destroying both the credibility and the effectiveness of fire training and education programs within the states, formal coordination and cooperation among the many groups and agencies involved in or affected by those programs is imperative.

A MEETING BETWEEN STATE FIRE MARSHALS AND STATE TRAINING DIRECTORS IS URGENTLY NEEDED.

Based on the recognized need for a single state fire "focal point," and in recognition of current differences of opinion between fire marshals and state training directors, the National Fire Prevention and Control Administration should facilitate a meeting between representatives of those two groups to open lines of communication and to enable areas of agreement to be recognized or developed.

THE STATE "FOCAL POINT," ONCE ESTABLISHED, SHOULD BE LENT CREDIBILITY BY THE NATIONAL FIRE ADMINISTRATION.

If the "focal point" group is to be recognized as the key fire-related group within the state then all contact by the National Fire Prevention and Control Administration within any state should funnel through that focal point. This will lend credence to the focal point, preventing individual groups in the state from short circuiting or circumventing the intent of the focal point.

INSTRUCTORS FOR THE NATIONAL FIRE ACADEMY SHOULD BE FULLY QUALIFIED BOTH IN THEIR SUBJECT AREAS AND IN INSTRUCTIONAL TECHNIQUES.

Academy instructors should meet or exceed the NFPA instructor standard 1041, level II, any additional state requirements for the state in which they will teach; they should also possess or demonstrate professional expertise in the subject area they will teach; additionally, they should fully understand Academy and course procedures to assure uniformity of instruction.

THE NATIONAL FIRE ACADEMY SHOULD PROVIDE BOTH FINANCIAL AND TECHNICAL ASSISTANCE TO THE STATES.

In order to encourage participation in programs of the National Academy or other quality programs, the Academy should provide financial reimbursement for participants in those programs. In addition, technical and resource assistance should

be made available, through the states' focal points, to encourage new and strengthen existing fire training and education programs within the states.

THE PUBLIC EDUCATION OFFICE OF THE NATIONAL FIRE ADMINISTRATION SHOULD ASSIST STATES IN THE DEVELOPMENT AND IMPLEMENTATION OF PUBLIC EDUCATION PROGRAMS.

While identification of public education needs is, of necessity, a local or state responsibility, the Public Education Office should investigate successful local programs throughout the country and develop an idea, information and resource exchange system for assistance to other areas.

UNIFORM STANDARDS PROTECTION FOR THE HOME AND FOR FIREFIGHTERS, MASTER PLANNING AND WIDELY VARIED EDUCATION PROGRAMS SHOULD BE RESEARCHED AND DEVELOPED BY THE NATIONAL FIRE ADMINISTRATION.

The Fire Safety and Research Office of the Administration should focus its primary efforts toward the development of top-quality and easily-available home fire alarm devices, uniform building and fire codes, and protective equipment for firefighters. Also, the master planning process should be facilitated through explanatory and assistance projects. In addition, both general and technical educational programs are needed to foster greater understanding in many areas relative to fire protection.

DATA COLLECTED ON THE LOCAL OR STATE LEVEL SHOULD BE UTILIZED AND INTERPRETED BY THE NATIONAL FIRE DATA CENTER, AND THEN RETURNED TO THE ORIGINATING LEVEL.

Understanding the nature and extent of the fire problem is urgent to combating that problem. To that end, complete and accurate data on fire incidents must be collected on the local level for inclusion in the National Fire Data System. Once that data has been fed into the system and interpreted, reports should be forwarded back to the point of origin to assist localities in determining their own needs.

NATIONAL PROFESSIONAL QUALIFICATION STANDARDS SHOULD BE CERTIFIED AT THE STATE LEVEL WITH THE NATIONAL FIRE ADMINISTRATION PROVIDING TECHNICAL SUPPORT.

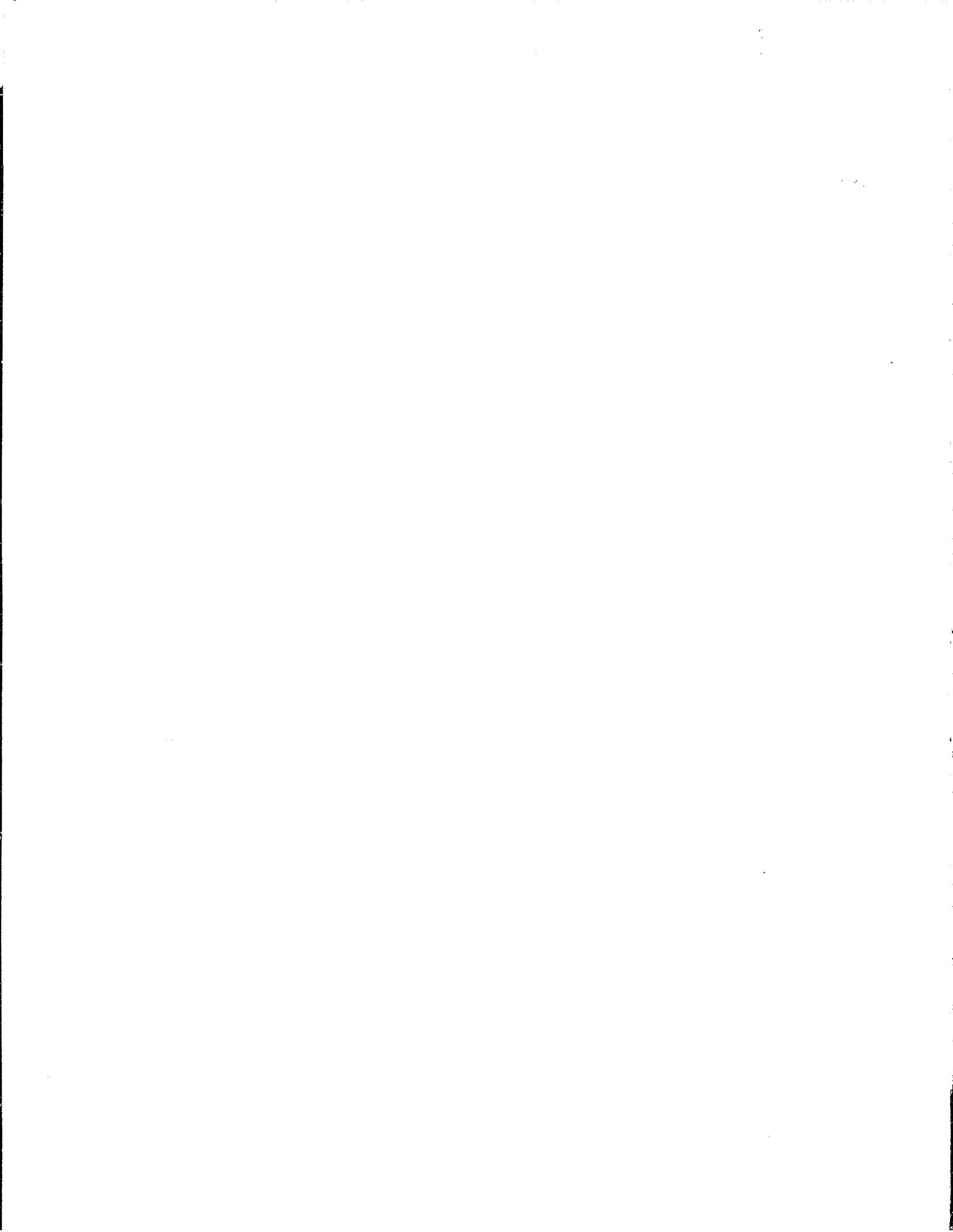
While national standards will provide a needed uniformity of quality throughout the entire fire service of the United States, variations of needs from one state to another make a nationally-operated certification system impractical. Thus, while the National Fire Administration should not play a direct role in the certification process, the Administration should serve as a source for supplemental assistance.

THE FOLLOWING ARE IDENTIFIED AS NEEDS OF THE NATIONAL FIRE ADMINISTRATION TO BE RECEIVED FROM EACH STATE:

- * ADOPTION OF THE FOCAL POINT CONCEPT
- * RECEIPT OF COMPLETE AND ACCURATE DATA ON ALL FIRE INCIDENTS
- * COMPREHENSIVE NEEDS ASSESSMENT TO SERVE AS A GUIDE TO ADMINISTRATION PROGRAM PLANNING

IN GENERAL, FULLER COOPERATION AND MORE OPEN COMMUNICATIONS SHOULD BE DEVELOPED BETWEEN THE NATIONAL FIRE PREVENTION AND CONTROL ADMINISTRATION AND THE STATES.

Seminar participants recognize that the findings and recommendations resulting from the working seminar are based upon the perceptions of the state directors of fire service training and the full-time executive directors of state fire commissions. While the attendees feel strongly about their views, and see their role in the nation's fire prevention and control effort as an important one, they realize that their views may not coincide with those of other groups on the local, state or national levels.



SECTION I

THE INTERNATIONAL SOCIETY OF FIRE SERVICE INSTRUCTORS

Overview

The International Society of Fire Service Instructors was organized in 1960 in Memphis, Tennessee by a group of concerned individuals involved in fire service training and education efforts in various sections of the United States. The concerns of those men, concerns which are equally relevant in today's expanding fire service, are reflected in the Society's stated purposes. By serving as a vehicle for more active and productive communication among fire instructors everywhere, the Society is organized to contribute to the professional development and upgrading of fire service instructors by means of improved training and education opportunities, including such programs as workshops, seminars, conferences, demonstrations, special interest bulletins, newsletters, and other resources and information exchange activities. The Society is also pledged to promote the role of the fire service instructor as an important cog in the total fire service organization machinery, emphasizing the great significance of instruction to the fire service of today, and especially of the future. In addition, the Society will actively participate in the development and implementation of uniform professional standards for fire service instructors, thus assuring continuity of quality within the fire service training and education community.

With its institution in 1960, the Society was designed to serve those fire service instructors who were employed by a state or municipal fire service training organization on a full-time basis. The membership roll at this time was small, but members were active, with equally small but stable numbers gathering for the Society's annual spring and fall conferences.

In the early 1970's, the membership requirement of full-time employment in fire service training was questioned, and a thorough review of the Constitution and By-Laws was undertaken at the fall 1970 conference. Based on that review, major revisions were made in those documents to allow for membership for part-time instructors early in 1973.

Also in 1973 other amendments created sections of the Society to appeal to the wide variety of special interests among fire service instructors. While the main portion of each spring or fall conference consists of general sessions of general interest to the membership, at least one day of each conference is devoted to individual programs conducted by and specifically geared to the interests of each section.

Specialized sections now include:

STATE INSTRUCTORS
COLLEGE INSTRUCTORS
MUNICIPAL INSTRUCTORS
INDUSTRIAL INSTRUCTORS
FEDERAL INSTRUCTORS
STATE DIRECTORS

While Society membership in March of 1973 numbered barely one hundred eighty, the rolls have swelled since that time to include nearly one thousand one hundred active, paid-up members as of October of 1976. In addition, more and more states or regions have taken advantage of a provision which the Society has always made for organizing affiliate chapters. The purpose of the chapters is to bring together interested individuals on the regional or state levels who wish to uphold the goals and purposes of the Society at large, and who wish to participate in the exchange of ideas and information on a more frequent basis than is provided for by national conferences. Since 1973 the number of affiliate chapters has risen from ten to twenty-one, providing more than two thousand fire service instructors with the Society's benefits. Current affiliates are:

California State Association of Fire Educators
California Fire Chiefs Association Northern Section
California Fire Chiefs Association Southern Section
Chesapeake Chapter International Society of Fire Service Instructors
Colorado Fire Training Officers Association
Connecticut Fire Department Instructors Association
Delaware Society of Fire Service Instructors
Florida Society of Fire Service Instructors
Iowa Society of Fire Service Instructors
Illinois Society of Fire Service Instructors
Metropolitan Washington Society of Fire Service Instructors
Michigan Fire Service Instructors Association
Fire Instructors Association of Minnesota
Nebraska Society of Fire Service Instructors
New England Association of Fire Department Instructors
New Jersey Society of Fire Service Instructors
North Carolina Society of Fire Service Instructors
Oklahoma Society of Fire Service Instructors
Texas Society of Fire Service Instructors
West Virginia Society of Fire Service Instructors
Wisconsin Chapter International Society of Fire Service Instructors

The Society has been active in national activities which led to the creation by Congress in 1974 of the National Fire Prevention and Control Administration, and has actively participated with and supported the Administration's efforts and programs. In 1975 the Society, in concert with the International Association of

Fire Chiefs, the International Association of Firefighters and the National Fire Protection Association, conducted an in-depth survey of all fire service training and education activities throughout the United States for the National Fire Administration. The results of that survey will be used by the Administration in the development of programs of the National Academy for Fire Prevention and Control. The Society is also a member of the Joint Council of National Fire Service Organizations, enjoying representation on its Professional Qualifications Board for the fire service and its Technical Development Committees for firefighters', fire instructors' and fire officers' standards.

Members of the International Society of Fire Service Instructors receive subscriptions to "Rekindle," the official newsletter of the Society. This publication, which is distributed at least six times per year, provides members with continuing information and items of interest on all aspects of the fire service on the national and international, as well as the local and state, levels. In addition to "Rekindle," members also have available to them a complete clearinghouse of training, education and special interest papers and other materials developed by and for Society members. This service is widely used by Society members.

Officers and Directors

Society business is overseen by a full slate of elected officers and a Board of Directors, all elected by active members at the annual business meeting held in the spring of each year. Officers consist of President, First and Second Vice Presidents, Secretary and Treasurer. There are six Directors elected at large by and from Society membership, with the chairman of each special interest section of the Society, the President, immediate past President, the two Vice Presidents, Secretary and Treasurer of the Society also serving as Directors.

As of October, 1976, the following serve as Officers and Directors of the Society:

Louis J. Amabili, President, Delaware
Harold Thompson, 1st Vice President, Georgia
Roger A. McGary, 2nd Vice President, New Jersey
Edward H. McCormack, Jr., Secretary, Massachusetts
Gerald A. Brinkman, Treasurer, South Dakota

Directors:

Lewis H. Baker, Tennessee
Edward W. Bent, California
Dale Cozad, Kentucky
Harry P. Gaylor, Kansas
Edward M. Hawthorne, Illinois
John W. Hogle, Maryland
H. Lee Hustead, West Virginia
Jessie V. Jackson, Maryland
John Leahy, Florida
Gerald Mills, Iowa
James L. Simmons, Iowa
Roger K. Sweet, Iowa

SECTION II

THE STATE DIRECTORS OF FIRE SERVICE TRAINING SECTION

Overview

The section of the Society which consists of state directors of fire service training and full-time executive directors of state fire commissions has as its stated goal the upgrading of training and education programs in every state through a mutual sharing of materials, information, ideas and experiences. Through workshops, an open forum and discussion held each year at the annual spring meeting, articles printed in the "Rekindle" newsletter, and other special activities, the State Directors Section of the International Society of Fire Service Instructors strives for maximum quality and uniformity of training methods and programs across the country by identifying training and education needs of the states and searching mutually to meet those needs. As a facet of opening up lines of communications among all segments, the State Directors Section also maintains a liaison with other sections of the Society. Current membership of this section numbers 49, representing 44 states.*

Interface with other Sections

State directors of fire service training (and fire commission members) are in a position, both within their individual states and within the Society, to effectively interface with other agencies and groups involved in or associated with fire service training and education.

*NOTE: In those instances where both a state director of fire service training and a state fire commission director represent one state in the State Directors Section, only the state director of fire service training will be eligible to vote within the Section.

With STATE INSTRUCTORS, state directors share an employee/employer relationship as they work with those instructors, both full- and part-time, for delivery of fire service training and education programs within the state;

With MUNICIPAL INSTRUCTORS, state directors share an active role in assisting with the development of fire service training and education programs for municipal instruction; in many cases, state directors provide lesson plans, outlines and various other materials and support for municipal training programs; and additionally, state directors may utilize municipal training personnel in state programs;

With COLLEGE INSTRUCTORS, state directors share in a cooperative liaison effort, state directors sometimes being themselves responsible for the manipulative skills training aspect of fire service instruction while community or junior colleges bear the responsibility of the educational aspects; in dealing with the colleges, state directors may interface either with a single individual who coordinates all fire service community college programs within the state, or with each individual college's program;

With INDUSTRIAL INSTRUCTORS, state directors share in, and in many cases oversee, the complete training of industrial fire brigades; those state directors with adequate training facilities provide many and varied courses and programs for industrial fire protection personnel;

With FEDERAL INSTRUCTORS, state directors share a coordinative role in maintaining top quality training and education efforts for federal fire protection personnel by acting as resource aids for federal installations with fire safety units within the state, such as military bases.

This key role as liaison among many segments of fire service training and education provides state directors with a broad area of influence, responsibility and authority within the fire service instruction community, the actual extent of which covers a wide range from one state to another, dependent upon the state's individual situation.

SECTION III

ORGANIZATION AND ROLE OF STATE TRAINING PROGRAMS

Overview

Each of the fifty states, with the exception of New Jersey and Hawaii, has some identifiable form of state-level program for fire service training and education. Yet the specifics of the organizational concept and the identifiable role vary so widely from jurisdiction to jurisdiction that these programs defy generalization. Organization and role range from the most simple and clear to the most comprehensive and complex, touching on countless combinations between. There are many distinct types of organizations and roles, some working well, others not.

Existing state training programs and academies operate under a variety of jurisdictions, such as state fire associations, state departments of education, state departments of public safety, state fire marshals' offices, state fire commissions or other entities. Several programs are included within a state community or junior college system, while others are extensions of college or university systems.

Interaction among the separate involved agencies, where more than one agency is concerned with fire service training and education within the state, is too often marred by personality clashes or jealousies which interfere with the identifiable needs of the state's fire service. This type of situation underscores the need for an objective organizational design system to pull the widely spread segments together for a more cooperative effort.

Organizational Concepts

In those few states where no organized state-level fire service training exists, different approaches have been taken to the training problem. In both Hawaii and New Jersey, training takes place solely in the local and county or regional levels, with no identifiable state director and no coordinated statewide training effort.

Statewide fire service training in the states of North Dakota and Vermont is provided for by the state firemen's associations as a means of filling the void left by the lack of official state activity. All funds are provided for by the associations as no state funds are available. Instructors are hired and trained by the associations, and conduct seminars, courses and other projects throughout the states reaching a significant number of fire service personnel each year.

A unique approach to fire service training and education has been taken in Delaware, the only state currently operating with a true single state fire agency. This approach has been in effect for more than twelve years, and has proven highly successful. The system has a six-member state fire commission, members of which are appointed by the governor, representing all geographic areas of the state and all the state's fire service interests. The commission has jurisdiction over both the state training academy and the state fire marshal, and has the authority to set standards for fire service personnel. Operationally, the training and fire marshal functions are separate and are headed by separate directors. The Delaware commission has no authority over fire education programs conducted by colleges or universities within the state.

In eleven states, fire service training and education programs exist within the state's department of education, in most cases within that department's vocational, occupational, industrial or trade division. There is extremely wide organizational variation among the states in this category. For example, in Massachusetts the Firefighting Academy was created by legislative action as a bureau within the Division of Occupational Education and is specifically designated as "the sole state agency responsible for the training of firefighters." The Academy has an independent budget and, while there is a Fire Training Council, its capacity is strictly advisory. The state's Board of Regional Community Colleges allows autonomy to each college's programs, so that there is no coordination for that system or its fire science programs, either internally or externally.

Conversely, while the fire service training program in California is also operated within the state's Division of Vocational Education, it is not mandated by law, and has no separate budget. The program thus operates at the direction of the senior education officer of the division, and is not especially sensitive to the particular needs of the fire service itself. Because there is no line item budget, funds also are dispersed at the discretion of the education officer, with no assurance that the fire service training program will receive a reasonable proportion of available funds. In addition, whenever budget cuts are necessary, the fire programs are seen as, and thus become, expendable. There is a Fire Service Board in California, but it has no authority over the Department of Education.

While most arrangements within vocational education networks fall within the above parameters, there are certain notable exceptions. Some programs (Arkansas, for example) fall entirely under the auspices of the community colleges, providing actual manipulative skill training in addition to its educational courses which lead to associate degrees.

Other states, among them Illinois, Iowa, Louisiana, Maryland, Missouri, Oklahoma and Texas provide statewide fire service training programs through the states' university systems. Most of these programs provide for some variety of advisory input from participating or concerned agencies. The University of Maryland, for example, has a strong board of advisors and a long-standing state training committee supporting it in its work. The scope of the programs in these states covers a wide range. For example, Texas Engineering Extension Service programs, conducted on an extension and oncampus basis, contribute significantly to the State's training for various fire departments at their

respective home locations, while larger fire control schools meet statewide demands on a regional basis. On-campus courses offered at College Station include 8-week recruit training programs, industrial rescue classes, custom designed industrial fire protection courses, and marine firefighting and emergency training classes. Other specialized courses include LNG training, and oil and hazardous material control training programs. Fire training activities are climaxed by three, week-long annual summer training programs that include a one-week municipal course, a one-week industrial course, and a one-week firefighting course conducted in Spanish. Students attending these various programs number in the thousands. In other states, programs of longer duration and smaller participation, including short courses, workshops, seminars and other programs, take place throughout the year.

In most of the university-involved instances, the programs fall within the educational hierarchy of the institution, with a state director of fire service training directing the program and reporting to a selected dean. Maryland has recently undergone a change in title and arrangement which places the Maryland Fire and Rescue Institute, still at the University of Maryland, directly responsible to the Chancellor of the University.

One of the greatest advantages of University oriented programs is the ready availability of the total knowledge base of the institution or university. Because the fire education problem is a multi-discipline educational area and it is impossible for any fire education staff to personally possess the wide technical knowledge base required to impact on the fire problem, this is extremely important.

There are, in most states, no clearly stated delineations between the sphere of influence of the state training agency and that of the educational institutions. As a general rule this situation means not only a hazy understanding of the theoretical, ideal distinctions between training and education functions, but further, a situation where the two groups compete with one another for programs, students and dollars. Some community colleges offer manipulative or skill-type courses and grant degree credits for them, and some state training programs offer courses of an academic nature. To add to the confusion, incentive pay possibilities have added greatly to community college attendance figures, though the associate degree completion rate is extremely low, with many students dropping out of the program when they reach their incentive limits or complete all fire courses.

In a few states, such as Arizona, New Mexico and Indiana, state training is provided by the state fire marshal's office. Programs are conducted in the same manner as those within departments of education, with a deputy fire marshal usually assigned the function of operating a state fire service training program. In some instances (New Mexico, for example), permanent instructional personnel are employed for the state fire service training program.

Michigan provides an example of a state training program within the state department of public safety or state police. The Michigan Council is within the Department of State Police. It has an executive director who is the state's director of fire training and who is equal in authority to the state fire marshal (also within that department). The Council provides actual

training in addition to skill programs which are conducted at the University of Michigan. South Dakota's situation is similar, with the training program having been recently transferred to the public safety department and the training director and fire marshal being equal in stature and authority. Similar action took place recently in Georgia, with the training function transferred from the education to the public safety department. In this instance, however, the department of public safety provides only administrative services for the training program, with the board reporting directly to the Governor.

The preliminary organizational design concept as developed by the National Fire Prevention and Control Administration can make great strides toward identifying a delivery system which will put an end to this confusion. All those involved in the fire training and education picture understand that there is a great deal to be accomplished in this regard, and that even immediate and total cooperation among the various groups involved in the design would not entirely solve the problem. But an end to the petty jealousies and personality differences in the states is sorely needed; in fact, has been needed for quite some time. It would have been a far simpler task if all involved groups had cooperated from the beginning, and if the situation had never been permitted to evolve as it has. The National Fire Administration has now called for action on coordinating the fire community, and serious attention must be given to that project. The needless and wasteful duplication of effort, and the self-interested competition, which currently are the rule, must be eliminated if greater fire safety is to become a reality.

State Fire Commissions

The past ten years have shown an increase in the number of state fire commissions in states throughout the country. Yet there are wide distinctions even within this category in regards to the responsibilities and authority of these groups, as well as a wide variety of titles from one state to another. The group may be referred to as a state board of fire services, a state fire commission, a commission for fire prevention and control, a firefighter standards and training commission, a commission on fire protection personnel standards and education, a state fire training council, a fire service advisory board, or almost any such designation the imagination can conjure.

The composition of such bodies, in terms of both size and range of constituent representation, also varies greatly from state to state. The intent of the group should be to provide for input from all fire service agencies and others who in any way interface with the fire problem. Yet many commissions are highly restrictive, allowing for representation only from the fire service itself. While firefighters (both paid and volunteer), fire officers, instructors and chiefs should certainly be provided representation on the commission, provision should also unquestionably be made for inclusion of fire marshals, arson investigators, municipal firefighters, forest fire wardens, architects, engineers, code officials, emergency medical technicians, insurance industry personnel, institutions of higher education, and others, including consumers.

The duties and functions of the various commissions also cover a wide range. In some states the commission, council or board, while a legal entity of the

state and usually appointed by and reporting to the governor, has merely an advisory or consultant function. In a few states the commission's functions are clearly spelled out and are much more expansive, touching on such issues as personnel standards, building codes, materials standards, and fire prevention regulations, in addition to other more specific training and education matters.

The chief function of the majority of these commissions lies in the development, validation, implementation and evaluation of firefighter personnel standards and education. While most commissions develop the standards and design the evaluation and certification processes, a few also are involved in the actual conduct of training and education programs. In some cases the commissioner has control over the content and delivery of training programs, often seen as an encroachment on the state training program functions.

State fire commissions are sometimes referred to as the third hump on the fire service camel. Yet careful examination will lead to the discovery that the camel has, in fact, multitudinous humps: the state training programs, state fire commissions, community or junior college programs, state fire marshals, university programs, vocational technical schools, and local fire departments must be coordinated to function as one hump, in one delivery system to fulfill all the needs of the broad fire community.

Joint councils of state fire service organizations are another entity which must be recognized, where they exist, in this endeavor. These groups, fashioned after the National Joint Council, provide a vehicle through which all fire service groups can act on items and issues of mutual interest while reacting to those which are contrary to the best mutual interests of the constituent organizations. These joint councils are generally not legally constituted within state statutes, but in several instances provide the mechanism for a state advisory organization which can impact on state-operated agencies and influence legislative decisions. In Iowa, for example, the joint council is currently initiating the establishment of a state focal point agency.

Current Programs

Basically, across the country, the responsibilities assigned to the state fire service training and education programs range from very narrow to very broad in scope. Narrow scope operations, for example, incorporate training for fire service personnel only in manipulative skill areas and other basic courses for fire service personnel.

Such programs generally encompass the following areas:

- a. Within most states, basic manipulative courses for volunteer and paid fire departments exist;
- b. Within some states, basic courses for specialty ranks, such as fire inspector, fire and arson investigator, driver/operator, alarm dispatcher, instructor and other such areas exist;
- c. Within other states, industrial, institutional and public education programs exist;
- d. Within a few states, courses for upper fire department ranks, including such areas as officer training for management and supervision exists.

In addition, most state fire service training programs serve as the resource center for training programs throughout their individual state. Resources usually include audio-visual equipment and programs, course outlines, reference materials and training manuals. Consultant services are often provided for

Local chiefs and training officers in identification of needs, upgrading instructors and programs, utilizing resources, and so forth.

Future Role

With one eye forever open to the future of fire service training and education, the question arises, "WHAT SHOULD THE ULTIMATE ROLE OF THE STATE FIRE TRAINING PROGRAM AND EDUCATION ACTUALLY BE?" This question demands a full and frank answer. Those in positions of responsibility must divorce themselves from the narrow concept which is currently the rule, allowing the programs to become significantly broader in terms of the scope of potential responsibilities. Naturally, each state must make its own individual decision as to the extent to which responsibilities can be broadened in that state, based on such considerations as its own personnel, consumer requirements, statutory authorities, and financial resources.

Additional, expanded services might include ANY OR ALL of the following:

- a. expanded training programs to answer needs of all fire service personnel on all levels;
- b. coordination of both upper and lower division college and university programs;
- c. promotion and provision of public education programs;
- d. provision of technical assistance to local departments in areas of building, apparatus and equipment specifications;
- e. provision of industrial fire survey and industrial fire brigade training programs;
- f. provision of assistance in training programs evaluation techniques;
- g. certification of all fire service training instructors;
- h. research in new methods and techniques in the field of fire service training and education;
- i. maintenance of comprehensive statewide records systems for training and education;
- j. expansion of development of software; i.e., curriculum, course outlines, session guides; and their distribution;
- k. provision of technical assistance and training in the area of master planning for fire concerns;
- l. provision of statewide personnel testing services;
- m. coordination of state personnel certification systems;
- n. coordination of statewide apprenticeship training programs;
- o. coordination of statewide mutual aid training programs;
- p. provision of emergency medical training programs to fire service and rescue personnel;
- q. provision for institutional education and training program;
- r. provision of consultive services to municipalities in any areas of need;
- s. research in firefighting or fire protection equipment and hardware;
- t. coordination of group purchase plans on a statewide basis;
- u. dissemination of information;
- v. coordination of cooperation among fire departments;
- w. conduct of surveys;
- x. cooperation with state fire marshal, civil defense agency, forestry division and other concerned state agencies;
- y. provision of relevant education and training programs to building officials, architects and others whose fields touch upon fire safety.

If the National Fire Prevention and Control Administration's goal, a significant reduction of fire losses within the next generation, is to be achieved, state fire service training and education programs must assume an expanded role, must become the hub of all fire training and education within each state. State leadership and coordination is vital in preparing state and local fire protection personnel to become more effective and efficient in performance of responsibilities, at the same time making the general public more aware of the importance of their role in the accomplishment of that goal.

Funding

Funding, that elusive ingredient, comes to state programs from as wide a range of sources as can be imagined, some of which seem highly unlikely. The most common source of funds is, as might be expected, direct state appropriation. Federal funding, for example through the Vocational Education Act of 1963 as amended in 1976 (PL 94482), is also available to state training programs, either through direct grants or with matching appropriations. In California, for example, these funds are utilized for salaries for the full-time state fire service training staff, while in Delaware these funds have been used for the purchase of a variety of audio-visual equipment for each of the state's sixty fire departments, distributed through the State Fire School. Federal funds other than those previously mentioned are extremely limited and are generally available only for research projects or as planning grants.

A funding source which is becoming more and more popular is an assessment on fire insurance premiums to be assigned to state fire training programs. In Louisiana, one-quarter of one percent of the total fire premiums are devoted for this purpose, while in Massachusetts the one-quarter of a percent has a ceiling of five hundred thousand dollars according to the state statute. This arrangement has been used in several states for quite some time, with assessments ranging from one-quarter of one percent to a full four percent, with two percent being the most common figure. In some states these funds entirely support the state fire marshal's operation, while in others, the funds revert back to the communities for use in general fire operations including equipment purchase.

Adequate funding for fire service training programs require both a separate and identifiable budget for the programs and active support of that budget by the entire fire service community. Because of the low priority often assigned fire service training, programs which are incorporated into other agencies, such as departments of education or fire marshals' offices, too often find their funds transferred into other areas when separate budgets are not in effect to prevent this.

With this problem in mind, it becomes abundantly clear that without meaningful funding fire service training programs will never have the ability to deal effectively with the reduction of fire losses.

Funding translates into resources and instructional support, and through these, education and training programs for the public, the fire community,

builders and architects and public school educators can be developed and implemented. This is the only effective way to reduce the terrible toll from fire: through a coordinated effort, with plans and priorities set down for the maximum results from financial investments.

Legislation

State fire commissions and statewide training programs are legislatively mandated in many states. While the effectiveness of the mandate, particularly in terms of funds, is contingent upon the effectiveness of a great many factors (program leaders, administrative agencies, legislative support, fire service support, etc.), it is imperative that all states have legislative mandates to clearly articulate the parameters within which such a statewide effort must operate. For too many years we have settled for gentlemen's agreements which change after every election. The entire fire protection community is the victim of such situations.

Existing legislation varies widely in complexity from a single state fire commission having control over the State Fire School in Delaware, (see legislation in Appendix) to a state fire council advising the state Fire Academy in Massachusetts (legislation, Appendix). Both of the aforementioned mandates are global in scope. Specificity is built into Ohio's legislation (Appendix), allowing the Department of Education to establish rules, regulations and program content for the training of full-time firefighters, while the State Fire Marshal has statutory authority to operate the state fire academy. Dual legislative mandates can be found in New Hampshire and Louisiana (both in Appendix), where both the state fire commission and the state fire training program have clearly defined responsibilities. In one case, an agency may provide supportive services to another, while in the other both run separate and independent programs with little interface and much decision-making left to interpretations of law made by the program leaders.

Implied legislative mandates are claimed by programs operated through land grant universities. Such arrangements have served their respective fire protection community in a most gracious manner for many years. In fact, some of the largest training facilities and programs in the country are operated through this forum.

Several types of existing mandates have been explained here, and a great many others exist. However, there are many states with inadequate legislation and many others without legislation, or executive authority, to provide for the continuation, much less the expansion, of any statewide effort.

Every state should have legislation allowing some state agency to provide service to the fire protection community. The agency and degree of service should be in accordance with the best wishes and interests of the fire service constituents of the area served. Existing legislation should be re-examined for relevancy in conformance to both current and future needs. The fire service is at the point in time where it must be legislatively recognized in order to effectively compete with other state agencies. Gentlemen's agreements and less-than-binding arrangements will not provide for the necessary advancement of the required training and education effort.

SECTION IV

RATIONALE AND METHODOLOGY OF THE WORKING SEMINAR

For a number of years the State Directors Section of the International Society of Fire Service Instructors have met; usually three times per year, in conjunction with other meetings, to discuss issues of immediate importance to the directors. However, because of travel problems and other factors, these meetings are generally attended by representatives of approximately one-half of all the states. Also, the meetings allow little time for attention to long-range goals or future plans as they relate to the relationship of state training programs to the new National Fire Prevention and Control Administration.

Since the inception of the National Fire Prevention and Control Administration, the state directors have continually sought a means by which they could all meet, uninterrupted, to discuss items of national concern, including those concerning the National Fire Administration. This need was reinforced when the National Fire Prevention and Control Administration held its mini-conference in Washington, DC in September of 1975. One of the very first recommendations of that conference was that the Administration provide a means for all state directors to assemble for this purpose.

This has become even more critical in light of programs recently proposed or implemented by the National Administration. Such programs as the suggested model state fire program, the requested organizational design for a training and education system within each state, the need for a five year training and education plan, and proposed state assistance programs are of prime concern to the state directors of fire training, as they will be strongly affected by these programs and will be expected to interface with them as they become reality.

It was also felt that a conference of this nature would result in the development of materials which could be used as resources for the Education and Training Committee and the Board of Visitors for the National Academy for Fire Prevention and Control, which are called for under Public Law 93498.

The State Directors Section of the International Society of Fire Service Instructors, assembled in Stillwater, Oklahoma on July 11, 1976, voted unanimously that the Society Board of Directors request of the National Fire Prevention and Control Administration an immediate grant to conduct a three-day working seminar for the specific purpose of bringing together all state directors of fire service training and all full-time executive directors of operational state fire commissions to address questions raised by both the Administration and the directors concerning the future direction of the Administration and the National Fire Academy.

A grant proposal was prepared, and the Society's President, Louis Amabili, and Secretary, Ed McCormack, began a series of discussions with the National Fire Prevention and Control Administration culminating in a grant award on September 1, 1976.

The conference was designed to serve as a vehicle for both giving and receiving information, a true exchange of ideas. Attendees would be updated on activities and plans of the National Fire Prevention and Control Administration, and questions in various specific areas of concern were addressed by participants. Both general sessions and small workshop groups provided the forums for discussion on these points, with the consensus opinions proving valuable both to the states and to the Administration.

A comprehensive printed report, providing an in-depth analysis in three general areas, was the key facet of the deliverables of the project as outlined in the grant. The areas to be covered were:

1. A single state fire focus concept:
 - Need for organizational design alternative
 - Function to be performed by single State Fire Agency
 - Need requirements of NFPCA from states and what do states require of NFPCA
 - Role of Training and Education at the state level.
2. A certification system concept for fire service personnel:
 - National vs. state certification
 - If national, who should certify
 - Implementation of the certification process
 - Methods of testing
 - Performance evaluation
 - Record keeping and certification
3. Recommendations on how certain programs on the National Fire Academy can best interface with existing state training and educational programs. These areas included:
 - The organizational design of the statewide education and training delivery system.
 - The development of a 5-year training and education plan within each state.
 - State assistance programs.
 - The most feasible means of providing tuition reimbursement to students.

On October 21, 1976, members of the core project team held a preliminary review of the report draft as prepared to date.

In order to assure that all basic facts were correct, a listing of questions, consensus points and recommendations was sent to National Fire Administration representatives and all conferees, who were encouraged to forward their comments or suggestions to the Society's office for inclusion in the report.

The project team on October 30 and 31 reviewed and completed a revised draft of the report, which was submitted to the attendees of the State Directors meeting at the International Society of Fire Service Instructors fall conference on November 6 in Silver Spring, Maryland.

Following the fall conference, any alterations suggested by conferees were woven into the report. The revised draft was once more submitted to the National Fire Prevention and Control Administration and conference participants for final comments. The final report was printed and submitted to the National Fire Prevention and Control Administration.

SECTION V

NATIONAL FIRE PREVENTION AND CONTROL ADMINISTRATION

Overview

The establishment of the National Fire Prevention and Control Administration fulfilled a need long recognized by those actively involved in the fire community of the United States, a need for national coordination of fire safety efforts throughout the country. Its establishment was the direct result of determined efforts by a number of fire prevention and control leaders to increase awareness of America's fire problems, and to do something positive about those problems.

In his introductory remarks to the conference participants, Deputy Administrator David Lucht of the National Fire Prevention and Control Administration provided a brief account of the Administration's beginnings. Following the Wingspread Conference, an assembly of concerned fire service leaders in 1966 in Racine, Wisconsin, and other later conferences and seminars, the Congress created the National Commission on Fire Prevention and Control and charged it with undertaking a comprehensive examination of the nation's fire problem. The Commission reported its findings to the Congress in 1973. Its published report, entitled America Burning, is the result of two years' exhaustive investigation of the fire problem in terms of human suffering and loss of life and property. The Commission had found America's per capita fire loss record, in terms of both life and property, the worst among all the world's major industrialized nations.

With 12,000 Americans killed every year by fire, and an additional 300,000 seriously or permanently injured, and with the nation's total annual economic losses estimated conservatively at \$11 billion, Congress determined that action was in order to reduce these extraordinary losses. Toward that end, through the Federal Fire Prevention and Control Act of 1974, the National Fire Prevention and Control Administration was born. Its goal is to significantly reduce American fire losses by providing a national-level focus on the nation's fire problem, providing support to the action people on the state and local levels. Positive action demands a coordinated effort. The extent of the fire problem is immense, and can only be resolved through the combined work of all concerned. Only through an end to the fragmented, piecemeal approach of the past will genuine progress be made. Fire is recognized as a local and state responsibility, but the National Fire Prevention and Control Administration can and must provide much-needed support for fire safety efforts.

Fire is caused by a great many factors, Lucht said, with people as the common denominator. It is the result of a complex series of problems, including human attitudes, behavior, materials and lifestyle. Losses by fire will never be totally eliminated, but through a systematic approach Americans can be motivated to shift their outlook, to help them make more knowledgeable decisions in their

lives which will lead to a more fire-safe America. Training and education programs, both within and outside the fire service, are the key to reducing fire losses, and every fire department in the United States must place firm emphasis on developing and implementing such programs.

Definition of Fire Prevention and Control

One of the earliest issues to be raised by conference participants was a lack of full understanding of what the term FIRE PREVENTION AND CONTROL is intended to convey in the title of the National Administration. Several conferees felt the omission of the word "education" would mitigate against training and education. Everyone was assured that FIRE PREVENTION AND CONTROL is a global concept and includes, as a major component, training and education, as well as all aspects of fire protection. Several still felt the words "Fire Prevention, Control and Education Administration" should be used in those cases where it directly effects training and education activities.

With the goal of clarifying the full scope of FIRE PREVENTION AND CONTROL, a series of brief excerpts from the Administration's enabling legislation, the Federal Fire Prevention and Control Act of 1974 (PL 93-498) follows. This will provide a general overview of the wide scope of the Administration's interests:

NATIONAL ACADEMY FOR FIRE PREVENTION AND CONTROL: "to advance the professional development of fire service personnel and of other persons engaged in fire prevention and control activities.... The Administrator is authorized, to the extent that he determines it necessary to meet the needs of the nation, to encourage new programs and to strengthen existing programs of education and training by local fire services, units, and departments, state and local governments, and private institutions...."

PUBLIC EDUCATION: "to take all steps necessary to educate the public and to overcome public indifference as to fire and fire prevention.... The Administration shall sponsor and encourage research, testing, and experimentation to determine the most effective means of such public education."

FIRE SAFETY PLANNING, RESEARCH AND TECHNOLOGY: "to conduct a continuing program of development, testing and evaluation of equipment for use by the nation's fire, rescue and civil defense services, with the aim of making available improved suppression, protective, auxiliary, and warning devices incorporating the latest technology.... The Administrator is authorized to conduct, directly or through contracts or grants, studies of the operations and management aspects of fire services... research concerning the productivity and efficiency of fire service personnel," other aspects of management concern, rural assistance and coordination.

NATIONAL FIRE DATA CENTER: "to operate, directly or through contracts or grants, an integrated, comprehensive National Fire Data Center for the selection, analysis, publication, and dissemination of information related to the prevention, occurrence, control, and results of fires of all types."

Deputy Administrator Lucht stressed that this broad range of activities within the National Fire Prevention and Control Administration is the very key to a modern approach to fire safety. All aspects are interrelated and interdependent,

with training and education providing the basis for the entire range. It is the strong agreement of the participants of the Atlanta conference that training and education should play a key role in every fire agency whether local, state or national.

Single State Fire Focus Concept

The American fire service is besieged by problems at the local, regional and state levels. To a large degree, these problems exist because of a lack of coordination and a failure to focus on broad-scope problems and priorities. Often we find ourselves in a reactive mode, continual outside criticism making our action one of defense and justification, interfering with the projection of our offense for growth and advancement.

Those responsible for distribution of the tax dollar are hard pressed to divide the limited funds equitably among existing program priorities, much less give financial attention to the expanding needs of the fire service. Whenever programs are cut back, the fire service is among the first to go. Because of parochial attitudes within the fire community, a tendency to assume that our "good guy" status will assure our success, we are our own worst enemy. Rather than preparing a carefully planned offense to be presented with programmed budgets, objective management and operational programs, and materials informing the community at large of the high value of its fire protection service, we too often sit comfortably back, criticize those governmental agencies who have made those efforts, and criticize community leaders and citizens for responding more positively to those who have done their homework.

Because fire service is seen as a low priority, and so suffers greatly in a budget crunch, reductions in fire suppression forces have led to manning shortages and difficult, if not impossible, working conditions. Labor representatives have found it necessary to specify absolute minimum manning figures in contracts in an effort to at least assure the safety of both the firefighter and the community. Smaller communities, generally dependent upon call or volunteer firefighters are suffering serious manpower shortages as business and industry close their doors, leaving behind a bedroom community with few men on hand during working hours. In addition, fire prevention programs, such as public education, inspection and fire/arson investigation are suffering from lack of resources.

Adjustments to cope with and overcome these obstacles, and to deal with current and proposed codes, laws, ordinances and standards are difficult to develop at the local level alone. Vast amounts of time and energy, and almost unlimited funding are necessary for development of solutions. The modest time frames and lack of funding available within fire protection programs for any activities which are not directly involved with suppression simply do not allow for additional or future-oriented program development.

One logical place to turn for aid in these problems is the state level. However, state fire service agencies and regulatory agencies which affect the fire problem are already entangled in similar problems. Battles over power and jurisdiction are becoming more and more frequent as agencies everywhere seek clarification of vague laws and enabling legislation. State fire commissions are feuding with state fire training programs over delivery and certification systems for training, while institutions of higher education "do their own thing," in too

many cases offering credits and degrees for sub-standard programs. State fire marshals' offices and state training programs are finding it difficult to resolve areas of duplication. Meanwhile, state regulatory agencies and building code groups often operate quite independent from branches of the operational fire service.

The fragmentation, even turmoil, which exists in the state and local fire programs is recognized by conference participants as being contrary to the best interests of not only the fire community, but the nation as a whole. Schisms cannot be allowed to continue to come between the various segments of the fire community. The only opportunity for advancement and modernization within the fire service will be through cooperative, unified efforts. Training and education specialists, fire marshals and others in the fire community must join together to work toward their recognized common goal, that of the National Fire Administration, a reduction of fire losses in America.

Even if the National Commission on Fire Prevention and Control had never convened, even if America Burning had not opened the nation's eyes to its own destruction by fire, even if there were no National Fire Prevention and Control Administration, an increased unity within the fire community would be necessary. It is illogical for diverse groups to strive against one another toward the same goal. All concerned groups must come together, analyze existing efforts, and guarantee that all emerging activities and programs are developed of, by and for the entire fire community, and that those new projects are cost-effective, eliminating duplication of effort and resources. This is a must to the future of the fire service, for its future growth and emergence as a recognized and accepted leader of national affairs. WE NEED SINGLE STATE FIRE FOCUS, NOT BECAUSE THE NATIONAL FIRE PREVENTION AND CONTROL ADMINISTRATION TELLS US WE DO, BUT BECAUSE A COORDINATED EFFORT IS THE ONLY WAY TO ACHIEVE THE STATED GOAL, A SIGNIFICANT REDUCTION IN FIRE LOSSES.

In order to offer the most responsive and efficient service possible to the current and future needs of fire prevention and control at the state level, some means for coordinating all fire related efforts of state government is an absolute necessity. With that goal in mind, the National Fire Prevention and Control Administration has advocated the formation of a single focus within each state to encompass all fire safety interests.

The primary objectives of the state focus are: (1) to provide a visible state focal point for fire impact within the state; and (2) to assure that state fire safety policy decisions are balanced and coordinated and made with active input from all groups involved in or affected by state fire programs. This focal point is intended to encourage coordination and reduce duplication of efforts, filling voids at the state level with the overall goal of reducing the states' fire losses.

While a suggested outline for organization of the focal point was published in the April 1976 issue of "Fireword," the newsletter of the National Fire Prevention and Control Administration, Lucht emphasized that this suggested outline is precisely that: a suggested possibility, not a federal requirement. The release of the outline by the National Fire Administration has accomplished one very positive goal: it has forced the various segments of the fire community to examine their own situations, and to examine them thoughtfully with an eye to the future.

The detail and explanation offered in Atlanta to those who attended the conference resulted in each participant taking a more objective, in fact more positive, look at the single state fire focus concept. For example, because many attendees had found the use of the term "commission" as used in the "Fireword" publication objectionable by virtue of preconceived attitudes, all participants agreed to use the term "state focal point" as a neutral term in referring to the single state fire agency. The suggested outline offers one method for accomplishing the single state fire focus objective, but each individual state must examine its own needs and requirements and develop its own individual plan for consolidating its varied fire interests, achieving a well-balanced and participative fire effort.

Issues discussed by conference attendees regarding the state focal point concept were:

Question:

Is there a need for a state-level fire prevention and control focal point to:

- a. overview statewide problems and identify priorities?
- b. assure coordination and balance of state government fire programs and policies?
- c. assure state programs respond to priority problems?

Consensus:

It was agreed unanimously that there is a need for each state to adopt some sort of focal point group.

Question:

If there is a need for a state-level fire prevention and control focal point--should it function with active participation by interest groups in the state who are involved in or affected by state fire programs?

Consensus:

The focal point should be composed of representatives of the wide range of groups, agencies, and organizations within the state involved in or affected by state fire programs.

Question:

If there is a need for a state-level focal point and interest-group participation--what are alternative ways this could be achieved? Who should do what? How? Why?

Consensus:

- a. The precise make-up of the focal point and its authority (i.e., whether it be the advisory or administrative in nature) be left to the consideration of the individual states;
- b. The focal point must have legal standing; i.e., that it must be

officially recognized through legislative or executive action;

c. The focal point, as the state clearinghouse for fire matters, should have the responsibility and authority to ACT (if statutory) or MAKE RECOMMENDATIONS (if advisory) in the following areas:

- formal adoption of codes and standards
- approval of statewide education and training plan
- approval of state master plan for fire prevention and control
- dissemination of information
- training on all levels
- advisory capacity to governor in all fire safety matters
- budget assistance
- research and development
- liaison between NFPCA and local level

d. The focal point might be referred to as a fire prevention commission, personnel standards commission, fire council, state board of fire services, joint council of state fire services or any other term agreed to by those involved, so long as the above concepts are met.

Identified Needs of NFPCA and States

In order to best facilitate communication between the states and the National Fire Prevention and Control Administration, conferees determined the following to be the needs of the NFPCA to be received from the states:

- a. Adoption of the focal point group concept (as defined above) in each state as a key initial step;
- b. Receipt of complete and accurate data on all fire incidents in the state for inclusion in the National Fire Data System, thus providing for the most comprehensive possible fire statistics;
- c. Comprehensive assessment of the priority needs of each state, thus providing NFPCA, as well as the states themselves, with the most extensive understanding of needs to be met;

Also, the following are a representative listing of needs of the states from the National Fire Prevention and Control Administration, as agreed upon by conference participants:

- a. Continual improvement of communication with states, especially in terms of sending copies to the appropriate state level fire service agencies of **all** communications from NFPCA to governors' offices within that state;

- b. Financial and technical assistance;
- c. Research coordination;
- d. Identified software, including course outlines, curricula, etc.;
- e. Promotion of national awareness of the fire problem;
- f. Willingness to travel to all states to provide both support and visibility while providing on-site analysis of the state's needs.

Special Need

There exist in most states two agencies with prime responsibility for the delivery of service to the fire protection community, the state training program and the state fire marshal. However, at the Atlanta working seminar it became vividly evident that wide differences of opinion have existed and do now exist between these two groups regarding the delineation of responsibilities in the delivery of services for the fire protection community. It is imperative that these differences be resolved before a further fragmentation of services occurs. It is therefore the recommendation of the conferees that the National Fire Prevention and Control Administration orchestrate a meeting between ten state directors of fire training and ten state fire marshals (one of each group from each of the ten federal regions), plus the president and secretary of the International Society of Fire Service Instructors and the Fire Marshals Association of North America for the purpose of identifying areas of agreement and workable solutions for areas of disagreement.

SECTION VI

THE NATIONAL ACADEMY FOR FIRE PREVENTION AND CONTROL

Overview

In its role as the fire training and education arm of the National Fire Prevention and Control Administration, the National Fire Academy is responsible for the design and construction of a solid foundation for fire safety. Based on information from the National Fire Data Center, the Fire Safety and Research Office, and from the states and other sources, the National Fire Academy must develop and implement programs which will lead to the most fire-safe future possible.

Firefighting has been statistically proven to be the single most hazardous occupation in the nation: more hazardous than coal mining, more hazardous than racing cars, more hazardous than police service. Fire service personnel need and demand improved training and education which will make them better able to protect themselves as they save others.

Fire investigation, inspection and code enforcement, public education, fire suppression and rescue efforts can all benefit significantly from a modern approach to training and education. In terms of improved fire protection from the ravages of fire when it does occur, the American people as well as fire service personnel themselves, stand to benefit from National Fire Academy programs.

As he provided an overview of the Academy before conference participants, its Superintendent, David McCormack, explained that programs of the National Academy for Fire Prevention and Control will primarily provide support and assistance to state and local training and education programs. Additionally, certain courses of study will be offered directly by the Academy, either in-house at the Academy site (the former Marjorie Webster College, Washington, D.C.) or in the field at various locations throughout the United States. In all instances, the National Fire Academy, as part of the National Fire Prevention and Control Administration, is aiming toward a significant reduction in fire losses.

Academy Planning and Assistance Program

Through a working partnership between the National Fire Academy and the state fire service training programs, the Academy hopes to lend support to the advancement and professionalization of the entire fire service, including not only firefighters and fire officers, but all those involved in prevention and public education efforts as well: not only the traditional fire service, but the modern broaderbased fire service, encompassing all those involved in all aspects of fire prevention and control, including architects, engineers, and others not previously considered fire service related.

As a logical preliminary function of the National Academy for Fire Prevention and Control, the Academy Planning and Assistance Program has been coordinated to provide financial assistance to individual states in recognizing their problems and needs, and in coordinating actions designed to overcome those problems, to meet those needs. Through its two segments, the Planning and Assistance Program will be of inestimable value to the states while helping the National Fire Prevention and Control Administration to understand current situations, improve upon or work with those situations, and project and meet future needs.

Organizational Design for Statewide Fire Education and Training

The first step in a systematic and coordinated approach to comprehensive training and education is the identification of a network within the state with responsibility for fire training and education. THE STATEWIDE ORGANIZATIONAL DESIGN IS INTENDED TO BE A DOCUMENT WHICH WILL FULLY DESCRIBE THE NETWORK OR SYSTEM THROUGH WHICH FIRE TRAINING AND EDUCATION ARE DELIVERED IN THE STATE. The document will not only take into account the state fire training program, but will also account for local and regional programs, private, industrial or institutional programs, colleges, universities, technical schools and any other groups involved in the professional development of the whole fire service, as well as any standard setting or evaluating officials or agencies.

The organizational design document should clearly identify and describe all involved segments, outlining the responsibilities of each as well as analyzing all interrelationships among them. The intent of the document will be to identify a mechanism for coordinating all fire training and education programs and which will be truly representative of all involved segments.

Because of the currently fragmented nature of fire service groups within most states, a formal organizational design, with considerations given to and input received from all involved groups, is imperative to the meaningful professional advancement of the fire service for the future.

Following group agreement to the need for an organizational design for a statewide delivery system for fire training and education programs, conference participants reached agreement on the following points concerning that concept:

- a. That the definition of DELIVERY SYSTEM should be: all organizations, either public or private, which deliver fire education and training, fire prevention, and fire protection and control;
- b. That delivery systems utilized for the education and training of fire protection personnel shall include but not be limited to:
 - fire station schools
 - regional fire academies, whether sponsored by a local, regional or state authority
 - state training academy
 - community or junior college programs for state certified courses or seminars; certificate or continuing education unit (CEU) credits and associate degree programs

- vocational technical education systems
 - state funded, university delivered systems, through full or part-time itinerant instructors
 - bachelors degree programs
- c. That delivery systems for fire protection personnel should meet but not be limited to the following requirements:
- all levels of training be identified on an accepted career hierarchy which recognizes all levels and subject areas of specialization
 - all education and training be conducted under the supervision of a certified instructor
 - all courses be taught at or in facilities which are conducive to the learning experience
 - the subjects required for certification be based on an in-depth task analysis
 - all behavioral objectives be identified (both cognitive and psychomotor) and written in terms of enabling or intermediate and measurable objectives which clearly specify competencies required
 - the state certifying agency control evaluation instruments for each level
 - the state training agency assist in the identification of the "software" for all fire departments and educational institutions; i.e. course outlines, student study guides, instructor guides, etc.
- d. That, in interfacing with the state agencies, the National Fire Academy should provide the following: software, course outlines, study reference lists, manuals and texts;
- The state agencies should provide the following: standards for each level, list of resources required for facility certification and examinations for state programs;
- e. That, during the period prior to official establishment of the organizational design delivery system, the National Fire Academy, in dealing with the states, should contact groups within the state according to the following priorities:
- first, through the established state focal point if one exists;
 - secondly, if a focal point has not been recognized or established, through the state's director of fire training and education;
 - thirdly, if no state training director can be identified, through the state fire training program in co-sponsorship with local entities.

Statewide Fire Training and Education Plans

Superintendent McCormack suggested that with the identification of a statewide delivery system, more detailed and program-oriented consideration may be appropriate. The development of a comprehensive five-year plan for state level fire training and education is the next logical step.

With the active participation of all concerned groups, as identified in the organizational design, each individual state, in consideration of its own individual situations, should undertake a thorough analysis of the fire training and education network as it exists and operates within the state. The analysis should point out adequacies as well as inadequacies. From these strengths and weaknesses, the state will be able to derive a full needs assessment, based on the current status of the network, which can apply equally to short- and long-range needs. In addition to program, personnel and funding needs, attention should be given to legislative and other organizational factors.

In consideration of these needs, and still maintaining cooperation with all groups involved in fire service training and education within the state, priorities may then be set for improvement of opportunities within the system for fire personnel. A strategy may then be developed for implementation of a program based on assessed needs and accepted priorities. Finally, the program may be implemented. Even this, though, must not be the final stage of the five-year plan; rather, a continuing evaluation process must be undertaken to assure that the new program meets the needs as is intended.

Both the states and the National Fire Prevention and Control Administration will derive benefits from these Academy Planning Assistance Programs, McCormack explained. The projects will provide each state with a complete profile of its fire training and education programs, thus providing the opportunity for improvement where needed, both for the present and for the future, while involving all responsible agencies in the planning process. The National Academy will become aware of the current status and needs of state programs, of both present and future needs, and of exemplary programs already in progress. With these factors in mind, the Academy will then be better equipped to design future programs to meet states needs. The two-way communication which will be facilitated by these programs will be valuable to both the states and the National Academy as input from the state and local levels goes into the establishment of National Fire Prevention and Control Administration priorities, making for a more responsive and effective Administration.

Because the conference participants were highly concerned with the organizational design aspect of the Academy Planning Assistance Program, little time was devoted to discussion of statewide training and education plans. Consequently, no firm recommendations were deemed appropriate or necessary in this area.

National Academy for Fire Prevention and Control: Plans and Programs

THE INTENT OF THE NATIONAL ACADEMY FOR FIRE PREVENTION AND CONTROL, as described by the Academy and accepted by conference participants in Atlanta, IS TO SUPPLEMENT PROGRAMS ON THE STATE AND LOCAL LEVELS. The National Fire Academy should not waste time, effort and funds to repeat quality programs which are already available at those levels. With this in mind, the Academy in 1975 authorized a national survey of fire education and training programs.

The survey was conducted by a consortium of four national fire service organizations: the International Association of Fire Chiefs, the International Association of Firefighters (AFL/CIO), the International Society of Fire Service Instructors and the National Fire Protection Association. A stratified random ten-percent sample, based on region and population, was used for the survey, reaching nearly three thousand fire departments, nearly two hundred fifty colleges and universities and all but one state training program.

The results of the survey show that there exist many gaps in America's fire training system, with altogether too many fire personnel receiving too little or too poor training. There are also still many gaps in the National Fire Prevention and Control Administration's knowledge of training programs and courses, and even more and larger gaps in their awareness of state and local needs.

To that end, the National Fire Academy sought input from the participants at the Atlanta conference. With the selection of a permanent site for the physical Academy plant, concrete planning for programs must be undertaken with vigor. According to Associate Academy Superintendent Anthony Granito, "If the first year of operation at the National Fire Academy campus is unsuccessful, there may not be a second year for a second chance!" Genuine input from the states as to their needs is a must to the development of meaningful and realistic programs for the Academy.

Fiscal year 1977 should provide the first genuine activity and results for the National Fire Academy. Granito told the group that initiatives have been begun in such fields as arson; management; data analysis and coding; labor relations; architecture, city planning and design; marine fire problems and public education specialist development.

Specific areas of discussion included:

Question:

What minimum standard of performance should be used for Academy instructors?

Consensus:

National Fire Academy instructors should meet or exceed standards of performance equivalent to requirements for instructional expertise as described in NFPA Standard 1041 Level II;

Additionally, all Academy instructors should possess professional credentials to practice in the subject area they intend to teach, or document and demonstrate experience and skills equivalent to such professional qualifications; i.e., in the instance of architectural or engineering subject areas; Academy instructors should also meet or exceed any state requirements for the state in which they will teach for the Academy, except in the case of special interest seminars.

Question:

Should Academy certified instructors have successfully served an internship in the specific subject area course in a class held under direct Academy supervision before they can teach the specific subject?

Consensus:

National Fire Academy instructors should successfully serve an internship in the specific subject area they will teach, under direct supervision of the National Academy, with the length of required internship being commensurate with the complexity of the instruction to be presented;

The length and content of the internship period should be determined by the Academy.

Question:

Should Academy certified instructors successfully complete the specific subject area course in a class held under direct Academy supervision before they can teach that specific subject area?

Consensus:

In order to qualify as an instructor for the National Fire Academy, a subject area specialist should undertake a familiarization course encompassing various areas of usefulness in maintaining uniform, coordinated training;

This course should cover such areas as Academy procedures, course outlines and content, and should extend for a period of at least six hours possibly extending to several days, duration of said familiarization to be dependent upon the length and complexity of the course which the potential instructor will teach;

Individuals teaching in general subject areas should undertake the familiarization course, in addition to successfully completing the course he intends to instruct in a class conducted under direct supervision of the National Academy for Fire Prevention and Control.

State Assistance Programs

The National Fire Prevention and Control Administration, through its National Academy, is authorized in its enabling legislation (PL 93498, the Federal Fire Prevention and Control Act of 1974), to provide assistance to state and local fire service training programs through grants, contracts and other appropriate means. Funds available for this purpose may amount to, but may not exceed, four percent of the total authorized appropriation for the National Administration in any given fiscal year. While these funds are earmarked during Fiscal 1977 to the Academy Planning Assistance Program in the form of organizational design and statewide training and education plan grants, other uses will be made of the funds in the near future. Some possible additional allocations of assistance as noted by Superintendent McCormack in his presentation might be:

- to provide some form of tuition reimbursement for students attending Academy or other acceptable fire programs or courses;
- to provide technical assistance for encouraging new and strengthening existing fire training and education programs.

The intent of assistance programs of the National Fire Academy is to encourage qualified personnel to remain involved in fire safety programs while attracting desirable new employees, aiming toward an overall improvement in the quality of fire protection leadership and personnel in all areas, suppression as well as prevention. McCormack expressed his hope that assistance programs will provide added incentive to the fire community to seek self-development and education, a key to future professionalization and advancement for the entire fire service.

Because guidelines in the area of assistance to the states are less clearly defined at this time than in many other areas of National Fire Administration policy, input from concerned parties can have the greatest impact in this area. To aid NFPCA in its search for direction toward the most feasible and effective means for implementing the legislative authority of the Academy to provide assistance, the following points were discussed by conference attendees:

Question:

Who should be the recipient of reimbursement funds and who should administer reimbursement?

Consensus:

Said reimbursement funds should be administered by a state level fire related agency, to be identified by the state's focal point group or other authority as identified in point five under "Organizational Design for Statewide Education and Training Plans" (page 42), and which is authorized to receive and disburse federal funds, which agency should be held responsible by the National Academy for Fire Prevention and Control for the establishment of an equitable system for control of disbursement.

Question:

How should financial assistance be transferred to the state and local level?

Consensus:

- A. A recipient of said reimbursement funds should be an individual or agency which is participating satisfactorily in courses approved by the National Fire Academy and which is expending funds for tuition, fees, supplies, salary, transportation, lodging and/or meals for the student or trainee;
- B. The state's focal point agency or group should serve as clearinghouse/ coordinator, initiator, mediator or administrator in the disbursement or financial assistance, according to the needs and desires of the individual state;

The focal point group should apply for funds on behalf of responsible agencies within the state, and should receive and distribute those funds if the National Fire Prevention and Control Administration accepts the application;

In the absence of the focal point, that group's responsibilities should defer to the authority as identified through the priority choice system identified in point "e" on page 42.

Question:

What should be the program criteria for financial reimbursement?

Consensus:

- a. Establishment of program criteria for financial reimbursement should take consideration of population and number of institutions and facilities within the state which are incorporated in the total program needs of the state's fire-related services;
- b. Guidelines for reimbursement should be similar to those utilized in zero-base budgeting programs, with equal amounts allocated as a base to each state, and increases being available in instances where a state can prove a justifiable need, by means of a detailed report to the Academy;
- c. If any individual entities within a given state receive grants from the National Fire Academy, the amount of said grants should be considered a portion of that state's allocation for reimbursement and should be accordingly charged against the state's allocation.

Question:

What should be the criteria for candidate selection for reimbursement?

Consensus:

- a. Candidates for reimbursement should be individuals with the capacity, or in a position to disseminate or otherwise pass along to others in the fire community, the knowledge and expertise they gain in National programs;

They should participate only in programs of the National Academy which are relevant to their specific fire related positions or jobs;

They should maintain a passing grade in courses undertaken with Academy reimbursement or should be required to repay any amount received within a time frame to be specified by the National Academy;
- b. The National Academy for Fire Prevention and Control should notify the state focal point group of upcoming courses or programs and the number of available openings at which time the focal point group (or said other organizations) should submit to the Academy the names of one candidate and one alternate for each opening.

Question:

What should be the priorities for student loan grants?

Consensus:

Priority emphasis for student loans or reimbursement should be placed on "training for the Trainers", i.e., providing both associate and baccalaureate degree programs in fields of education, management/administration and engineering for those involved in fire service training;

Other fire service personnel should receive second-priority consideration for financial assistance; as subordinate priorities, educators, administrators and engineers in fields other than the fire service should receive consideration.

Question:

Should the Academy offer courses as defined in the Act:

- a. Through state training programs?
- b. Through local fire service training programs in cooperation with state programs?
- c. Directly through local training programs with the state having advance knowledge and opportunity to comment?
- d. Through some other method?

Concensus:

That, during the period prior to official establishment of the organizational design delivery system, the National Academy, in dealing with the states, should contact groups within the state according to the following priorities:

- first, through the established focal point if one exists;
- secondly, if a focal point has not been recognized or established, through the state's director of fire training and education;
- thirdly, if no state training director can be identified, through the state fire training program in co-sponsorship with local entities.

Question:

Should the Academy provide all software and audio-visual components for delivery to states on demand, for a reproduction fee? Should the Academy provide camera-ready copy for local reproduction with a list of sources of audio-visual components required? Some other method of dissemination?

Concensus:

- a. The Academy should maintain a library of all software and audio-visual components developed by the Academy;
- b. The Academy should provide, at no cost, each state focal point with one copy of all audio-visual materials or other software prepared by or for the Academy. Depending on the needs of the state, additional copies should be made available, either by reproduction by the Academy at cost or by provision of material suitable for reproduction;

A resource exchange bulletin of all audio-visuals and other software acquired by the Academy and maintained in its resource center should be provided each state focal point. Upon request, copies of this material

should be made available to the states for no more than the cost of reproduction;

- c. Information on the availability of audio-visual materials and other software prepared by or for the Academy should be noted in "Fireword" and technical and professional journals;
- d. Other methods of dissemination might include:
 - Receipt and acknowledgement of all components submitted by related agencies and forward to these state focal points;
 - Dissemination of these components to the state's focal point for review and comment;
 - Acceptance and review of all contributions and report the results of these reviews to the state's focal point;
 - Academy should have responsibility to develop training aids (audio/visual) at Academy expense, to be made available to all states' focal points at no cost.

Question:

What should be the criteria for selection of students to attend Academy courses? On campus? Off campus? Who should select students to attend Academy courses and based on what criteria?

Consensus:

- a. On campus, best qualified key people of the state should be chosen, based on appropriateness of course content and ability of the student to transfer the knowledge gained to other appropriate clientele on return; specific students to be determined by the state focal point group;
- b. Off campus, best qualified local and regional fire personnel should be chosen according to:
 - their individual specialties;
 - availability of the individual selected to act as a change agent
 - equal distribution throughout the state or regional area;
- c. Students for Academy courses should be selected in accordance with criteria (a) or (b) in the following manner:
 - by the established state focal point;
 - if no focal point exists, then by the state's director of fire service training;
 - if no state director of fire service training can be identified, then by cooperation between state fire training programs and local entities.

Question:

What should be the procedure for the allocation of off campus Academy courses?

Consensus:

Allocation of courses should be based on:

- needs assessment of the target population;
- size of the population to be served
- cooperative financing support and/or interest
- size of fire service population to be served
- programs to be cycled according to state and/or federal region.

Question:

Should the Academy deal directly with existing local fire service training programs in cities, counties, or metropolitan regions with populations of 250,000 or more (SMSA's)?

Consensus:

No; seminar participants feel that the state focal point should be the one Academy contact within the state; that if there is no focal point, then the Academy may be authorized to deal with agencies according to the previously-stated sequence as related on page 42 in point "e," in order to assure that output of the National Fire Academy flow down to the local level within the framework of a logical statewide organizational design and an objective statewide plan for fire education and training.

SECTION VII

THE PUBLIC EDUCATION OFFICE

As discussed in the overview to Section V of this report, which refers to the National Fire Prevention and Control Administration as a whole, "fire is caused by many factors, with people as the common denominator." The most effective way to truly reduce fire losses is to make every effort to prevent, wherever possible, the outbreak of fire. Efficient methods of fire suppression and extinguishment are of great importance, but greater emphasis must begin to be placed on preventing fires and teaching people to reduce the impact of fires which do occur. Public education is the best answer to widespread fire prevention. Programs should be carefully organized to provide positive rather than negative suggestions. Realistic alternatives must be provided rather than merely condemning certain attitudes or behavior.

Richard Strother, Associate Administrator for Public Education of the National Fire Administration, provided conference participants with some examples: the initial human response to one's clothing catching afire, is to run. Yet, with the simple knowledge that this action will cause the fire to spread more rapidly and cause more severe burns, victims of clothing fires can not only learn the preferred alternative, the "stop, drop and roll" technique, but can understand the need to utilize the preferred method. Similarly, rather than merely condemning the practice of running electrical wires under rugs, the hazards should be explained and illustrated to homemakers and others, and alternatives should be suggested.

Public education programs can be and have been effective. Results of a program undertaken in Santa Ana, California in 1962 and followed carefully for ten years, showed a decline in fire occurrences and losses over that period while nationwide losses rose significantly. With proper planning, implementation and continual evaluation, public education for fire safety and prevention can be "sold" as effectively as toothpaste or automobiles.

Because the problems, and so the needs, of each individual community for public education programs, will vary widely, these programs must, of necessity, be tailored to each community. This is where the National Fire Prevention and Control Administration can be most helpful. By becoming aware of, investigating and analyzing programs which have proven successful in various segments of the nation, by gathering all these programs into a national clearinghouse, and by filling gaps left by these programs through the development of new programs, the National Administration, through its Public Education office, can be invaluable to localities.

Yet, both the local community and the state have their own responsibilities in public education programs. The National Fire Administration cannot know all local problems in all individual local areas, nor can it reasonably be expected to physically conduct nationwide public education programs on a massive scale.

Asked to consider the roles which the local, state, and federal levels should play in public fire safety and prevention education, the Atlanta conference attendees reached the following points of agreement:

- a. That identification of local problems should be the responsibility of the local level;
- b. That the Public Education Office of the National Fire Prevention and Control Administration, should:
 - investigate available programs
 - assist communities in program development and
 - establish a resource exchange system in each state

for

- preschoolers
 - elderly
 - youthful firesetters
 - home inspection
 - smoke detectors
 - community public education master planning
 - urban fire prevention
 - rural fire prevention
 - school fire prevention curricula
 - commercial and industrial fire prevention
 - media and graphics standards
 - training for fire prevention officers
 - evaluation criteria
- c. That, upon receipt of sufficient information from the local level, the National Administration should supply an appropriate program or programs, or funds for the development of such, to the state for dissemination to the local level;
 - d. That the acknowledged state focal point group, or other group (as identified through the priority system set forth in point "e" of "Organizational Design for Statewide Education and Training Plans," page 42) should be the state-level agency for this, as for all other National Fire Administration dealings;
 - e. That it should be the role of the state focal point group to:

- act as catalyst and coordinator for public education activities within the state
- appeal to and attract potential public education specialists from the fire service, education and other fields
- train public education specialists
- lend financial, moral, and resource and personnel assistance to local communities.

SECTION VIII

THE FIRE SAFETY AND RESEARCH OFFICE

There is a popular remark which states that "Even if you're on the right track, if you just sit there, you'll get run over." The Fire Safety and Research branch of the National Fire Prevention and Control Administration is helping to assure that the Administration continue to move aggressively forward in the most meaningful areas. The aspects of the National Administration which have been discussed in the preceding pages show that NFPCA is on the right track toward accomplishing its global goal of dramatic reduction of losses. Yet, while new, creative and innovative programs are being developed and implemented in the education and training aspects of fire protection, only through thoughtful and energetic research, such as the research branch is now involved in, can the greatest strides be made. New techniques and materials must be continually in process to assure that America receives the most modern and effective fire protection possible.

As Associate Administrator for the Fire Safety and Research Office, Dr. Joseph Clark addressed the Atlanta conference attendees on the intent of that office. "We will provide technical assistance in improving management, fire protection in products, buildings and services through improved planning, research and technology." He explained that his office will take a close, hard look at "things that burn, things that cause fire problems," to determine what improvements can be made for increased fire safety.

In addition, he said, the role of the Fire Safety and Research Office will be to bridge the wide gap which currently separates the researchers and practitioners in fire safety. The practitioners, including not only the fire service, but fire protection engineers, architects, code officials and others as well, must be brought together with the researchers if any real progress is to be made. Communications between those two groups are currently incomplete at best; the National Bureau of Standards, for example, Clark noted, does not utilize the fire service community as a primary target audience for their highly technical fire research results.

He provided the following graphic representation of current National Bureau of Standards and National Fire Prevention and Control Administration research activities and concerns:

RESEARCH
(currently being carried out at
National Bureau of Standards)

FIRE SCIENCE	FIRE ENGINEERING
smoke and toxic gases hazard analysis physics heat transfer	products and furnishings construction design concepts detectors and sprinklers

TECHNOLOGY
(currently being conducted at
National Fire Research Office)

TECHNOLOGY DEVELOPMENT	REGULATORY IMPACT	MASTER PLANNING*
residential (e.g., detection and automatic suppression systems) fire service (e.g., breathing apparatus) and firefighter protective equipment)	evaluation and administration of codes and standards provision of incentives to make fire safety desirable	urban rural/small community county state ("how to" manuals in production)

*NOTE: The Master Planning area is recognized as the most mature segment to date (as of October, 1976).

The following discussion points were addressed by the group:

Questions:

- a. What do you think the greatest needs are for research and development in fire protection? Which needs should be given top priority?
- b. If only one project could be conducted by NFPCA's Research Office, what should it be?

Concensus:

- ** a. Uniform National Building and Fire Prevention Codes outlining minimum standards enforced at the state and local level;
- * b. Home fire alarms;
- *** c. Total protection of firefighters (turn-out gear);
- d. Light weight effective breathing apparatus;
- e. Building materials used in all living quarters (one and two family and multiple building);
- f. Firefighting techniques;
- g. Fire apparatus;
- h. Fire equipment (nozzles, etc.);
- i. Fire resistant construction materials;
- j. Communication from all federal agencies to those agencies, communities, etc., effected by research;
- k. Communicate results and findings of research affecting fire service to all agencies involved in training and education

* Top Priority

** If only one project, research in this area

*** Second top priority

Question:

Do you think there is need for development of course material for selection, use or maintenance of protective equipment for firefighters?

Consensus:

Yes.

Question:

If there is a need, how well is it being met?

Consensus:

Need more information on the physiological effects of exposure.

Question:

We expect to deliver tools for master planning...self-instructional manuals as well as courses in systems analysis, management by objectives, data analysis, etc. What else should we consider in setting up to deliver master planning tools?

Consensus:

Additional, introductory conferences are needed to sell concept of master planning to the entire community that is involved; i.e., fire department, chief executive, planners, zoning commission, building officials, etc., aimed at acceptance of need by participants. Formal training in planning process and system for persons involved is also necessary;

Question:

Who should be the specific target audience(s) for our master planning delivery system?

Consensus:

Specific targets should include:

- chief executive: mayors, city managers, etc.
- fire chiefs
- planners (local and regional)
- fiscal officers
- building officials
- law enforcement officials
- legislative bodies (city council, etc.)
- legal authorities (city attorney, etc.)

- civic organizations
- media (newspapers, TV, radio, etc.)

Question:

What role do you see for states in master planning? Who should do what?

Consensus:

State's role should include establishment of overall framework in which local or regional plans can fit, coordination of planning effort at lower levels of government.

Question:

What training and education needs do you see relative to smoke detectors, sprinklers, building codes and fire codes?

Consensus:

We need education programs specifically designed for two education needs:
(a) general Education Programs and (b) Technical Programs.

(a) Educational programs focused toward:

- public education
- fire service personnel
- architects/engineers
- administrators (governmental, etc.)
- educators
- building officials
- safety engineers
- industry

Utilizing such methods and materials as:

- multi-media programs
- community action programs
- in-school programs
- tape/slide packages

- (b) technical educational programs focused toward:
- fire service personnel (fire prevention office)
 - architects/engineers
 - educators
 - building code officials
 - insurance industry
 - safety engineers

Using such methods and materials as:

- tape/slide packages
- multi-media programs
- special seminars, workshops
- certificate courses
- degree courses

SECTION IX

THE NATIONAL FIRE DATA CENTER

Gaining understanding of the extent and nature of America's fire problem is an important first step for making in-roads toward true reduction of fire losses. Current statistics on fire incidents are incomplete and the National Fire Data Center hopes to encourage development of and participation in a more meaningful data exchange system for fire information. The most effective offense can only be developed on the basis of full knowledge of the opponent: if we do not fully understand the fire problem, we will not be able to effectively fight against it.

Philip Schaenman, Associate Administrator of the National Fire Data Center for the National Fire Prevention and Control Administration, explained his office's goals to the State Directors gathered in Atlanta. "We want to serve as an information arm for the fire service," he said. The National Administration needs data from the state and local levels so that the Administration can develop programs which will best meet the actual needs of both the fire community and the community at large. Thus, by each community taking the extra time and effort to report fire incidents fully, each community will derive its own benefits over a period of time.

If line officers, or whoever is responsible in a fire department for fire incident reporting, can be made aware of the importance of the data they supply, they will see rewards. Their departments will receive feedback data reports which will both point out and interpret any fire patterns which may have formed, so that attention may be devoted to breaking those patterns. However, Schaenman explained, the Administration will not, in fact cannot, perform in-depth analysis of every incident, that each state or locality must take responsibility, not only to fully report each incident, but also to analyze their data for themselves. NFPCA is not intended to do the entire job, but rather to serve as a catalyst and to lend support, Schaenman said.

Group discussion of the Fire Data Center was based on the following questions:

Question:

How can the quality of data in the National Fire Incident Reporting System be assured over a period of time? In your answer consider:

- (a) feedback needed to state and local levels
- (b) the appropriate role of the Fire Administration in assisting the process.

Consensus:

- a. Feedback to state and local levels should be regular and complete, and may be put by those levels to such uses as determination of specific needs in specific areas of fire training and education, personnel, equipment and budget;

- b. The most appropriate role of NFPCA in assisting the process is in the provision of funds;

In the provision of meaningful feedback, especially assuring that the figures supplied be backed up by analysis and interpretation;

Also, the provision of training packages for those, particularly line officers, who will need to fill out the data forms.

Question:

How can a state participating in the National Fire Incident Reporting System best motivate and train its firefighters for accurate, complete and timely data collection? In your answer consider:

- (a) feedback needed to state and local levels
- (b) the appropriate role of the Fire Administration in assisting the process.

Concensus:

Reporting back at six-month intervals to the local level, so that the local level will know that their data is being used, and especially so that the local and state levels can make their own use of the data after its interpretation by the National Fire Incident Reporting System, can provide a great deal of motivation.

SECTION X

A NATIONAL CERTIFICATION PROGRAM

The National Fire Prevention and Control Administration is a national program, a function of the federal government. In contrast, the National Professional Qualifications System is a peer group function, conceived and under development by members of the fire service. It is also they who will implement and benefit by the system.

Martin Grimes, Secretary of the National Professional Qualification Board, provided an overview of the Pro-Board and its parent organization, the Joint Council of National Fire Service Organizations.

On September 1, 1970, in Williamsburg, Va., the Joint Council of National Fire Service Organizations was formed with the constituent organizations dedicated to working together toward the improvement of the United States Fire Service. The current member organizations of the Joint Council are: the Fire Marshals Association of North America, the International Association of Black Professional Firefighters, the International Association of Fire Chiefs, the International Association of Firefighters, the International Municipal Signal Association, the International Society of Fire Service Instructors, the Metro Chiefs Committee of the International Association of Fire Chiefs, the National Fire Protection Association, the National Association of Fire Science Administration, the International Association of Arson Investigation, and the International Fire Service Training Association.

One of the national goals of the fire service identified by the Joint Council at that time was "to develop nationally recognized standards for competency and achievement of skills development, technical proficiency and academic knowledge appropriate to every level of the fire service career ladder."

In 1972, the National Professional Qualifications System was devised by the Joint Council as the first step in the establishment of national standards of professional competence for the fire service.

The system under the auspices of the Joint Council consists of a nine-member "National Professional Qualifications Board," better known as the "Pro Board," and four Technical Development Committees.

The Pro Board is composed of two members representing the International Association of Fire Chiefs, two members representing the International Association of Fire Fighters, two members representing the National Fire Protection Association, and three "at large" members representing the Joint Council. Each year three members are elected for three year terms. The Chairman is elected annually and cannot succeed himself.

The duties and responsibilities of the Pro Board are:

- to supervise a nationally coordinated professional development program for the fire service;
- to be responsive to the needs and opinions of all groups involved with the fire service;
- to identify and define levels of professional progression;
- to correlate, review and validate draft standards prepared by the technical committees;
- to approve all draft standards before being submitted for final adoption procedures;
- to be responsible for the accreditation and supervision of any national programs of certification to ensure validity.

The four technical development committees are made up of representatives of organizations which are constituent members of the Joint Council and certain other persons nominated by the Joint Council, collectively. They are respectively responsible for the development and preparation of recommended minimum standards of professional competence required of firefighters, fire service instructors, fire service officers, and fire inspectors and investigators. Each committee is established and operated under National Fire Protection Association standards making procedures with one important variation, which is that no draft shall be submitted to National Fire Protection Association for final adoption until it has been approved by the Pro Board.

The Committees were directed to develop standards in terms of performance objectives, which are considered the minimum necessary for a person to be considered competent at the various levels, and to assign numerical grades to denote increasing degrees of responsibility (for example: Firefighter I, II, III, with Firefighter I being the first level and Firefighter III being the highest level.) The standards are designed so that any member of the fire service can achieve the level required by various means; which include state and local training programs, self-study, experience, college courses, seminars, etc. Committees do not determine, or become involved in, actual certification procedures or the direct implementation of the standards.

The proposed standards are measuring sticks for the skills and knowledge achieved at the various levels of progression. It is not, nor is it intended to be, a measuring stick for how well an individual may use the knowledge or skills. Individual interest, initiative and experience will determine how well the individual may perform. The standard may be compared to a drivers license. Most of us hold a valid drivers license which permits us to drive anywhere in the country. The license is a certification that each of us have met certain objectives and have demonstrated the minimum skills necessary to drive an automobile. That license, though, is no guarantee of how well each of us may drive a vehicle. If it was, there would be no accidents.

Certain standards have been adopted and are being used in many areas of the country. In addition, a wide range of strong reactions have been heard in response to the standards. There seem to be a number of views of the national level certification system, Grimes noted.

There are many options available for the system, he explained, because the standards are dynamic, not set down in stone as sacred rules. Input and full participation from every segment of the country is needed for the program to work. John Hoglund, a Pro Board member, made note of this point, and then provided an explanation of current criteria for accreditation for state agencies to qualify as National Certification System members.

He emphasized that participation in the system is voluntary, and that there is room for variation within the system. For example, he said, a large metropolitan area might be delegated the authority by the state to direct the certification program in its area, so long as accreditation criteria are met. Further, he explained, there will be no one single standard examination throughout the nation; this would simply not be possible.

Finally, he said, the Professional Qualifications Board will monitor the system's progress in those areas where it is adopted to assure that each state's tests and procedures truly meet the standard. Superintendent McCormack of the National Fire Academy noted that maintenance of such close scrutiny will be a difficult procedure to develop, from both a practical and a legal standpoint.

General discussion, as well as a workshop session devoted to the issue of national certification, resulted in the following consensus regarding that subject:

- That the National Professional Qualification Standards should be certified at the State level;
- That the National Fire Prevention and Control Administration should thus have no direct role in certification at this time other than certifying instructors of the National Fire Academy and assisting states with program materials; e.g., software (content should be directed toward fundamental subjects common to most states);
- That the National Fire Prevention and Control Administration act as a resource center providing technical assistance for testing and evaluation methods, conducting task analysis, establishing cognitive and psychomotor objectives, computer evaluation programs on request;
- That the National Fire Prevention and Control Administration should not have a role in record keeping for states, but should have one as a resource for providing supplemental assistance.

APPENDIX A

WORKING SEMINAR AGENDA

MONDAY - OCTOBER 4, 1976

- 10:00 a.m. Project Team Meeting
- 1:30 p.m. Meeting of project team with Session moderators and Workshop
 leaders
- 4:00 p.m. Registration
- 5:30 p.m. Get acquainted period
- 6:30 p.m. Dinner
- 7:30 p.m. State Directors Meeting
 Chairman Presiding - Edward W. Bent, California
 Recorder - Barry Bush, New Hampshire
- Welcome and Project Overview
 Louis J. Amabili, President I.S.F.S.I.
 Project Director
- Project Details and Expectations
 Ed McCormack, Secretary I.S.F.S.I.
 Principal Investigator
- The Role of the State Director
 Moderator -- Edward W. Bent, California
- 10:00 p.m. Meeting adjourns

TUESDAY - OCTOBER 5, 1976

- 8:00 a.m. Continental Breakfast - Meeting room
- 8:30 a.m. Opening Session - President Louis J. Amabili, Moderator
 Introduction of Participants
- An Overview of the N.F.P.C.A.
 Single State Fire Focus/N.F.P.C.A. Interface
 David A. Lucht, Deputy Administrator, N.F.P.C.A.
- Discussion
- Moderator -- Richard Small, Oregon
- The State Director Involvement in Public Education
 Richard R. Strother, Associate Administrator, N.F.P.C.A.
- Discussion

12:00 p.m. Lunch

1:00 p.m. Moderator -- Carrol L. Herring, Louisiana

The State Directors and Fire Data
Philip S. Schaenman, Acting Associate Administrator
National Fire Data Center

Discussion

Moderator -- Edward W. Bent, California

Organizational Design of a Statewide Training and Education
Delivery System and Five Year State Training and
Education Plan/NFPCA Interface
David M. McCormack, Superintendent
National Fire Academy

Open discussion

Summation of Responses to State Directors Worksheet

5:00 p.m. Recess

6:00 p.m. Dinner

7:30 p.m. Workshop
Single State Fire Focus - (alternative approaches)
Design of State Delivery Systems

Workshop "A" Leader - James Macklin, Montana
Workshop "B" Leader - Carl McCoy, Illinois

WEDNESDAY - OCTOBER 6, 1976

8:00 a.m. Continental Breakfast - Meeting room

9:00 a.m. Moderator -- Keith Royer, Iowa

National Fire Academy Five Year Plan & Programs
David M. McCormack, Superintendent
Anthony R. Granito, Associate Superintendent
National Fire Academy

Workshops: Participants will be assigned to six (6) workshops
to address questions regarding the National Academy programs.

Moderator -- Francis McGarry, New York

Recommendations developed during workshops

The Chairman of each workshop will present the reports

12:00 p.m. Lunch

1:00 p.m. Moderator -- Barry Bush, New Hampshire
Report of Workshop "A" and "B"

Moderator -- Harold G. Thompson, Georgia

A National Certification System
Martin Grimes - Secretary, Professional Qualifications Board
John W. Hogle - Member Professional Qualifications Board
David M. McCormack - Superintendent, National Fire Academy

5:00 p.m. Recess

6:00 p.m. Dinner

7:30 p.m. Workshop

A National Certification System
Five-year Training and Education Plan

Workshop "C" Leader - Bill Westhoff, Jr., Missouri
Workshop "D" Leader - Lee Husted, West Virginia

THURSDAY - OCTOBER 7, 1976

8:00 a.m. Continental Breakfast -- Meeting room

8:30 a.m. Moderator -- Anthony Manno, Kentucky

State Assistance Programs/N.F.P.C.A. Interface

1. Technical Assistance
2. Financial Assistance
3. Student Reimbursement

David M. McCormack, Superintendent, National Fire Academy

Moderator -- William A. Hagevig, Alaska

Fire Technology and Management Research
Dr. Joseph E. Clark, Associate Administrator, N.F.P.C.A.

12:00 p.m. Lunch

1:00 p.m. Moderator -- Philip Alber, Michigan
Report of Workshops "C" and "D"

Moderator -- Edward W. Bent
Development and Discussion of Recommendations

4:00 p.m. Conference adjournment

APPENDIX B

WORKING SEMINAR PARTICIPANTS

- ALBER, PHILLIP K. - Executive Secretary, Michigan Firefighters Training Council
1048 Pierpont Drive, Lansing, Michigan 48913 (517)-373-7843 - 7863
- AMABILI, LOUIS J. - Director, Delaware State Fire School, R.D. #2, P.O. Box 166,
Dover, Delaware 19901 (302)-678-4773
- BACA, ROBERT - Fire Services Chief, P.O. Drawer 1269, Santa Fe, New Mexico 87501
(505)-827-2238
- BENT, EDWARD W. - Supervisor, Fire Service Training Program, Bureau of Industrial
Education, State Dept. of Education, 721 Capitol Mall, Sacramento,
California 95814 (916)-445-2461
- BOSWELL, FRED - Director, Arkansas Fire Training Academy, P.O. Box 3048, East
Camden, Arkansas 71701 (501)-574-0741
- BRINKMAN, GERALD A. - Coordinator, Fire Service Training, Room 210 East Hall,
D.S.C., Madison, South Dakota 57042 (605)-256-3551 Ext. 223
- BUSH, BARRY - Chief, Fire Service Training, 105 Loudon Road, Concord, New Hampshire
03301 (603)-271-2661
- CARTER, ROBERT E. - State Supervisor, Fire Service Training, State Department of
Education, P.O. Box 69, Richmond, Virginia 23216 (804)-786-6130
- CHAPMAN, JIMMY - Executive Director, Commission on Firefighting Personnel
Standards and Education, 2655 Plank Road, Suite 103, Baton Rouge,
Louisiana 70805 (504)-389-6274
- DEWAR, BUDDY - Program Coordinator for Standards, 1501 S. W. Broadway,
Ocala, Florida 32670 (904)-732-0526
- EVANS, GORDON D. - Director of Fire Science, Utah Technical College at Provo,
1395 N. 150 E., Provo, Utah 84601 (801)-373-7890
- FORD, LAURENCE M. - State Technical College Director of Fire Training Programs,
Commission on Fire Prevention & Control, 294 Colony Street, Meriden,
Connecticut (203)-238-6587
- FULBRIGHT, GARLAND W. - Executive Director, Texas Commission on Fire Protection
Personnel Standards & Education, 8330 Burnet Road, Suite 122, Austin,
Texas (512)-459-8701
- GILL, J.V. - Supervisor, Adult, Applied, & Technical Education, Trade & Industrial
Education, Division of Vocational Education, 65 South Front Street,
Room 914, Columbus, Ohio 43215 (614)-466-2901
- GILMAN, DONALD E. - Executive Secretary, Training Officer, North Dakota Firemen's
Association, 176 First Street North East, Beach, North Dakota 58621
(701)-872-4392

GOODWIN, WILLIAM C. - State Fire Marshal, 502 Indiana Street, Office Building,
Indianapolis, Indiana 46204 (317)-633-4778

GRENING, ROBERT C. - Acting Director, Pennsylvania State Firemen's Training
School, P.O. Box 631, Lewistown, Pennsylvania 17044 (717)-248-1115

HAGEVIG, WILLIAM A. - Supervisor of Fire Service Training, State of Alaska,
Pouch F, State Office Building, Juneau, Alaska 99811 (907)-465-2994

HERRING, CARROL L. - Department Head, Louisiana State University Firemen
Training Program, Pleasant Hall, Baton Rouge, Louisiana 70803
(504)-766-0600

HOGLUND, JOHN W. - Director, Maryland Fire and Rescue Institute, University
of Maryland, College Park, Maryland 20742 (301)-454-2416

HOPE, GEORGE H. - Executive Director, Georgia Firefighters Standards & Training
534 Clay Street, Marietta, Georgia 30060 (404)-424-7305

HUSTEAD, H. LEE - Program Leader, West Virginia University, Fire Service
Extension, Monongahela Blvd., Morgantown, West Virginia 26506
(304)-293-2106 or 5402

JONES, RONALD S. - Coordinator of Fire Service and E.M.T. Training, Rhode
Island Junior College, 25 Althea Drive, Cranston, Rhode Island 02920
(401)-781-6147

MACKLIN, JAMES - Montana Fire Service Academy Supervisor, Montana Fire Service
Academy, 915 First Avenue South, Great Falls, Montana 59405
(406)-761-5800 Ext. 375

MANNO, ANTHONY D. - State Supervisor, 21st Floor, Capitol Plaza Tower,
Frankfort, Kentucky 40601 (502)-564-3775 or 3776

MCCORMACK, EDWARD H., JR. - Chief of Fire Training, Massachusetts Firefighting
Academy, P.O. Box 948, Framingham, Massachusetts 01701
(617)-568-8340 or 8348

MCCOY, CARL E. - Executive Director, Illinois Fire Commission, 628 East Adams,
Room 211, Springfield, Illinois 62701 (217)-782-4542

McGARRY, FRANCIS A. - Director, Division of Fire Prevention & Control, New York
State Department of State, Division of Fire Prevention & Control,
162 Washington Avenue, Albany, New York 12231 (518)-474-6746

MONIGOLD, GERALD E. - Associate Professor and Director, Fire Service Institute,
University of Illinois, 1007 West Nevada, Urbana, Illinois 61801
(217)-333-3800

MOWLES, BOBBY - Chief of Training, 2716 South West 48th, Oklahoma City,
Oklahoma 73119 (405)-947-0771 - 0772 - 0773

NOBUNAGA, GEORGE - Retired Fire Captain, 94-1260 Peke Place, Waipahu, Hawaii
96797 (808)-677-3931

PHIFER, EMMET R. - Instructor, State of Minnisota, 1318 West 20, Hastings,
Minnesota 55033 (612)-296-6516

PHILLIPPEE, . KEITH - Director of Fire Service Training, Department of Community
Colleges, Education Bldg., Room 154, Raleigh, North Carolina 27611
(919)-829-7549

PISCIOTTA, ANTHONY A. - Manager Fire Service Training, Colorado State Board
for Community Colleges & Occupational Education, 12600 West Sixth Avenue,
Golden, Colorado 80401 (303)-988-6160

PORTER, WILLIAM S. - State Fire Administrator, Commission on Fire Prevention and
Control, 294 Colony Street, Meriden, Connecticut 06450 (203)-238-6587

PRENDERGAST, EDWARD - Director, Fire Service Training, Commission for Vocational
Education, Airdustrial Park, Bldg. #17, Olympia, Washington 98504
(206)-753-5679

PRIBYL, PAUL F. - Vocational Education Consultant, Room 701, 4802 Sheboygan
Avenue, Madison, Wisconsin 53702 (608)-266-7994

READ, WALTER B., SR. - Supervisor of Fire Service Training, Box 52, East Dorset,
Vermont 05253 (802)-362-1369

RENGEL, CY - State Fire Training Super visor, The Industrial Commisison of Arizona
Office of the State Fire Marshal, P.O. Box 19070, Phoenix, Arizona 85005.
(602)-271-5062

RISHER, PAUL W., JR. - Director, South Carolina Fire Academy, State Board
for Technical & Comprehensive Education, Robinson Bldg., Lexington
Avenue, West Columbia, South Carolina 29169 (803)-758-8411 or 8821

RODERICK, FRANCIS E. - Supervisor, Fire Service Training, Vocational Education,
Department of Educational & Cultural Services, Augusta, Maine 04330
(207)-289-3367

ROYER, KEITH - Supervisor, Fire Service Extension, Iowa State University, Fire
Service Bldg., Ames, Iowa 50010 (515)-294-6817

SAGE, LEE D. - Superintendent, Area Vocational Technical School, 1223 South West
Memorial Blvd., Murfreesboro, Tennessee 37130 (615)-893-4095

SEYMOUR, SCOTT L. - Deputy Chief, Training Officer D.C.F.D., 5705 San Juan Drive
Clinton, Maryland 20735 (202)-629-2004 or 2043

SMALL, DICK - Director, State of Oregon, Fire Standards & Accreditation Board,
111 Labor & Industries Bldg., Salem, Oregon 97310 (503)-378-5210

SMITH, HENRY D. - Division Head, Fire Protection Training Division, Texas
Engineering Extension Service, Texas A. & M. University System,
College Station, Texas 77843 (713)-846-2122 or 7641 or 3752

THOMPSON, HAROLD G. - Superintendent, Georgia Fire Academy, 534 Clay Street
Marietta, Georgia 30060 (404)-424-7315

TYREE, TOM - Coordinator, Fire Service Training, 1910 College Boulevard, Boise,
Idaho 83725 (208)-385-3303

WECKWORTH, WILLIAM - State Fire Marshal, Department of Fire Prevention & Electrical Safety, 2015 Central Avenue, Cheyenne, Wyoming 82001 (307)-777-7288

WILLIAMS, EUGENE - Lieutenant, Chairman, Alabama Firefighters Personnel Standards & Education Commisison, 9 Grandview Drive, Northport, Alabama 35476 (205)-758-8984

WILSON, ALLEN A. - Bureau Chief, Fire Standards & Training, 1501 South West Broadway, Ocala, Florida 32670 (904)-732-0526

WILSON, BRUCE H. - Director, Nebraska Fire Service, North West 38th and West Cumings, Lincoln, Nebraska 68524 (402)-471-2803

Those states not represented at the working seminar included:

Kansas
Mississippi
Missouri
Nevada
New Jersey

APPENDIX C

NATIONAL FIRE PREVENTION AND CONTROL ADMINISTRATION

WORKING SEMINAR ATTENDEES

LUCHT, DAVID A. - Deputy Administrator, N.F.P.C.A.

McCORMACK, DAVID M. - Superintendent, National Fire Academy

STROTHER, RICHARD R. - Associate Administrator, N.F.P.C.A.

CLARK, DR. JOSEPH E. - Associate Administrator, N.F.P.C.A.

SCHAENMAN, PHILIP S. - Acting Associate Administrator, National Fire Data Center

GRANITO, ANTHONY R. - Associate Superintendent, National Fire Academy

Also in attendance from the N.F.P.C.A. were the following:

BACHTLER, JOSEPH

BOEHNE, CHARLES

COARK, JOSEPH

DRIVER, BEVERLY

PARATORI, SALVATORE

Representing the NATIONAL PROFESSIONAL QUALIFICATIONS BOARD

GRIMES, MARTIN - Secretary, Professional Qualifications Board

APPENDIX D

WORKING SEMINAR WORKSHOP ASSIGNMENTS

The following are assigned to:

Workshop "A" - Tuesday night, Carl McCoy, Moderator, and
Workshop "C" - Wednesday night, Lee Hustead, Moderator

Phillip Alber	Bobby Mowles
Fred Boswell	Emmet Phifer
Jimmy Chapman	Anthony Pisciotta
Buddy Dewar	Edward Prendergast
Larry Ford	Walter Read
Garland Fulbright	Paul Risher
William Goodwin	Keith Royer
William Hagevig	Scott Seymour
Carrol Herring	Henry Smith
Lee Hustead	Tom Tyree
Ronald Jones	William Weckworth
Anthony Manno	Allen Wilson

Workshop "B" - Tuesday night, James Macklin, Moderator, and
Workshop "D" - Wednesday night, Robert Carter, Moderator

Robert Baca	William Porter
Gerald Brinkman	Paul Pribyl
Gordon Evans	Cy Rengel
J. V. Gill	Francis Roderick
Donald Gilman	Lee Sage
Robert Grening	Dick Small
John Hogle	Harold Thompson
George Hope	Eugene Williams
Francis McGarry	Bruce Wilson
Gerald Monigold	
George Nobunaga	
Keith Phillippee	

Workshops "A" and "B" addressed the single state fire focus concept and the design of state delivery systems.

Workshops "C" and "D" discussed a national certification system and five-year training and education plans.

WORKSHOP ASSIGNMENTS (continued)

At 10:00 a.m. on Wednesday morning the participants were divided into six (6) workshops to provide input for the National Fire Academy's Five Year Plan and Programs.

The assignments are as follows:

Questions 10, 11 & 12

Question 13

Question 14

#1 Gerald Monigold, Ch.
Phillip Alber
Lee Sage
J. V. Gill
Carrol Herring
Francis McGarry
Paul Pribyl
Scott Seymour
Bruce Wilson

#2 Henry Smith, Ch.
George Hope
Allen Wilson
Donald Gilman
John Hoglund
George Nobunga
Walter Reed
Dick Small

#3 Fred Boswell, Ch.
Jimmy Chapman
Larry Ford
William Goodwin
Lee Hustead
Emmet Phifer
Cy Rengal
Harold Thompson

Question: What criteria
should be used to deter-
mine where off-campus
courses should be held?

Question 15

Question 16

#4 Bob Baca, Ch.
Garland Fulbright
Gerald Brinkman
Robert Grening
Ronald Jones
Keith Phillippee
Paul Risher
Tom Tyree

#5 William Porter, Ch.
Buddy Dewar
Gordon Evans
William Hagevig
Jim Macklin
Tony Pisciotta
Francis Roderick
William Weckworth

#6 Bobby Mowles, Ch.
Carl McCoy
Robert Carter
James Hart
Anthony Manno
Edward Prendergast
Keith Royer
Eugene Williams

Each group were responsible for one assigned question from the "Grey Book" distributed in the packets to assure that all questions are covered. Each group was asked to develop a consensus opinion for their particular assignment.

APPENDIX E

QUICK-REFERENCE QUESTION/ANSWER SUMMARY

General Recommendations

- A. That NFPCA should arrange a meeting between a representative group of state fire marshals and state directors of fire service training to further discuss and to aid in united coordination of state focal point groups.
- B. In addition to the establishment of a single state fire focus to facilitate communication between the states and the National Fire Prevention and Control Administration, the following are stated to be needs of the Administration from the state level:
 1. Receipt of complete data on all fire incidents in the state for inclusion in the National Fire Data System, thus providing for the most comprehensive possible fire statistics;
 2. Comprehensive assessment of the individual needs of each state, thus providing NFPCA with the most extensive understanding of needs to be met;
- C. Also, the following are a representative listing of needs of the states from the National Fire Prevention and Control Administration, as agreed upon by conference participants:
 1. Continual improvement of communication with states, especially in terms of sending copies to the appropriate state level fire service agencies of all communications from NFPCA to governors' offices within that state;
 2. Financial and technical assistance;
 3. Research coordination;
 4. Identified software;
 5. Promotion of national awareness of the fire problem;
 6. Willingness to travel to all states to provide both support and visibility while providing on-site analysis of the state's needs.

State Fire Focus

Question 1:

Is there a need for a state-level fire prevention and control focal point to:

- a. Overview statewide problems and identify priorities?

- b. Assure coordination and balance of state government fire programs and policies?
- c. Assure state programs respond to priority problems?

Consensus:

It was agreed unanimously that there is a need for each state to adopt some sort of focal point group.

Question 2:

If there is a need for a state-level fire prevention and control focal point--should it function with active participation by interest groups in the state who are involved in or affected by state fire programs?

Consensus:

The focal point should be composed of representatives of the wide range of groups, agencies, and organizations within the state involved in or affected by state fire programs.

Question 3:

If there is a need for a state-level focal point and interest-group participation--what are alternative ways this could be achieved? Who should do what? How? Why?

Consensus:

- A. The precise make-up of the focal point and its authority (i.e., whether it be advisory or administrative in nature) be left to the consideration of the individual states;
- B. The focal point must have legal standing; i.e., that it must be officially recognized through legislative or executive action;
- C. The focal point, as the state clearinghouse for fire matters, should have the responsibility and authority to ACT (if statutory) or MAKE RECOMMENDATIONS (if advisory) in the following areas:
 - formal adoption of codes and standards
 - approval of statewide education and training plan
 - approval of state master plan for fire prevention and control
 - dissemination of information
 - training on all levels
 - advisory capacity to governor in all fire matters
 - budget assistance
 - research and development
 - liaison between NFPCA and local level
- D. The focal point might be referred to as a fire prevention commission, personnel standards commission, fire council, state board of fire services joint council of state fire services or any other term agreed to by those involved, so long as the above concepts are met.

Public Education

Question 4:

Public fire education programs involve fire prevention personnel, fire-fighters, and non-fire service personnel such as nurses, counsellors, teachers, nursing home administrators and industrial safety officers. What is the state's role in providing these groups with programs and training?

Question 5:

Systematic planning is a key to successful public fire education. The process must identify specific local fire problems which can be attacked through educational methods. What is the state's role in assisting communities in planning public fire education programs?

Question 6:

Successful public fire education programs now exist at the local community level throughout the country. What is the state's role in promoting and facilitating the exchange of successful program resources and materials among and between local fire education specialists?

In response to the above questions, the conference reached agreement on the following points:

- A. That identification of local problems should be the responsibility of the local level;
- B. That the Public Education Office of the National Fire Prevention and Control Administration, should:
 - investigate available programs
 - assist communities in program development and
 - establish a resource exchange systemfor
 - preschoolers
 - elderly
 - youthful firesetters
 - home inspection
 - smoke detectors
 - community public education master planning
 - urban fire prevention
 - rural fire prevention
 - school fire prevention curricula
 - commercial and industrial fire prevention
 - media and graphics standards
 - training for fire prevention officers
 - evaluation criteria
- C. That, upon receipt of sufficient information from the local level, the National Administration should supply an appropriate program or funds for the development of such, to the state for dissemination to the local level;

- D. That the acknowledge state focal point group, or other group (as identified through the priority system set forth in point "e" of "Organizational Design for Statewide Education and Training Plans", page 42) should be the state-level agency for this, as for all other National Fire Administration dealings;
- E. It should be the role of the state focal point group to:
- act as catalyst and coordinator for public education activities within the state
 - appeal to and attract potential public education specialists from the fire service, education and other fields
 - train public education specialists
 - lend financial, resource and personnel assistance and moral support to local communities.

Data Systems

Question 7:

How can the quality of data in NFIRS be assured over time? In your answer consider:

- (a) feedback needed to state and local levels
- (b) the appropriate role of the Fire Administration in assisting the process.

Consensus:

- A. Feedback to state and local levels should be regular and complete, and may be put by those levels to such uses as determination of specific needs in specific areas of fire training and education, personnel, equipment and budget;
- B. The most appropriate role of NFPCA in assisting the process is in the provision of funds;

In the provision of meaningful feedback, especially assuring that the figures supplied be backed up by analysis and interpretation;

Also, the provision of training packages for those, particularly line officers, who will need to fill out the data forms.

Question 8:

How can a state participating in the National Fire Incident Reporting System (NFIRS) best motivate and train its firefighters for accurate, complete and timely data collection? In your answer consider:

- (a) feedback needed to state and local levels
- (b) the appropriate role of the Fire Administration in assisting the process.

Consensus:

Reporting back at six-month intervals to the local level, so that the level will know that their data is being used, and especially so that the local and state levels can make their own use of the data after its interpretation by NFPCA, can provide a great deal of motivation.

Organizational Designs/T&E Plans

Consensus:

Because of the currently fragmented nature of fire service groups within most states, a formal organizational design, with considerations given to and input received from all involved groups, is imperative to the meaningful professional advancement of the fire service for the future.

Following group agreement to the need for an organizational design for a statewide delivery system for fire service training and education programs, conference participants reached agreement on the following recommendations concerning that concept:

- A. That the definition of DELIVERY SYSTEM should be: all organizations, either public or private, which deliver fire education and training, fire prevention and fire protection and control.
- B. That delivery systems utilized for the education and training of fire protection personnel should include but not be limited to:
 1. fire station schools
 2. regional fire academies, whether sponsored by a local, regional or state authority
 3. state training academy
 4. community or junior college programs for state certified courses or seminars, certificate or continuing education unit (CEU) credits and associate degree programs.
 5. vocational technical education systems
 6. state funded, university delivered systems, through full- or part-time itinerant instructors
 7. bachelors degree programs
- C. That delivery systems for fire protection personnel should meet but not be limited to the following requirements:
 1. all levels of training be identified on an accepted career hierarchy which recognizes all levels and subject areas of specialization
 2. all education and training should be under the supervision of a certified instructor
 3. all certified courses be taught at or in facilities which are conducive to the learning experience
 4. the subjects required for certification be based on an in-depth task analysis
 5. all behavioral objectives be identified (both cognitive

and psychomotor) and written in terms of enabling or intermediate and measurable objectives which clearly specify competencies required.

6. the state certifying agency rigidly enforce and controls evaluation instruments for each level
 7. the state training agency identify the "software" for all fire departments and educational institutions; i.e. course outlines, student study guides, instructor guides, etc.
- D. That, in interfacing with the state agencies, the National Fire Academy should provide the following: software, course outlines, study reference lists, manuals and texts;

The state agencies should provide the following: standards for each level, list of resources required for facility certification, examinations for state programs;

- E. That, during the period prior to official establishment of the organizational design delivery system, NFPCA, in dealing with the states, should contact groups within the state according to the following priorities:
- first, through the state focal point if one exists;
 - secondly, if focal point has not been recognized or established, through the state's director of fire training and education;
 - thirdly, if no state training director can be identified, through the state training program in co-sponsorship with local entities.

Academy Programs

Question 10:

What minimum standard of performance should be used for Academy instructors?

Consensus:

National Fire Academy instructors should meet or exceed standards of performance equivalent to requirements for instructional expertise as described in NFPA Standard 1041 Level II;

Additionally, all Academy instructors should possess professional credentials to practice in the subject area they intend to teach, or document and demonstrate experience and skills equivalent to such professional qualifications; i.e., in the instance of architectural or engineering subject areas;

Academy instructors should also meet or exceed any state requirements for the state in which they will teach for the Academy, except in the case of special interest seminars.

Question 11:

Should Academy certified instructors have successfully served an internship in the specific subject area course in a class held under direct Academy supervision before they can teach the specific subject?

Concensus:

National Fire Academy instructors should successfully serve an internship in the specific subject area they will teach, under direct supervision of the National Academy, with the length of required internship being commensurate with the complexity of the instruction to be presented;

The length and content of the internship period should be determined by the Academy.

Question 12:

Should Academy certified instructors successfully complete the specific subject area course in a class held under direct Academy supervision before they can teach that specific subject area?

Concensus:

In order to qualify as an instructor for the National Fire Academy, a subject area specialist should undertake a familiarization course encompassing various areas of usefulness in maintaining uniform, coordinated training;

This course should cover such areas as Academy procedures, course outlines and content, and should extend for a period of at least six hours possibly extending to several days, duration of said familiarization to be dependent upon the length and complexity of the course which the potential instructor will teach;

Individuals teaching in general subject areas should undertake the familiarization course, in addition to successfully completing the course he intends to instruct in a class conducted under direct supervision of the National Academy for Fire Prevention and Control.

Question 13:

Should the Academy offer courses as defined in the Act:

- a. Through state training programs?
- b. Through local fire service training programs in cooperation with state programs?
- c. Directly through local training programs with the state having advance knowledge and opportunity to comment?
- d. Through some other method?

Concensus:

That, during the period prior to official establishment of the organizational design delivery system, NFPCA, in dealing with the states, should contact groups within the state according to the following priorities:

- first, through the established focal point if one exists;
- secondly, if a focal point has not been recognized or established, through the state's director of fire training and education;

- thirdly, if no state training director can be identified through the state training program in co-sponsorship with local entities.

Question 14:

Should the Academy provide all software and audio visual components for delivery to states on demand, for a reproduction fee? Should the Academy provide camera-ready copy for local reproduction with a list of sources of audio-visual components required? Some other method of dissemination?

Concensus:

- A. The Academy should maintain a library of all software and audio-visual components developed by the Academy;
- B. The Academy should provide, at no cost, each state focal point with one copy of all audio-visual materials or other software prepared by or for the Academy. Depending on the needs of the state, additional copies should be made available, either by reproduction by the Academy at cost or by provision of material suitable for reproduction;

A resource exchange bulletin of all audio-visuals and other software acquired by the Academy and maintained in its resource center should be provided each state focal point. Upon request copies of this material should be made available to the states for no more than the cost of reproduction;

- C. Information on the availability of audio-visual materials and other software prepared by or for the Academy should be noted in "Fireword" and technical and professional journals;
 - 1. Receipt and acknowledgment of all components submitted by related agencies and forward to these state focal points;
 - 2. Dissemination of these to the state's focal point for review and comment;
 - 3. Acceptance and review of all contributions and report the results of these reviews to the state's focal point;
 - 4. Academy should have responsibility to develop training aids (audio/visual) at Academy expense, to be made available to all state focal points at no cost.

Question 15:

What should be the criteria for selection of students to attend Academy courses? On campus? Off campus? Who should select students to attend Academy courses and based on what criteria?

b

Concensus:

- a. On campus, best qualified key people of the state should be chosen, based on appropriateness of course content and ability of the student to transfer the knowledge gained to other appropriate clientele on return; specific students to be determined by the state focal point

group;

- b. Off campus, best qualified local and regional fire personnel should be chosen according to:
 - their individual specialties;
 - availability of the individual selected to act as a change agent;
 - equal distribution throughout the state or regional area;

- c. Students for Academy courses should be selected in accordance with criteria (a) or (b) in the following manner:
 - by the established state focal point;
 - if no focal point exists, then by the state's director of fire service training;
 - if no state director of fire service training can be identified, then by cooperation between state fire training programs and local entities.

Question 16:

Should the Academy deal directly with existing local fire service training programs in cities, counties, or metropolitan regions with populations of 250,000 or more (SMSA's)?

Consensus:

No; seminar participants feel that the state focal point should be the one Academy contact within the state; that if there is no focal point, then the Academy may be authorized to deal with agencies according to the previously-stated sequence as related on page 42 in point "e", in order to assure that output of the National Fire Academy flow down to the local level within the framework of a logical statewide organizational design and an objective statewide plan for fire education and training.

National Certification System

Consensus:

The National Professional Qualification Standards should be certified at the state level;

The NFPCA should, thus, have no direct role in certification at this time other than certifying instructors of the National Fire Academy and assisting states with program materials; e.g. software (content should be directed toward fundamental subjects common to most states);

That the NFPCA act as a resource center providing technical assistance for testing and evaluation methods, conducting task analysis, establishing cognitive and psychomotor objectives, computer evaluation programs on request;

The NFPCA should not have a role in record keeping for states, but should have one as a resource for providing supplemental assistance.

Academy Assistance Programs

Question 18:

Who should be the recipient of reimbursement funds and who should administer reimbursement?

Consensus:

Said reimbursement funds should be administered by a state level fire service related agency, to be identified by the state's focal point group or other authority as identified in point "e" under "Organizational Design for Statewide Education and Training Plans" (page 42), and which is authorized to receive and disburse federal funds, which agency shall be held responsible by the National Academy for Fire Prevention and Control for the establishment of an equitable system for control of disbursement.

Question 19:

How should financial assistance be transferred to the state and local level?

Consensus:

- A. A recipient of said reimbursement funds should be an individual or agency which is participating satisfactorily in courses approved by the National Fire Academy and which is expending funds for tuition, fees, supplies, salary, transportation, lodging and/or meals for the student or trainee;
- B. The state's focal point agency or group should serve as clearinghouse/ coordinator, initiator, mediator or administrator in the disbursement or financial assistance, according to the needs and desires of the individual state;

The focal point group should apply for funds on behalf of responsible agencies within the state, and shall receive and distribute those funds if NFPCA accepts the application;

In the absence of the focal point, that group's responsibilities should defer to the authority as identified through the priority choice system identified in point "e" on page 42.

Question 20:

What should be the program criteria for financial reimbursement?

Consensus:

- A. Establishment of program criteria for financial reimbursement should take consideration of population and number of institutions and facilities within the state which are incorporated in the total program needs of the state's fire-related services;

- B. Guidelines for reimbursement should be similar to those utilized in zero-base budgeting programs, with equal amounts allocated as a base to each state, and increases being available in instances where a state can prove a justifiable need, by means of a detailed report to the Academy;
- C. If any individual entities within a given state receive grants from the National Fire Academy, the amount of said grants should be considered a portion of that state's allocation for reimbursement and should be accordingly charged against the state's allocation.

Question 21:

What should be the criteria for candidate selection for reimbursement?

Consensus:

- A. Candidates for reimbursement should be individuals with the capacity, or in a position to disseminate or other wise pass along to others in the fire community, the knowledge and expertise they gain in National programs;

They should participate only in programs of the National Academy which are relevant to their specific fire service related positions or jobs;

They should maintain a passing grade in courses undertaken with Academy reimbursement, or should be required to repay any amount received within a time frame to be specified by the National Academy;

- B. The National Academy for Fire Prevention and Control should notify the state focal point group of upcoming courses or programs and the number of available openings at which time the focal point group (or said other organizations) shall submit to the Academy the names of one candidate and one alternate for each opening.

Question 22:

What should be the priorities for student loan grants?

Consensus:

Priority emphasis for student loans or reimbursement should be placed on "training for the trainers", i.e., providing both associate and baccalaureate degree programs in fields of education, management/administration and engineering for those involved in fire training and education.

Technology and Management Research

Question 23:

1. What do you think the greatest needs are for research and development in fire protection? Which needs should be given top priority?
2. If only one project could be conducted by NFPCA's Research Office, what should it be?

Concensus:

- ** 1 - Uniform National Building and Fire Prevention Codes outlining minimum standards enforced at the state and local level.
 - * 2 - Home fire alarms
 - *** 3 - Total protection of firefighters (turn-out gear)
 - 4 - Lightweight effective breathing apparatus
 - 5 - Building materials used in all living quarters (one- and two-family and multiple building)
 - 6 - Firefighting techniques
 - 7 - Fire apparatus
 - 8 - Fire equipment (nozzles, etc.)
 - 9 - Fire resistant construction materials
 - 10 - Communication from all Federal agencies to those agencies, communities, etc., effected by research.
 - 11 - Communicate results and findings of research effecting fire service to all agencies involved in training and education.
- * Top Priority
** If only one project, research in this area
*** Second top priority

Question 24:

1. Do you think there is need for development of course material for selection, use or maintenance of protective equipment for firefighters?
2. If there is a need, how well is it being met?

Concensus:

- A. Yes to part 1;
- B. Need more information on the physiological effects of exposure

Question 25:

1. We expect to deliver tools for master planning... self-instructional manuals as well as courses in systems analysis, management by objectives, data analysis etc. What else should we consider in setting up to deliver master planning tools?
2. Who should be the specific target audience(s) for our master planning delivery system?

3. What role do you see for states in master planning? Who should do what?

Consensus:

- A. Additional, introductory conference is needed to sell concept of master planning to the entire community that is involved; i.e., fire department, chief executives, planners, zoning commission, building officials, etc., aimed at acceptance of need by participants. Formal training in planning process and system for persons involved is also necessary;
- B. Specific targets should include:
 - a. Chief executives: mayors, city managers, etc.
 - b. Fire chiefs
 - c. Planners (local and regional)
 - d. Fiscal officers
 - e. Building officials
 - f. Law enforcement officials
 - g. Legislative bodies (city council, etc.)
 - h. Legal authorities (city attorney, etc.)
 - i. Civic organizations
 - j. Media (newspapers, TV, radio, etc.)
- C. State's role should include establishment of overall framework in which local or regional plans can fit, coordination of planning effort at lower levels of government.

Question 26:

What training and education needs do you see relative to smoke detectors, sprinklers, building codes and fire codes?

Consensus:

We need education programs specifically designed for two education needs: (A) general educational programs and (B) technical programs.

- A. Educational Programs focused toward:
 - 1. Public education
 - 2. Fire service personnel
 - 3. Architects/Engineers
 - 4. Administrators (governmental, etc.)
 - 5. Educators
 - 6. Building officials
 - 7. Safety engineers
 - 8. Industry

Utilizing such methods and materials as:

- Multi-media Programs
- Community Action Programs
- In-school Programs
- Tape/slide phgs.

B. Technical Programs focused toward:

1. Fire service personnel (fire prevention office)
2. Architects/engineers
3. Educators
4. Building code officials
5. Insurance industry
6. Safety engineers

Utilizing such methods and materials as:

- Tape/slide programs
- Multi-media program
- Special seminar, workshop
- Certificate courses
- Degree courses

APPENDIX F

WORKSHEET

STATE-LEVEL PROGRAMS FOR FIRE PREVENTION AND CONTROL

STATE OF: _____

YOUR NAME/TITLE: _____

A. Personnel Performance Standards

1. Personnel Performance Standards for state and local Firefighters

a. Have standards been legally adopted by an instrumentality of the state government? Yes No

b. Who has specific statutory authority and responsibility to adopt the standards (agency)?

c. Does adoption formally require affirmative vote of persons representing the major interest groups involved in or affected by the standards (board or commission)? Yes No

d. Does the state government provide training and education programs to prepare persons to meet the standards? Yes No

e. Who has specific statutory authority and responsibility to deliver training and education programs for firefighters (agency)?

2. Personnel Performance Standards for state and local Enforcement Officers (existing buildings and premises - normally fire prevention codes)

a. Have standards been legally adopted by an instrumentality of the state government? Yes No

b. Who has specific statutory authority and responsibility to adopt the standards (agency)?

c. Does adoption formally require affirmative vote of persons representing major interest groups involved in or affected by the standard (board or commission)? Yes No

- d. Does the state government provide training and education programs to prepare persons to meet the standards? Yes No
 - e. Who has specific statutory authority and responsibility to deliver training and education programs for code enforcement officers (existing building or premises)?
-

3. Personnel Performance Standards for state and local Code Enforcement Officers (new construction - normally building codes)

- a. Have standards been legally adopted by an instrumentality of the state government? Yes No
 - b. Who has specific statutory authority and responsibility to adopt the standards (agency)?
-

- c. Does adoption formally require affirmative vote of persons representing major interest groups involved in or affected by the standards (board or commission)? Yes No
 - d. Does the state government provide training and education programs to prepare persons to meet the standards? Yes No
 - e. Who has specific statutory authority and responsibility to deliver training and education programs for code enforcement officers (new buildings)?
-

4. Personnel Performance Standards for state and local Fire and Arson Investigators

- a. Have standards been legally adopted by an instrumentality of the state government? Yes No
 - b. Who has specific statutory authority and responsibility to adopt the standards (agency)?
-

- c. Does adoption formally require affirmative vote of persons representing major interest groups involved in or affected by the standard (board or commission)? Yes No
- d. Does the state government provide training and education programs to prepare persons to meet the standards? Yes No

- e. Who has specific statutory authority and responsibility to deliver training and education programs for fire and arson investigators (agency)?
-

5. Personnel Performance Standards for state and local Fire Instructors

- a. Have standards been legally adopted by an instrumentality of the state government? Yes No
- b. Who has specific statutory authority and responsibility to adopt the standards (agency)?
-

- c. Does adoption formally require affirmative vote of persons representing major interest groups involved in or affected by the standards (board or commission)? Yes No
- d. Does the state government provide training and education programs to prepare persons to meet the standards? Yes No
- e. Who has specific statutory authority and responsibility to deliver training and education programs for fire instructors (agency)?
-

6. Personnel Performance Standards for state and local Public Fire Education Specialists

- a. Have standards been legally adopted by an instrumentality of the state government? Yes No
- b. Who has specific statutory authority and responsibility to adopt the standards (agency)?
-

- c. Does adoption formally require affirmative vote of persons representing major interest groups involved in or affected by the standards (board or commission)? Yes No
- d. Does the state government provide training and education programs to prepare persons to meet the standards? Yes No
- e. Who has specific statutory authority and responsibility to deliver training and education programs for public fire education specialists (agency)?
-

7. Personnel Performance Standards for state and local Fire Officers

- a. Have standards been legally adopted by an instrumentality of the state government? Yes No
- b. Who has specific statutory authority and responsibility to adopt the standards (agency)?
-
- c. Does adoption formally require affirmative vote of persons representing major interest groups involved in or affected by the standard (board or commission)? Yes No
- d. Does the state government provide training and education programs to prepare persons to meet the standards? Yes No
- e. Who has specific statutory authority and responsibility to deliver training and education programs for fire officials (agency)?
-

B. State Plan for Fire Education and Training

1. Who has specific statutory authority and responsibility to prepare and implement a state plan for fire education and training?
-
2. Has a plan been prepared? Yes No
3. Has a state plan been implemented? Yes No
4. Has the state identified the training and education needs for:
- a. The public? Yes No
- b. Persons who deliver public fire education programs? Yes No
- c. Firefighters? Yes No
- d. Fire service officers and managers? Yes No
- e. Code enforcement officers for existing buildings and premises? Yes No
- f. Code enforcement officers for new buildings? Yes No
- g. Fire and arson investigators? Yes No
- h. Fire instructors? Yes No
- i. Data collection personnel? Yes No
- j. Public fire education personnel? Yes No

- k. Design professions? Yes No
- l. The industrial community? Yes No
- m. Construction industry? Yes No
- n. Fire protection engineers? Yes No
- 5. Does the state training program:
 - a. Provide equal opportunity to receive quality education programs which respond to needs? Yes No
 - b. Integrate the delivery capabilities of state instructional programs with those of local fire academies, primary and secondary schools, colleges, and universities? Yes No
 - c. Measure the effectiveness of training and education efforts? Yes No
 - d. Adjust readily to changing needs or indications of ineffectiveness? Yes No
 - e. Test and certify students who have successfully completed courses of instruction? Yes No
 - f. Deliver training and education to meet priority needs? Yes No
- 6. Does adoption of a state plan formally require affirmative vote of persons representing major interest groups involved in or affected by the plan (board or commission)? Yes No

C. Standards for Safety

1. Fire Data Standards

- a. Have data collection standards been legally adopted by an instrumentality of the state government? Yes No
- b. Is the standard based on NFPA Standard 901? Yes No
- c. Who has specific statutory authority and responsibility to adopt the standards?

- d. Does adoption formally require affirmative vote of persons representing major interest groups involved in or affected by the standards? Yes No
- e. Does the state government provide training and education programs to prepare persons to collect data according to the standard? Yes No

f. Who has specific statutory authority and responsibility to deliver training and education programs for persons who collect fire data?

2. Standards for Fire Safety in New Buildings

a. Have standards been legally adopted by an instrumentality of the state government for:

- | | | |
|--|-----|----|
| i. One and two family dwellings? | Yes | No |
| ii. Transient residential buildings?
(hotels, motels, etc.) | Yes | No |
| iii. Non-transient residential buildings?
(apts., etc. over 2 families) | Yes | No |
| iv. Institutional buildings? | Yes | No |
| v. Educational buildings? | Yes | No |
| vi. Mercantile buildings? | Yes | No |
| vii. Office buildings? | Yes | No |
| viii. Industrial buildings? | Yes | No |
| ix. Storage buildings? | Yes | No |
| x. Public assembly buildings? | Yes | No |
| xi. Mobile homes? | Yes | No |

b. Who has specific statutory authority and responsibility to adopt the standards?

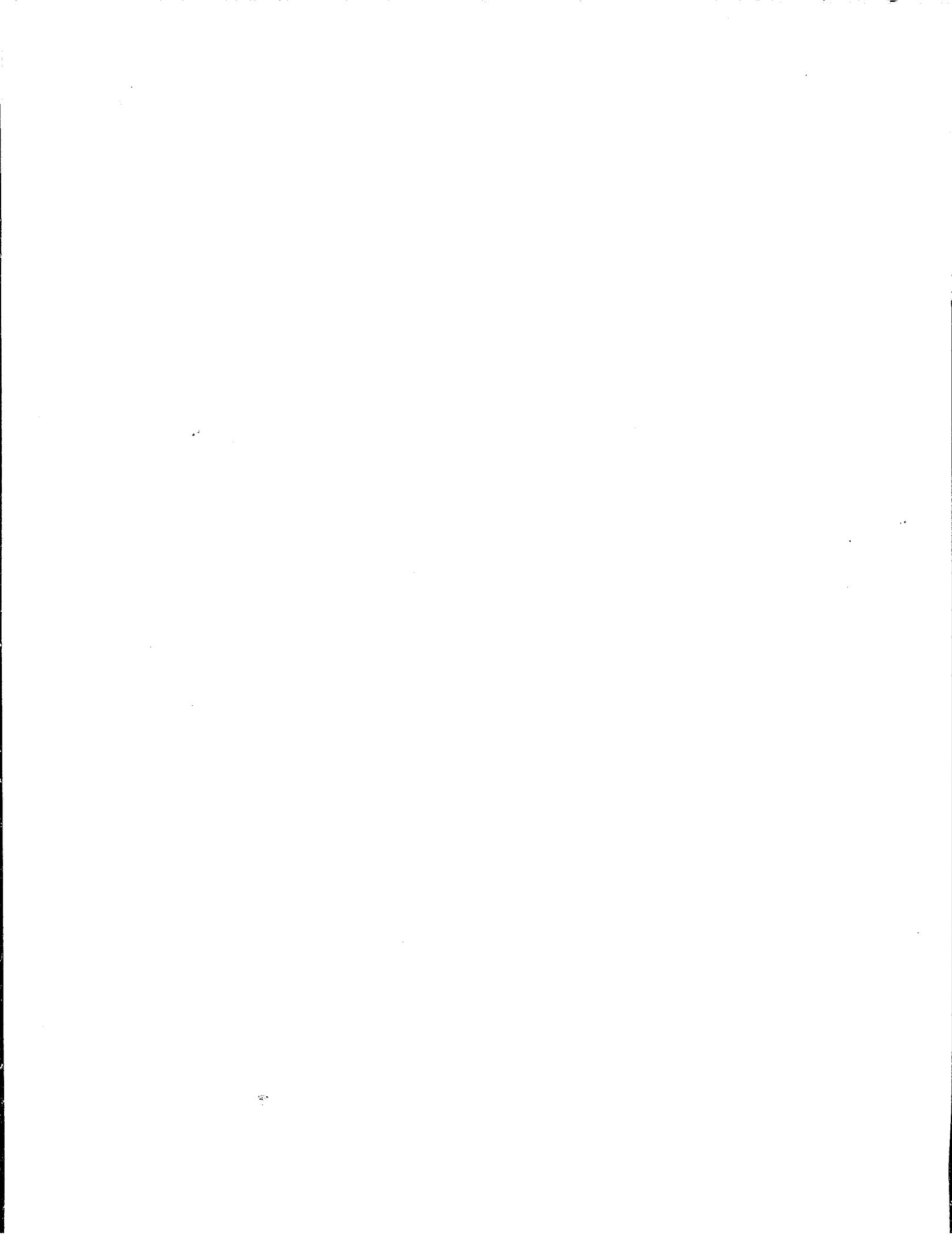
c. Does adoption formally require affirmative vote of persons representing major interest groups involved in or affected by the standards? Yes No

d. Does state government provide training and education programs to prepare persons to meet the standards? Yes No

e. Who has specific statutory authority and responsibility to deliver training and education programs for persons required to meet the standards?

f. Who has specific statutory authority and responsibility to enforce the standards?

- g. Is enforcement authority delegated to local political subdivisions? Yes No
- h. Are there statutory penalties for failure to comply with the standards? Yes No
- i. Are there statutory penalties for failure to obey an order of the enforcement authority? Yes No
3. Fire Safety Standards for Existing Buildings and Premises
- a. Have standards been legally adopted by an instrumentality of the state government for:
- i. One and two family dwellings? Yes No
- ii. Transient residential buildings? (hotels, motels, etc.) Yes No
- iii. Non-transient residential buildings? (apts., etc. over 2 families) Yes No
- iv. Institutional buildings? Yes No
- v. Educational buildings? Yes No
- vi. Mercantile buildings? Yes No
- vii. Office buildings? Yes No
- viii. Industrial buildings? Yes No
- ix. Storage buildings? Yes No
- x. Public assembly buildings? Yes No
- xi. Mobile homes? Yes No
- xii. Transportation? Yes No
- b. Who has specific statutory authority and responsibility to adopt the standards?
-
- c. Does adoption formally require affirmative vote of persons representing major interest groups involved in or affected by the standards? Yes No
- d. Does the state government provide training and education programs to prepare persons to meet the standards? Yes No



CONTINUED

1 OF 2

e. Who has specific statutory authority and responsibility to deliver training and education programs for persons required to meet the standards?

f. Who has specific statutory authority and responsibility to enforce the standards?

g. Is enforcement authority delegated to local political subdivisions? Yes No

h. Are there statutory penalties for failure to comply with the standards? Yes No

i. Are there statutory penalties for failure to obey an order of the enforcement authority? Yes No

D. Data Collection and Analysis

1. Who has specific statutory authority and responsibility for the state-level collection and analysis of fire data for:

a. Property losses?

b. Deaths?

c. Injuries?

3. Is fire data being sent to the National Fire Data Center? Yes No

4. Is a quality control program being carried out on a state level with regard to fire data? Yes No

5. Is fire data being analyzed to define the statewide fire picture? Yes No

6. Does the state government have a legal requirement for the reporting of fire data to the state by:

a. The fire service? Yes No

b. Fire insurance industry? Yes No

c. Hospitals? Yes No

d. Coroners/medical examiners? Yes No

7. Does the state government provide regular data feedback to the local fire services? Yes No

E. Master Plans

1. Who has statutory authority and responsibility to prepare and implement a comprehensive state-level master plan for fire prevention and control?

2. Has a master plan been prepared? Yes No

3. Is there a master plan which:

a. Surveys the resources and personnel of existing fire services? Yes No

b. Analyzes the effectiveness of fire and building codes? Yes No

c. Analyzes short and long term fire prevention and control needs? Yes No

d. Develops a plan of action to meet fire prevention and control needs? Yes No

e. Estimates cost and develops realistic plans for financing the implementation and operation of the plan on a continuing basis? Yes No

f. Summarizes problems that are anticipated in implementing the master plan? Yes No

4. Has a master plan been implemented? Yes No

5. Does adoption of the master plan formally require affirmative vote of persons representing major interest groups involved in or affected by the plan? Yes No

6. Does preparation of the plan include active participation by all state agencies having a substantial fire mission? Yes No

F. Supplemental Services

1. Code Enforcement

a. Does the state have statutory authority and responsibility to inspect buildings and premises and enforce fire safety standards:

i. For new buildings? Yes No

ii. For existing buildings and premises? Yes No

2. Fire and Arson Investigation

- a. Does the state have criminal statutes for arson and kindred crimes? Yes No
- b. Does the state have statutes with penalties for careless fire conduct? Yes No
- c. Who in the state government has authority and responsibility for enforcement of:
- i. Arson statutes?

- ii. Careless fire conduct statutes?

- d. Does the state employ professionally qualified fire and arson investigators to enforce the statutes? Yes No

3. Public Fire Education

- a. Does the state have specific statutory authority and responsibility for the delivery of public fire education programs? Yes No
- b. Who in the state has authority and responsibility for the delivery of public fire education programs?

- c. Does the state employ professionally qualified personnel to deliver public fire education programs? Yes No

G. Miscellaneous

1. Does the state provide a fair and impartial mechanism for the appeal of state orders for compliance with administrative rules and regulations:
- a. For new buildings? Yes No
- b. For existing buildings and premises? Yes No

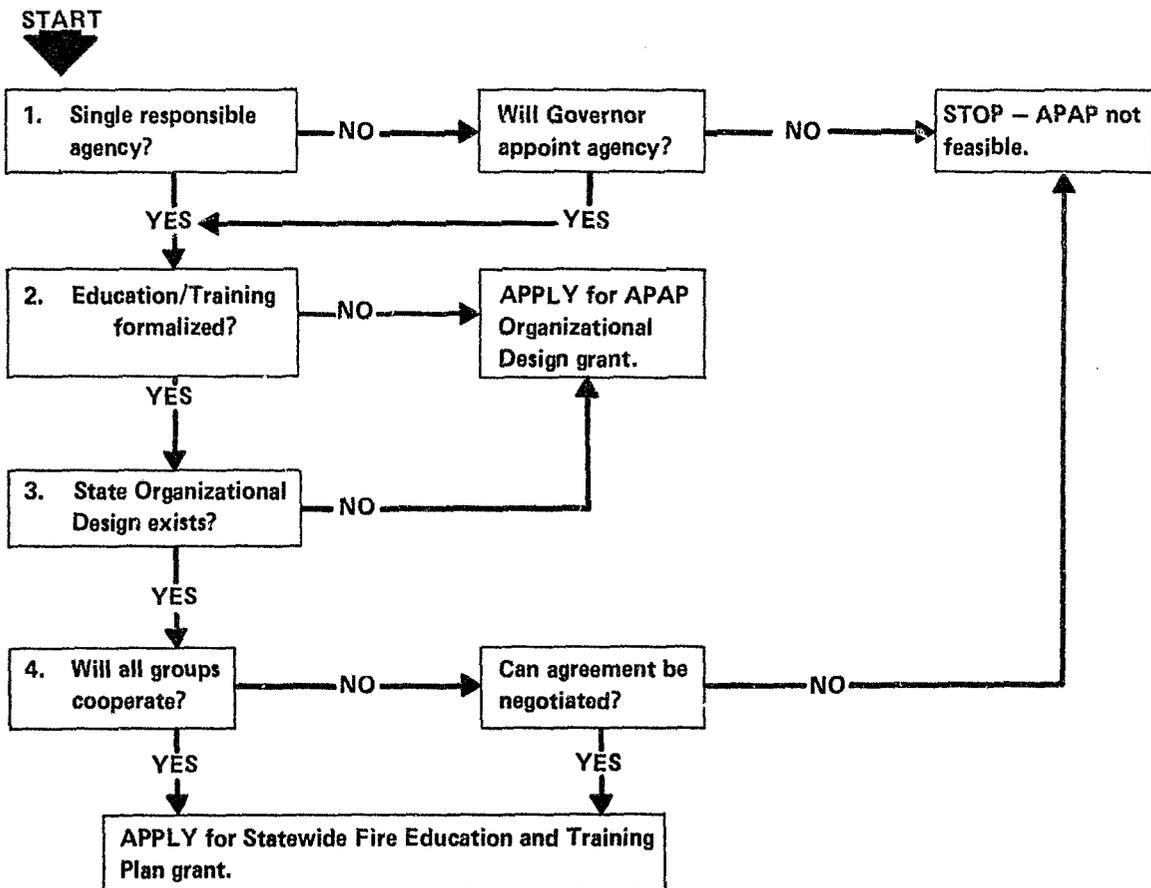
ACADEMY PLANNING ASSISTANCE PROGRAM

GUIDE TO INITIAL DECISION-MAKING PROCESS

Is participation in the Academy Planning Assistance Program currently feasible in your state? If so, should your efforts be directed at development of an *Organizational Design*, or are you ready to proceed directly with a *Five-Year State Training and Education Plan*?

This *Guide* is intended to help you answer these questions, and make correct initial decisions about participation in APAP. Working through the Guide requires "yes" or "no" answers to the following questions:

- | | |
|----|---|
| 1. | If statutory authority does not already exist designating a single agency responsible for Statewide fire education and training, will the Governor appoint such an entity? |
| 2. | Do education and training programs for Fire Service personnel exist throughout the State which are reasonably effective but not formalized or described in a single document? |
| 3. | Is there a Statewide Organizational Design, clearly identifying a representative planning entity? |
| 4. | Will all involved groups – Fire Service personnel, State and local trainers, universities and colleges, etc. – cooperate in the development of and follow the priorities established in a Fire-Year development plan? |



APPENDIX H

NATIONAL FIRE ACADEMY

ASSISTANCE-RELATED TERMS

- BLOCK FUNDING** — a sum of money or grant apportioned to an organizational unit with which the unit establishes priorities for administering of tuition reimbursement programs as it sees fit.

- DISCRETIONARY FUNDING** — grants or stipends administered to individuals in accordance with pre-established criteria set by the grantee.

- FINANCIAL ASSISTANCE** — the Administrator is authorized to provide Assistance to State and local Fire Service training programs through grants, contracts, or otherwise. Such Assistance shall not exceed 4 per centum of the amount authorized to be appropriated in each fiscal year pursuant to section 17 of this Act.

- TECHNICAL ASSISTANCE** — the Administrator is authorized to the extent that he determines it necessary to meet the needs of the Nation, to encourage new programs and to strengthen existing programs of education and training by local Fire Services, units, and departments, State and local governments, and private institutions, by providing technical assistance and advice to —
 - (1) vocational training programs in techniques of fire prevention, fire inspection, firefighting, and fire and arson investigation;
 - (2) fire training courses and programs at junior colleges; and
 - (3) four-year degree programs in fire engineering at colleges and universities.

APPENDIX I

NATIONAL PROFESSIONAL QUALIFICATIONS BOARD FOR THE FIRE SERVICE

CRITERIA FOR ACCREDITATION OF STATE AGENCIES TO CERTIFY
UNDER NATIONAL PROFESSIONAL QUALIFICATIONS SYSTEM

The National Professional Qualifications Board will, if requested, and subject to certain requirements, accredit within each State a single agency or organization to conduct the certification of fire service personnel in accordance with the approved National Professional Qualifications System established by the Joint Council of National Fire Service Organizations.

In order to be accredited to conduct a certification program in the National System, the agency shall provide the Board with evidence of compliance with the following criteria:

Part I - General Administration

1. a. That the agency shall be authorized by the State to certify fire service personnel in respect to their competence to perform fire service duties at various defined levels of responsibility.
- b. Where there is no agency mandated by State law to be a certifying agency, a single organization may be recognized as the accredited certifying agency provided that it is established under agreement involving all interested groups within the State. Documented evidence of the concensus of agreement will be required.
2. The agency shall include representation of interested groups and/or be responsive to the views and opinions of such interested groups.
3. The rules under which the certification procedures are operated shall not be discriminatory and shall be in accord with the Equal Employment Opportunity Act, 1972.
4. The certification process shall be available equally to personnel in all parts of the state.
5. The agency may delegate, to local jurisdictions or other appropriate agencies, any part or all of its accreditation to conduct, in the name of the agency, the certification program. In exercising the power of delegation, the agency shall ensure that the same criteria, rules and safeguards are maintained by the body so delegated; and shall notify the secretary to the National Professional Qualifications Board that such delegation has been given.

Part II - Implementation

The agency shall demonstrate that it has the capability to fulfill the following implementation criteria which shall be required to be maintained at all times:

1. To establish and utilize testing procedures and levels of grading which are consistently uniform.
2. To establish and utilize testing procedures which are valid and measure the performance of personnel only in relation to those skills, abilities and knowledges consistent with the requirements of any standard approved and adopted as part of the National Professional Qualifications System for the Fire Service.
3. To establish and utilize procedures that ensure complete impartiality, confidentiality and are safeguarded against any misuse or abuse.
4. To establish and maintain procedures that ensure certification shall be granted to any person who satisfactorily fulfills the qualification irrespective of the method, manner or place in which that person acquired the required skills, abilities or knowledges.
5. To conduct tests at least annually and in locations as convenient as possible for all participants.
6. To ensure that adequate prior notice of all examinations and tests is promulgated.
7. To ensure that facilities and equipment at test locations are adequate for the full completion of the performance objectives required to be tested.
8. To ensure that adequate supervision is provided to maintain control and safety during tests.
9. To ensure that qualified personnel with appropriate subject matter knowledge are used as proctors, examiners and test evaluators who shall be independent of, not related to, and have not been directly involved in the training of, the candidate.

Part III - Notices to Board

1. a. The certifying agency shall notify the secretary to the National Professional Qualifications Board as to date and location of all tests, at least 30 days before such tests, and shall, if the Board so requires, permit an observer nominated by the Board to attend.
- b. Where testing is carried out progressively during scheduled training courses, it shall only be necessary to give such 30-day notice in respect to the commencement and completion dates of such courses.

2. a. The certifying agency shall maintain lists of all candidates who take tests and the results of such tests.
- b. In order that the Board might assess compliance with both the criteria established by the Board and the proper fulfillment of any standard approved and adopted under the National Professional Qualifications System and for which candidates were tested, the certifying agency shall, if requested by the Board, make available representative samples of materials, instructions and test procedures.
3. If the agency determines that a fee schedule is required in order to implement the certification program the agency shall submit to the National Professional Qualifications Board the scale of fees to be charged. Only those costs reasonable required to conduct tests and issue certificates should be considered.

Part IV - Appeal Procedures

1. a. The National Professional Qualifications Board reserves the right to review the certification program of any agency and to grant, deny or withdraw the accreditation. The board shall give to the agency a written notice of intent to deny or withdraw the accreditation and the reasons therefore.
- b. A copy of the written notice to deny or withdraw accreditation referred to in (a) above shall be forwarded to the Joint Council of National Fire Service Organizations.
2. Such denial or withdrawal of accreditation shall not be effected until the agency has had 30 days to respond, during which period it may request a hearing before the National Professional Qualifications Board.
3. a. If, after a hearing before the National Professional Qualifications Board, an agency is aggrieved by a decision of the Board to deny or withdraw the accreditation, the agency may, within 30 days of receipt of written final notice of denial or withdrawal, appeal to the Joint Council of National Fire Service Organizations. The Joint Council may confirm the notice of denial or withdrawal given by the National Professional Qualifications Board or may grant or continue the accreditation subject to any conditions the Joint Council may specify.
- b. A copy of the final notice of denial or withdrawal of certification referred to in (a) above shall be forwarded to the Joint Council of National Fire Service Organizations.

Part V - Application to Existing Positions

1. It is not the intent of the Board that the standards developed in the National Professional Qualifications System shall have the effect of rendering invalid any rank, qualification and appointment acquired prior to the adoption of this standard.

2. Upon adoption of any standard, the local authority having jurisdiction shall classify its existing ranks, qualifications, and appointments to determine equivalency with an appropriate level of the standard.
3. An incumbent in a position at the time of adoption of a standard shall be granted equivalency with the level determined appropriate for that position as in 2. above and be eligible for future progression in accordance with the standards.
4. Within one year of adopting any standard approved under the National Professional Qualifications System, the agency shall issue a certificate of equivalency to all incumbents in accordance with the classification determined as in 2. above.
5. It is the intent of the National Professional Qualifications Board that individuals certified under this System shall be recognized as qualified nationally.

Part VI - Accreditation Procedures

1. Accreditation shall be granted for a period of one year in the first instance and shall be subject to renewal annually.
2. All applications for accreditation and renewal shall be in a form prescribed by the Board.
3. An annual fee is established by the Joint Council of National Fire Service Organizations shall be payable by accredited agencies.
4. The Joint Council of National Fire Service Organizations shall be notified upon the granting of accreditation to an agency.
5. Accredited agencies shall annually submit to the Board a written report of the certification activities by the agency which shall contain such information and be in such form as may be required by the Board.
6. The Board may publish notice of granting or withdrawing accreditation in fire service related publications as deemed necessary.
7. Certificates issued by accredited agencies in respect to attainment of the standards established under the National Professional Qualifications System shall bear the words, "The agency issuing this certificate is accredited under the National Professional Qualifications System established by the Joint Council of National Fire Service Organizations", together with the official logo of the National Professional Qualifications Board. Such wording and logo shall be in size, form and arrangement as specified by the Board. Use of this mark will be granted to accredited agencies for the period of accreditation only and shall be used in addition to any other design and wording relative to the agency concerned.

8. A certificate issued for equivalency in accordance with paragraph 4. of Part V of this criteria shall be clearly indicated in words as a certificate of equivalency.

Please address all correspondence regarding the criteria to:

The Secretary
The National Professional Qualifications Board
1100 - 17th Street, N.W. Suite 1015
Washington, D.C. 20036

APPENDIX J

ENABLING LEGISLATION: DELAWARE

TITLE 16

CHAPTER 66. FIRE PREVENTION (NEW)

(Legislation Establishing Fire Prevention Commission, State Fire Marshal, and State Fire School)

Sec.

- 6601 State Fire Prevention Commission: appointment; qualifications; members to serve without compensation.
- 6602 Organization and meetings
- 6603 Promulgation of regulations.
- 6604 Public hearing and notices
- 6605 Commission's powers in conduct of public hearing.
- 6606 State Fire Marshal; term; salary
- 6607 State Fire Marshal; duties and powers
- 6608 Appeals to the State Fire Prevention Commission; procedure
- 6609 Power of State Fire Prevention Commission upon appeals.
- 6610 Court review of decision of State Fire Prevention Commission; procedure.
- 6611 Maintenance of fire hazard, violations of regulations, or chapter; enforcement; remedies and penalties.
- 6612 Annual report; financial statement; budget
- 6613 State fire school; location; supervision; purposes.
- 6614 Commission's powers and duties relative to state fire school.
- 6615 School attendance fees.
- 6616 Director and employees
- 6617 Buildings and equipment.
- 6618 Advisory Board
- 6619 (Authorization of new volunteer fire companies; determination)
- 6620 Reports from insurance companies; reports of investigations by Fire Commission.

&6601 State Fire Prevention Commission; appointment; qualifications; members to serve without compensation

(a) There is hereby created a State Fire Prevention Commission, which shall consist of six persons, qualified by experience and training to deal with the matters which are the responsibilities of the Commission, appointed by the Governor. The term of office of the members first taking office shall expire, as designated by the Governor at the time of appointment, one at the end of one year, one at the end of two years, one at the end of three years, one at the end of four years, one at the end of five years and one at the end of six years. Each succeeding term shall be for six years. Any member appointed to fill a vacancy occurring prior to the expiration of the term for which his predecessor was appointed, shall be appointed for the remainder of such term. Of the members of said Commission there shall at all times be three members, one from each county, who shall be members of paid or volunteer

fire companies. The remaining three members of the Commission shall be representatives of industry from New Castle County, Kent County and Sussex County.

(b) The Members of the State Fire Prevention Commission shall serve without compensation but shall be reimbursed for their actual and necessary expenses incurred in the performance of their duties.

&6602 Organization and Meetings

(a) The State Fire Prevention Commission shall select a Chairman and Vice-Chairman from among its members and shall hold regular meetings at least once a month and special meetings when called by its Chairman.

(b) No business shall be transacted by the State Fire Prevention Commission in the absence of a quorum which shall be three members, one of whom must be the Chairman or Vice-Chairman.

&6603 Promulgation of regulations

The State Fire Prevention Commission shall have the power to promulgate, amend and repeal regulations for the safeguarding of life and property from the hazards of fire and explosion. Such regulations, amendments, or repealers shall be in accordance with standard safe practice as embodied in widely recognized standards of good practice for fire prevention and fire protection and shall have the force and effect of law in the several counties, cities and political subdivisions of the State. Wherever such regulations and amendments require the issuance of permits or licenses, the Commission is authorized to issue such permits or licenses and to charge a fee, not to exceed \$2, for each permit and a fee, not to exceed \$4, for each license. Such regulations and amendments shall not apply to existing installations, plants, or equipment unless the State Fire Prevention Commission has duly found that the continuation thereof constitutes a hazard so inimicable to the public welfare and safety as to require correction; nor shall such regulations and amendments limit or prohibit the shipment, transportation, handling, or storage incident to transportation of any explosive, combustible or other dangerous article, in solid, liquid, or gas form, by rail, water, or highway, when such articles are in conformity with regulations of the Interstate Commerce Commission; nor shall such regulations, insofar as they purport to prohibit the sale, purchase or domestic use of gasoline, kerosene, or other fuel burning home appliances for heating or cooking, apply to any person whose personal faith or belief prevents the use of any alternative heating or cooking appliance recommended by the State Fire Prevention Commission, the burden of proof is upon the person claiming relief from such regulation. In their interpretation and application the regulations promulgated under this chapter shall be held to be the minimum requirements for the safeguarding of life and property from the hazards of fire and explosion. Whenever the provisions of any such statute or local regulation shall govern, provided they are not inconsistent with the State Code and are not contrary to recognized standards and good engineering practices.

1970 Amendment. ...In sentence beginning "Such regulations and" inserted "nor shall such regulations, insofar* * * from such regulation." (Chapt. 672) 57 DE. Laws, Ch. 727, added sentence beginning, "Wherever such regulations."

1959 Amendment. 52 DE. Laws, Ch. 5 & 1, substituted present provisions relating to the power of the State Fire Prevention Commission to promulgate, amend and repeal regulations, for former provisions relating to the annual report of the State Fire Marshal, which have been superseded by the provisions of section 6612 of this title.

&6604 Public Hearing and Notices

Prior to the promulgation, amendment, or repeal of any regulation, the State Fire Prevention Commission shall hold at least one public hearing on each regulation, amendment, or repealer to be separately submitted, notice of which hearing shall be published 15 days before the date of the hearing in a newspaper or newspapers of general circulation throughout the State. A copy of such notice shall be sent at the same time to every person, firm, or corporation who shall have registered with the State Fire Prevention Commission a request to be so notified. The notice shall contain the time and place of hearing, subjects to be discussed, and shall specify the place and times at which the proposed regulation, amendment, or repealer may be examined.

&6605 Commission's powers in conduct of public hearing

For the purpose of any public hearing under this chapter, the State Fire Prevention Commission shall have the power to summon witnesses and administer oaths for the purpose of giving of testimony.

&6606 State Fire Marshal; appointment; term; salary

(a) The Office of State Fire Marshal is established. The State Fire Prevention Commission shall appoint a person qualified by his previous training and experience in endeavors similar to those herein prescribed, as State Fire Marshal. The State Fire Marshal shall be a citizen of this State and a resident for at least 5 years prior to his appointment. He shall receive such salary as may be set by the Commission within the limits set by the annual appropriation to the Commission. He shall devote his whole time to the duties of his office. Whenever a vacancy shall occur in the office of State Fire Marshal for any reason other than the expiration of a term, the vacancy shall be filled by the State Fire Prevention Commission for the balance of the unexpired term. The office of the State Fire Marshal shall be located at the State Capitol in quarters provided by the State.

(b) The State Fire Marshal may appoint, with the approval of the State Fire Prevention Commission, a Deputy or Deputies Fire Marshal and administer the usual oath required. The salary or salaries shall be set by the State Fire Prevention Commission from available funds appropriated. The Deputy or Deputies State Fire Marshal shall be a resident or residents of this State. In case of the absence of the State Fire Marshal, or his inability from any cause to discharge the duties of his office, the State Fire Prevention Commission may designate one of the Deputies as Acting State Fire Marshal.

(c) The Fire Marshal of any political subdivision of this State, having such an office duly created by ordinance or resolution before January 1, 1959, shall serve as an Assistant State Fire Marshal. Within the limits of the said political subdivision, he shall have exclusive jurisdiction exercising the duties and powers of the State Fire Marshal but he shall serve without compensation.

(d) The State Fire Marshal shall employ or acquire such office and clerical employees, equipment, furniture, supplies and paraphernalia as may be necessary for the orderly administration of his office.

(e) The State Fire Marshal, his Deputy or Deputies, and other members of his office, in addition to their salaries, shall be reimbursed for their actual and necessary expenses incurred in the performance of their duties.

1968 Amendment. Subsection (a) amended by 56 Del. Laws, Ch. 340, which provided that the salary shall be set by the Commission within limits of the annual appropriation.

1962 Amendment. Subsection (b) amended by 53 Del. Laws, Ch. 423, which omitted provision that deputy or deputies shall not be residents of same county as fire marshal and gave Fire Prevention Commission authority to designate one of deputies as acting fire marshal.

1961 Amendment. Subsection (b) amended by 53 Del. Laws, Ch. 189, which omitted limitation as to residing in same county as state fire marshal.

1959 Amendment. 52 Del. Laws, Ch. 5 & 1, substituted present provisions creating office of State Fire Marshal, formerly contained in section 6601 of this title, for former provisions which related to organization and meetings of the State Fire Prevention Commission and compensation of its members, which are now covered by section 6601 of this title.

&6607 State Fire Marshal; duties and powers

(a) The State Fire Marshal, or his Deputy or Deputies shall enforce all laws and ordinances of the state and the several counties, cities, and political subdivisions thereof having to do with:

(1) Prevention of fires;

(2) The storage, sale, and use of any explosive, combustible, or other dangerous article, in solid, liquid, or gas form;

(3) The installation and maintenance of equipment of all sorts intended for fire control, detection, and extinguishment;

(4) The means and adequacy of exit, in case of fire, from buildings and all other places in which numbers of persons work, live or congregate from time to time for any purpose, except buildings used wholly as dwelling houses containing no more than two families;

(5) The suppression of arson.

(b) The State Fire Marshal, or his Deputy or Deputies, shall assist any chief of any recognized fire company upon request of such chief.

(c) The State Fire Marshal, or his Deputy or Deputies, shall enforce the regulations promulgated by the State Fire Prevention Commission as authorized by section 6603 of this title.

(d) The State Fire Marshal, or his Deputy or Deputies, shall require the administrative heads of public and private schools and educational institutions to have at least one fire drill each month when said schools are in session, and to keep all doors and exits unlocked during school hours.

(e) The State Fire Marshal, or his Deputy or Deputies, shall inspect all State and County owned institutions, all schools, theatres, churches, and other places of public assembly as to fire exits and reasonable safety standards and report his findings and recommendations to the proper administrative heads.

(f) The State Fire Marshal, or his Deputy or Deputies, may at any time investigate as to the origin or circumstances of any fire or explosion occurring in the State, and may at all reasonable hours enter any building or premises within his jurisdiction for the purpose of making an inspection or investigation, which, under the provisions of this chapter, he may deem necessary to be made.

(g) The State Fire Marshal, or his Deputy or Deputies, shall have the authority to issue subpoenas in the enforcement of this chapter.

1962 Amendment. 53 Del. Laws, Ch. 423, &2, inserted, "or his Deputy or Deputies", wherever appearing throughout section.

1959 Amendment. 52 Del. Laws, Ch. 5 & 1, substituted present provisions prescribing duties and powers of State Fire Marshal, for former provisions which required the State Fire Prevention Commission to advise the State Fire Marshal of all duties and the exercise of all powers entrusted to him. The subject matter of this section was formerly covered by section 6602 of this title.

&6608 Appeals to the State Fire Prevention Commission, Procedure

(a) Appeals to the State Fire Prevention Commission may be taken by any person aggrieved by an order or decision of the State Fire Marshal, or his Deputy or Deputies, based upon or made in the course of the administration or enforcement of the provisions of this chapter. Appeals to the State Fire Prevention Commission may be taken by any officer, department, board or bureau of the State and the several counties, cities and political subdivisions thereof affected by an order or decision of the State Fire Marshal, or his Deputy or Deputies, in the course of the administration or enforcement of the provisions of this chapter.

(b) The time within which such appeal must be made, and the effect, form, or other procedure relating thereto, shall be as specified in regulations promulgated by the State Fire Prevention Commission following notice and public hearings as provided in sections 6604 and 6605 of this title.

1962 Amendment. Subsection (a) amended by 53 Del. Laws, Ch. 423 & 3, which inserted "or his Deputy or Deputies" in both instances.

&6609 Powers of State Fire Prevention Commission Upon Appeals

Upon appeals the State Fire Prevention Commission shall have the following powers:

(a) To hear and decide appeals where it is alleged by the appellant that there is error in any order, requirement, decision, or refusal made by the State Fire Marshal, or his Deputy or Deputies, based on or made in the enforcement of the provisions of this chapter.

(b) To hear and decide, in accordance with the provisions of any duly adopted regulation, requests for special exceptions or for interpretation of regulations or for decisions upon other special questions upon which the Commission is required by any regulation to pass.

(c) To authorize a variance from particular provisions of the regulations duly promulgated under section 6603 of this title where strict compliance with such provisions would entail practical difficulties or unnecessary hardships, provided such relief may be granted without substantial detriment to the public safety and without substantially impairing the intent and purpose of the

regulations promulgated under section 6603 of this title.

(d) All decisions, authorizations, or interpretations made by the State Fire Prevention Commission hereunder shall be written and signed by the Chairman or Vice-Chairman and filed in the office of the State Fire Marshal, or his Deputy or Deputies, within 20 days following the appeal.

1962 Amendment. Subsections (a) and (d) amended by 53 Del. Laws, Ch. 423 & 4, which inserted "or his Deputy or Deputies."

&6610 Court review of decision of State Fire Prevention Commission; procedure

(a) Any person jointly or severally aggrieved by any decision of the State Fire Prevention Commission made in the exercise of its appellate function under section 6609 of this title, or any officer, department, board or bureau of the State and the several counties, cities, and political subdivisions thereof may present to the Superior Court of the County in which the property in question, or the party aggrieved, or either, shall be located or of which such party shall be a resident, a duly verified petition setting forth that such decision is illegal in whole or in part, specifying the grounds of the illegality. The petition shall be presented to the Court within 30 days after the filing of the decision in the office of the State Fire Marshal.

(b) Upon the presentation of the petition, the Court may allow a writ of certiorari, directed to the State Fire Prevention Commission, to review the decision of the State Fire Prevention Commission, and shall prescribe therein the time within which a return thereto must be made and served upon the petitioner's attorney, which shall not be less than 10 days and may be extended by the Court.

(c) The allowance of the writ shall not stay proceedings upon the decision appealed from, but the Court may, on application, on notice to the Commission and on due cause show, grant a restraining order.

(d) The State Fire Prevention Commission shall not be required to return the original papers acted upon by it, but it shall be sufficient to return certified or sworn copies thereof, or of such portions thereof as may be called by the writ. The return shall concisely set forth such other facts as may be pertinent and material to show the grounds of the decision appealed from and shall be verified.

(e) If, upon the hearing, it shall appear to the Court that testimony is necessary for the proper disposition of the matter, it may take evidence, or appoint a referee to take such evidence as it may direct and report the same to the Court with his findings of fact and conclusions of law, which shall constitute a part of the proceedings upon which the determination of the Court shall be made.

(f) The Court may reverse or affirm, wholly or partly, or may modify the decision brought up for review.

(g) Costs shall not be allowed against the Commission unless it shall appear to the Court that it acted with gross negligence or in bad faith or with malice in making the decision appealed from.

&6611 Maintenance of fire hazard, violations of regulations, or chapter; enforcement; remedies and penalties

(a) No person shall erect, construct, reconstruct, alter, maintain or use any building, structure or equipment or use any land in such a way to endanger life or property from the hazards of fire or explosion, or in violation of any regulation, or any provision of, or any change thereof, promulgated by the State Fire Prevention Commission under the authority of this chapter.

(b) Whoever knowingly violates such regulations, provisions or change, or any provision of this chapter, shall be fined not more than \$100 or imprisoned not more than 10 days or both.

(c) Each and every day during which such illegal erection, construction, reconstruction, alteration, maintenance, or use continues after knowledge or official notice that same is illegal shall be deemed a separate offense.

(d) In case any building, structure, or equipment is or is proposed to be erected, constructed, reconstructed, altered, maintained or used, or any land is or is proposed to be used in such a way to endanger life or property from the hazards of fire or explosion or violation of this chapter or of any regulation or provision of any regulation, or change thereof promulgated by the State Fire Prevention Commission under the authority granted by this chapter, the State Fire Prevention Commission, the State Fire Marshal, or the Attorney General may, in addition to other remedies provided by law, institute injunction, mandamus, abatement or any other appropriate action or actions, proceeding or proceedings to prevent, enjoin, abate, or remove such unlawful erection, construction, reconstruction, alteration, maintenance or use.

(e) The State Fire Marshal or his Deputy or Deputies may make arrests of persons violating offenses under this section or of persons violating any of the laws of this State relating to fires or burning.

(f) Justices of the Peace shall have jurisdictions over offenses under this section.

&6612 Annual Report; Financial Statement, Budget

(a) The State Fire Prevention Commission shall annually, on or before the thirtieth day of September, transmit to the Governor a full report of its proceedings under this chapter and such statistics as it may wish to include therein; it shall also recommend any amendments to the law which in its judgement shall be desirable.

(b) Along with the annual report, the State Fire Prevention Commission shall transmit a financial statement showing all expenditures and income of the State Fire Prevention Commission covering the preceding 12 months, starting July 1 and ending June 30.

(c) In the even numbered years the State Fire Prevention Commission shall submit to the Budget Commission a budget showing proposed expenditures for the biennium beginning July 1 next succeeding.

Appropriations: Inconsistent Laws. Sections 2-4 of 52 Del. Laws, Ch. 5, provided: "Section 2. The funds remaining from the appropriation to the State Fire Marshal under Chapter 322, Volume 50, Laws of Delaware (118th General Assembly), shall be transferred to the State Fire Prevention Commission for the purpose of carrying out this act."

"Section 3. Any and all funds appropriated in the name of the State Fire Marshal in the General Appropriation Bill approved by the 120th General Assembly shall be transferred to the State Fire Prevention Commission for the purpose of carrying out this act."

"Section 4. All acts or parts of acts inconsistent with any of the provisions of this act (affecting sections 6601-6612 of this title) are hereby repealed to the extent of any such inconsistency."

&6613 State Fire School; Location; Supervision; Purposes

There is established in the Dover-Camden-Wyoming area a state institution to be known as the Delaware State Fire School. The school shall be under the supervision and control of the State Fire Prevention Commission to effectuate the following purposes:

- (a) To provide professional and volunteer firemen with needful professional instruction and training at a minimum cost to them and their employers.
- (b) To develop new methods and practices of fire fighting.
- (c) To provide facilities for testing fire fighting equipment.
- (d) To disseminate information relative to fires, techniques of fire fighting and other related subjects to all interested agencies and individuals throughout the State.
- (e) To undertake any project and engage in any activity which in the opinion of the Fire Prevention Commission will serve to protect the public safety.

&6614 Commission's Powers and Duties Relative to State Fire School

(a) The State Fire Prevention Commission shall have complete jurisdiction over, and complete management and control of, the Delaware State Fire School and is invested with full power and authority (1) to make all rules and regulations necessary for the governing of said institution; (2) to appoint a director and such instructors, experimental helpers, secretaries and laborers as may be necessary, and to remove the same at their judgment and discretion; (3) to fix compensations and provide for payment thereof; (4) to have full management, possession and control of the lands, buildings, structures and property belonging thereto; (5) to provide for the courses of study and curriculum of the institution; (6) to make rules and regulations for the admission of trainees to said institutions; (7) to visit and inspect said institution and every department thereof, and to provide for the proper keeping of accounts and records thereof; (8) to make and prepare all necessary budgets of expenditures for the enlargement, proper furnishings, maintenance, support and conduct of said institution; (9) to select and purchase all property, furniture, fixtures and paraphernalia necessary for said institution from time to time; (10) to build, construct, change, enlarge, repair and maintain any and all buildings or structures of said institutions that may at any time be necessary for said institution; (11) to purchase and acquire all lands and property necessary for same, of every nature and description whatsoever; (12) to care for and maintain the same and to do and perform every other matter or thing requisite to the proper management, maintenance, support and control of said institution necessary or requisite to carry out fully the purpose of sections 6613-6618 of this title, and for raising it to, and maintaining it at, the proper efficiency and standard as required in the interest of public safety.

(b) The State Fire Prevention Commission subject to the limitations and restrictions imposed under this chapter, may (1) acquire any real or personal property by purchase, gift or donation and have water rights; (2) make contracts and execute instruments necessary or convenient; (3) undertake by contract or contracts, or by its own agent and employees, and otherwise than by contract, any project or projects, and operate and maintain such projects; (4) accept grants of money or materials or property of any kind from a Federal Agency, private agency, County, City, Town, corporation, partnership or individual upon such terms and conditions as the Grantor may impose; (5) perform all acts and do all things necessary or convenient to carry out the power granted herein.

&6615 School Attendance Fees

The State Fire Prevention Commission may fix and collect admission fees and other fees that it may deem necessary to be charged for training given; and it is expressly provided that all such fees so collected by the Commission shall not affect the state appropriation or be deducted therefrom, but shall be so much additional monies available for the operation and maintenance of said institution and the said fees shall be paid to the State Treasury for accounting and deposit in a special fund in the state treasury.

&6616 Director and Employees

The State Fire Prevention Commission shall employ a Director for the State Fire School who shall be especially trained and qualified in fire fighting and fire experimental work and shall employ, on the recommendations of said director, such other instructors, experimental helpers, secretaries, and laborers as may be necessary to the proper conduct of said institution and may proceed with the erection and detailed operation of said institution.

&6617 Buildings and Equipment

The State Fire Prevention Commission shall have the power to prescribe and shall make the necessary rules and regulations for the use of the buildings, equipment and other facilities of the institution when they are not in use for the purpose set forth.

&6618 Advisory Board

The Delaware Volunteer Firemen's Association shall appoint from its members a six man Advisory Board. Two members shall come from New Castle County, two from Kent County, and two from Sussex County. The State Fire Commission shall consult the advisory board on any Fire School matters whether administrative or technical and receive recommendations thereon.

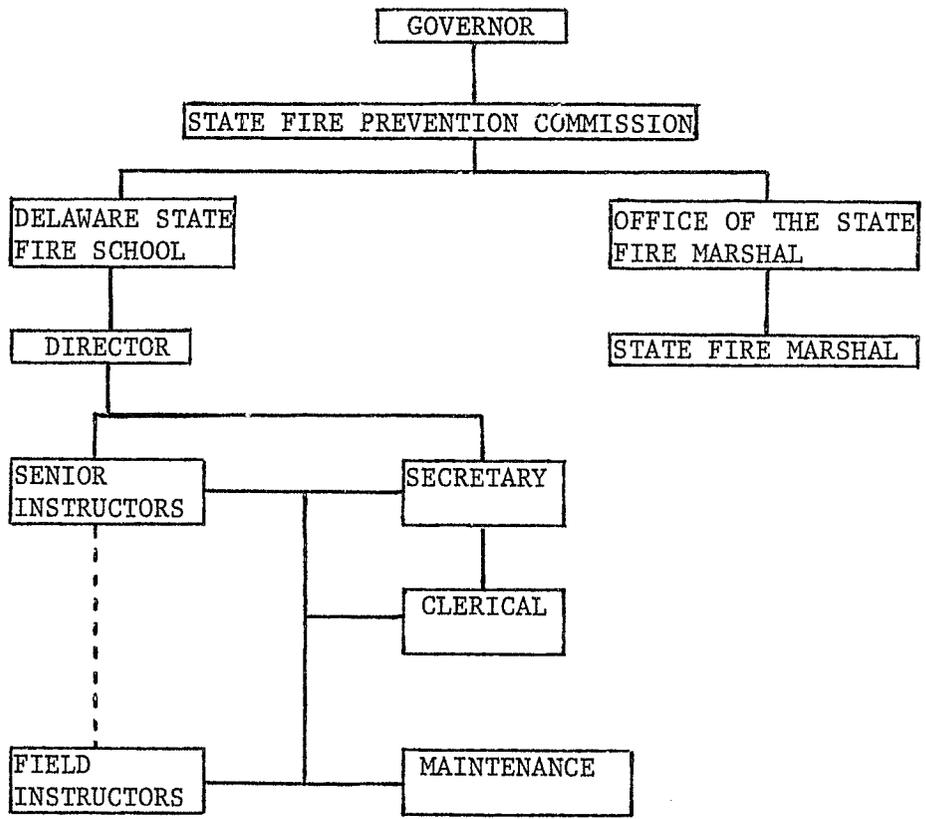
&6619 Authorization of new volunteer fire companies shall be authorized in any part of the State. In making such determination the Commission shall take into consideration the ability, financial and otherwise, of the company seeking authorization to maintain an effective fire company and the needs of the area involved; but in no event shall the Commission authorize the establishment of a new volunteer fire company within 4 miles of any company already existing and effectively operating.

&6620 Reports from Insurance Companies; Reports of Investigations by Fire
 Commission

(a) Each fire insurance company or association doing business in this state shall, within 30 days after the adjustment of any loss sustained by it, report to the State Fire Commission, upon forms furnished by it, such information regarding the amount of insurance, the value of the property insured and the amount of claim as adjusted, as in the judgment of the State Fire Commission it is necessary for it to know. This report shall be in addition to any such information required by the Insurance Commissioner.

(b) Upon the request of the owner or insurer of any property destroyed or injured by fire or explosion, or in which an attempt to cause a fire or explosion may have occurred, the State Fire Commission, upon approval of the Attorney General's Office, may make a written report to the person requesting the same of the result of the examination made by the Commission regarding the property.

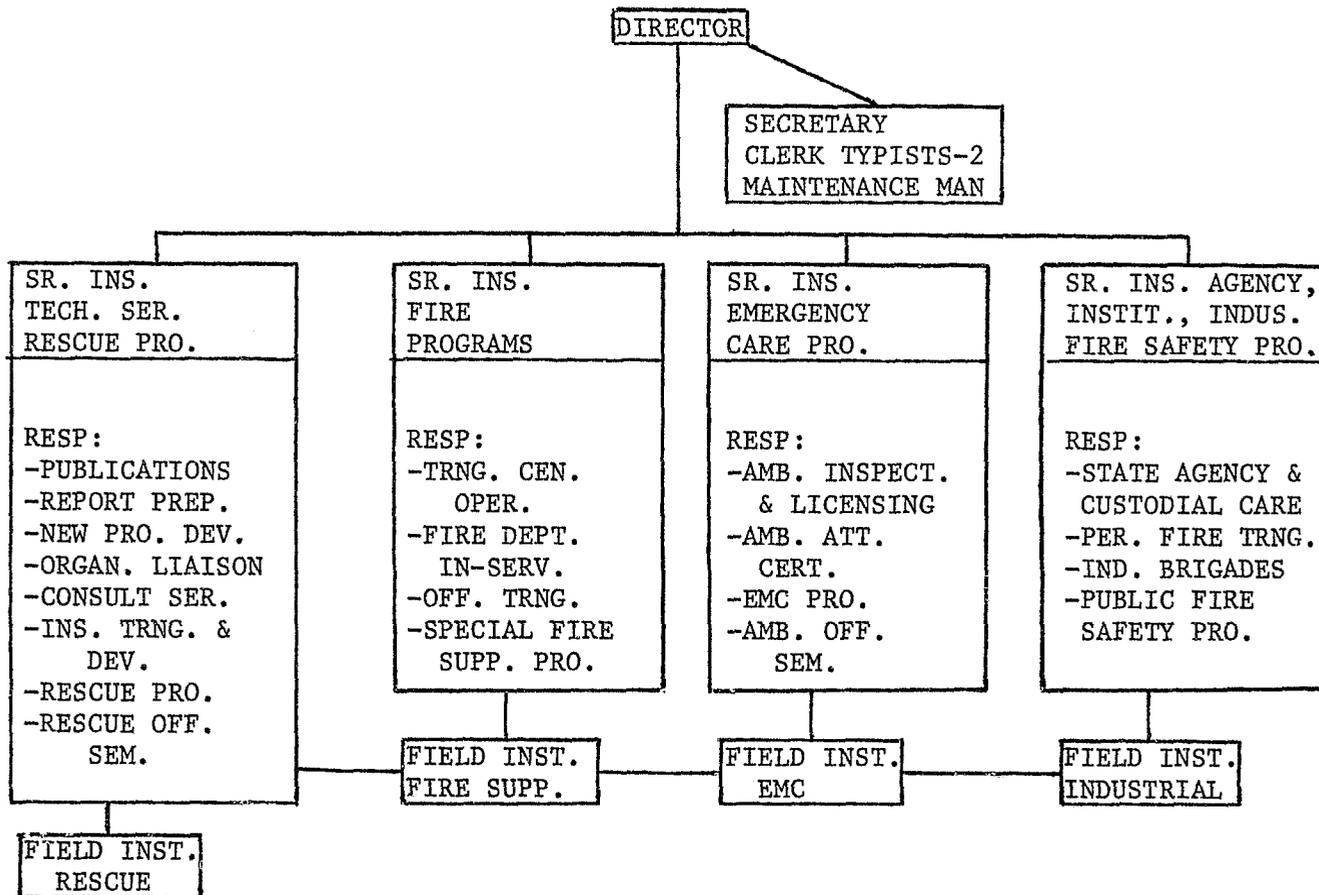
ORGANIZATIONAL DESIGN
DELAWARE STATE FIRE SERVICES





ORGANIZATIONAL DESIGN

DELAWARE STATE FIRE SCHOOL



APPENDIX K

ENABLING LEGISLATION: MASSACHUSETTS

CHAPTER 842 An Act establishing a Massachusetts Fire Training Council, a Bureau of Fire Training in the Division of Occupational Education and a Massachusetts Firefighting Academy.

Whereas, the deferred operation of this act would tend to defeat its purpose, which is, in part, to provide forthwith for the establishment of certain fire training facilities by the commonwealth for the purpose of the planning and operation of necessary fire training programs throughout the commonwealth, therefore it is hereby declared to be an emergency law, necessary for the immediate preservation of the public health, safety and convenience.

Be it enacted, etc., as follows:

Section 1. Chapter 6 of the General Laws is hereby amended by inserting after section 163, added by chapter 579 of the acts of 1971, under the caption MASSACHUSETTS FIRE TRAINING COUNCIL, the following two sections:-

SECTION 164: There shall be a Massachusetts Fire Training Council, hereinafter called the Council, to consist of seven members to be appointed by the governor, three of whom shall be fire chiefs selected from a list of nine names submitted by the Fire Chiefs Association of Massachusetts and of whom one shall represent a fully paid fire department, one a partially paid part-call fire department and one a full-call fire department, one of whom shall be selected from a list of three names submitted by the Massachusetts Institute of Fire Department Instructors, who is a fire department training instructor holding an officer's rank, but is not a fire chief, one of whom shall be a firefighter selected from a list of three names submitted by the Associate Firefighters Union of Massachusetts who is not a fire officer and two of whom shall be citizens of the commonwealth. The associate commissioner of occupational education in the department of education and the chief of fire training shall be ex officio members of the council. Members shall be appointed for terms of three years, except that the terms of the first appointments shall be members for one year, two members for two years and two members for three years. Subsequent appointments shall be made in the same manner, except that only three names shall be submitted by the Fire Chiefs Association of Massachusetts. No person shall be appointed to serve more than two full terms and prior service on said council for a term of less than two years resulting from an initial appointment or an appointment for the remainder of an unexpired term shall not constitute a full term. Members shall hold office until a successor is appointed and no appointive member shall serve beyond the time he ceases to hold office or employment by reason of which he was eligible for appointment to the council.

The members of the council shall serve without compensation, but shall be reimbursed for their actual and necessary expenses incurred in the performance of their duties.

The council shall meet regularly each month, except that the chairman, with council approval, may omit meetings in July and August and the chairman or the governor may call additional meetings at other times, of which all members shall be given in writing at least five days notice. If any member is absent from three regularly scheduled meetings, exclusive of July and August, in any calendar year, his office as a member shall be deemed vacant. The chairman of the council shall make an annual report to the governor and the board of education and include in such report its recommendations for appropriate legislation.

SECTION 165: The council shall consult with and advise the bureau of fire training in the division of occupational education relative to the following matters:-

- (1) The establishment of a minimum firefighting training standard for recruit firefighters and a minimum uniform training curriculum for all other levels of fire service personnel.
- (2) The establishment of minimum requirements for instructors employed in the bureau of fire training.
- (3) The location of the Massachusetts Firefighting Academy and area training centers.
- (4) The establishment of standards and procedures for approving facilities of employing agencies desirous of conducting training under the bureau.

The council may provide such necessary services to local fire training centers meeting the established standards as are beyond their capacity to provide.

The council shall consult and cooperate with any employing agency, the division of civil service, state university, college, community college, regional vocational school or other educational institution concerning the development of firefighter training standards and facilities.

The council shall annually review all standards, courses and curriculum offered by the bureau.

Section 2. The sixth paragraph of section 1F of Chapter 15 of the General Laws, as appearing in section 1 of chapter 837 of the acts of 1969, is hereby amended by adding after clause (7) the following clause:-

(8) To establish a bureau of fire training which shall operate a training school for firefighters to be known as the Massachusetts Firefighting Academy, and which shall be the sole agency of the commonwealth responsible for the training of firefighters. Said bureau shall be directed by a chief of fire training who shall be appointed by the board of education. Said bureau, with approval of the Massachusetts Fire Training Council, may accept for any of its purposes and functions any donations of property and grants of money from any governmental unit, public agency, institution, person, firm or corporation. Said grants shall be kept in a separate fund by the state treasurer and shall be disbursed by the state treasurer at the direction of said council.

Section 3. The provision of this act shall not apply to any city or town which has established fire training facilities and is employing full-time fire training personnel prior to its effective date.

Approved October 7, 1971

APPENDIX L

ENABLING LEGISLATION: OHIO

Amended Senate Bill No. 226

AN ACT

To amend sections 505.38, 737.08, and 737.22, and to enact section 3303.07 of the Revised Code, relative to providing for a fire service training program for the training of all paid and volunteer fire fighters in this state.

Be it enacted by the General Assembly of the State of Ohio:

SECTION 1. That sections 505.38, 737.08, and 737.22 be amended, and section 3303.07 of the Revised Code be enacted to read as follows:

Section 505.38. In each township or fire district which has a fire department, the head of such department shall be a fire chief, appointed by the board of township trustees. The board shall provide for the employment of such FIRE FIGHTERS as it deems best, and shall fix their compensation, PROVIDED, NO PERSON SHALL, AFTER JULY 1, 1970, BE APPOINTED AS A PERMANENT FULL-TIME PAID MEMBER OF THE FIRE DEPARTMENT OF ANY TOWNSHIP, UNLESS SUCH PERSON HAS RECEIVED A CERTIFICATE ISSUED BY THE STATE BOARD OF EDUCATION UNDER SECTION 3303.07 OF THE REVISED CODE EVIDENCING HIS SATISFACTORY COMPLETION OF A FIRE FIGHTER TRAINING PROGRAM. Such appointees shall continue in office until removed therefrom as provided by sections 733.35 to 738.39, inclusive, of the Revised Code. To initiate removal proceedings, and for such purpose, the board shall designate the fire chief or a private citizen to investigate the conduct and prepare the necessary charges in conformity with sections 733.35 to 733.39, inclusive of the Revised Code.

In each township not having a fire department, the board of trustees shall appoint a fire prevention officer who shall exercise all of the duties of a fire chief except those involving the maintenance and operation of fire apparatus.

The board of trustees may fix such compensation as it deems best. Such appointee shall continue in office until removed therefrom as provided by such sections. The provisions of section 505.45 of the Revised Code shall extend to such officer.

In case of the removal of a fire chief or any member of the fire department of a township or district, an appeal may be had from the decision of the board to the court of common pleas of the county in which such township or district fire department is situated, to determine the sufficiency of the cause of removal. Such appeal from the findings of the board shall be within ten days.

NO PERSON SHALL RECEIVE AN APPOINTMENT UNDER THIS SECTION AFTER JANUARY 1, 1970, UNLESS HE HAS, NOT MORE THAN SIXTY DAYS PRIOR TO RECEIVING SUCH APPOINTMENT, PASSED A PHYSICAL EXAMINATION, GIVEN BY A LICENSED PHYSICIAN, SHOWING THAT HE MEETS THE PHYSICAL REQUIREMENTS NECESSARY TO PERFORM THE DUTIES OF THE POSITION TO WHICH HE IS APPOINTED AS ESTABLISHED BY THE BOARD OF TOWNSHIP TRUSTEES HAVING JURISDICTION OVER THE APPOINTMENT. THE APPOINTING AUTHORITY

SHALL, PRIOR TO MAKING ANY SUCH APPOINTMENT, FILE WITH THE POLICE AND FIREMEN'S DISABILITY AND PENSION FUND A COPY OF THE REPORT OR FINDINGS OF SAID LICENSED PHYSICIAN. THE PROFESSIONAL FEE FOR SUCH PHYSICAL EXAMINATION SHALL BE PAID FOR BY THE BOARD OF TOWNSHIP TRUSTEES.

Sec. 737.08. The fire department of each city shall be composed of a chief of the fire department and such other officers, FIRE FIGHTERS, and employees as provided by ordinance, PROVIDED, NO PERSON SHALL, AFTER JULY 1, 1970, BE APPOINTED AS A PERMANENT FULL-TIME PAID MEMBER OF THE FIRE DEPARTMENT OF ANY CITY, UNLESS SUCH PERSON HAS RECEIVED A CERTIFICATE ISSUED BY THE STATE BOARD OF EDUCATION UNDER SECTION 3303.07 OF THE REVISED CODE EVIDENCING HIS SATISFACTORY COMPLETION OF A FIRE FIGHTER TRAINING PROGRAM. The director of public safety shall have the exclusive management and control of such other surgeons, secretaries, clerks, and employees, as are provided by ordinance or resolution of the legislative authority of such city.

Sec. 737.22. Each village establishing a fire department shall have a fire chief as the head thereof, appointed by the mayor with the advice and consent of the legislative authority of the village, who shall continue in office until removed therefrom as provided by sections 733.35 to 733.39, inclusive, of the Revised Code.

In each village not having a fire department, the mayor shall, with the advice and consent of the legislative authority of the village, appoint a fire prevention officer who shall exercise all of the duties of a fire chief except those involving the maintenance and operation of fire apparatus.

The legislative authority of the village may fix such compensation as it deems best. Such appointee shall continue in office until removed therefrom as provided by such sections. The provisions of section 737.23 of the Revised Code shall extend to such officer.

The legislative authority may provide for the employment of such FIRE FIGHTERS as it deems best and fix their compensation, PROVIDED, NO PERSON SHALL, AFTER JULY 1, 1970, BE APPOINTED AS A PERMANENT FULL-TIME PAID MEMBER OF THE FIRE DEPARTMENT OF ANY VILLAGE, UNLESS SUCH PERSON HAS RECEIVED A CERTIFICATE ISSUED BY THE STATE BOARD OF EDUCATION UNDER SECTION 3303.07 OF THE REVISED CODE EVIDENCING HIS SATISFACTORY COMPLETION OF A FIRE FIGHTER TRAINING PROGRAM, or for the services of volunteer FIRE FIGHTERS, who shall be appointed by the mayor with the advice and consent of the legislative authority, and shall continue in office until removed therefrom as provided by such sections.

NO PERSON SHALL RECEIVE AN APPOINTMENT UNDER THIS SECTION AFTER JANUARY 1, 1970, UNLESS HE HAS, NOT MORE THAN SIXTY DAYS PRIOR TO RECEIVING SUCH APPOINTMENT, PASSED A PHYSICAL EXAMINATION, GIVEN BY A LICENSED PHYSICIAN, SHOWING THAT HE MEETS THE PHYSICAL REQUIREMENTS NECESSARY TO PERFORM THE DUTIES OF THE POSITION TO WHICH HE IS TO BE APPOINTED AS ESTABLISHED BY THE LEGISLATIVE AUTHORITY OF THE VILLAGE. THE APPOINTING AUTHORITY SHALL, PRIOR TO MAKING ANY SUCH APPOINTMENT, FILE WITH THE POLICE AND FIREMEN'S DISABILITY AND PENSION FUND A COPY OF THE REPORT OR FINDINGS OF SAID LICENSED PHYSICIAN. THE PROFESSIONAL FEE FOR SUCH PHYSICAL EXAMINATION SHALL BE PAID FOR BY SUCH LEGISLATIVE AUTHORITY.

Sec. 3303.07. THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION SHALL, WITH THE ADVICE AND COUNSEL OF THE ADVISORY COMMITTEE FOR FIRE FIGHTER TRAINING, ASSIST IN THE ESTABLISHMENT AND MAINTENANCE BY ANY STATE AGENCY, OR ANY COUNTY, TOWNSHIP, CITY, VILLAGE, OR SCHOOL DISTRICT OF A FIRE SERVICE TRAINING PROGRAM FOR THE TRAINING OF ALL PAID AND VOLUNTEER FIRE FIGHTERS IN THIS STATE. THE STATE BOARD OF EDUCATION SHALL ADOPT STANDARDS TO REGULATE SUCH FIRE FIGHTER TRAINING PROGRAMS WHICH MAY INCLUDE, BUT NEED NOT BE LIMITED TO, PROVISIONS FOR MINIMUM COURSES OF STUDY, MINIMUM HOURS OF INSTRUCTION, ATTENDANCE REQUIREMENTS, REQUIRED EQUIPMENT AND FACILITIES, QUALIFICATIONS OF INSTRUCTORS, BASIC PHYSICAL AND METHODS TRAINING REQUIRED OF FIRE FIGHTERS, AND TRAINING SCHEDULES. THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION SHALL PROVIDE FOR THE CLASSIFICATION AND CHARTERING OF SUCH TRAINING PROGRAMS AND MAY REVOKE ANY CHARTER FOR FAILURE TO MEET STANDARDS. THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION SHALL PRESCRIBE A CERTIFICATE WHICH SHALL BE ISSUED BY IT TO EACH PERSON SATISFACTORILY COMPLETING A CHARTERED TRAINING PROGRAM.

THE ADVISORY COMMITTEE FOR FIRE FIGHTER TRAINING CONSISTING OF SEVEN MEMBERS SHALL BE APPROVED BY THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION, ONE MEMBER BEING SELECTED BY EACH OF THE FOLLOWING: THE OHIO STATE FIREMEN'S ASSOCIATION, THE OHIO ASSOCIATION OF PROFESSIONAL FIREFIGHTERS, THE OHIO FIRE CHIEFS ASSOCIATION, INC., THE OHIO INSPECTION BUREAU, THE INTERNATIONAL ASSOCIATION OF FIRE CHIEFS, INC., THE INTERNATIONAL ASSOCIATION OF FIRE FIGHTERS, AND THE STATE FIRE MARSHAL. THE ADVISORY COMMITTEE MAY SELECT A CHAIRMAN WHO SHALL SERVE FOR A TERM OF ONE YEAR.

NOTHING IN THIS SECTION INVALIDATES ANY PART OF SECTION 3737.42 OF THE REVISED CODE RELATIVE TO THE FIRE TRAINING ACADEMY.

Section 2. That existing sections 505.38, 737.08, and 737.22 of the Revised Code are hereby repealed.

Approved August 20, 1969

APPENDIX M

ENABLING LEGISLATION: NEW HAMPSHIRE

TRAINING OF FIREFIGHTERS

154-B:1 Program Authorized. The state board of education with the advice and consent of the state board of fire control, is hereby authorized and directed to administer and supervise a fire service training education and research program throughout the state, to provide local firefighters and members of municipal, volunteer, institutional, county, area, private fire departments, as defined in RSA 154:30-g, or groups of interested persons, such as fire auxiliaries and fire brigades, with instruction in dealing with the causes, prevention, techniques of fighting fires, research techniques of fire fighting and fire protection in this modern day and age, and the administration of such fire departments. For the purposes of this chapter the department of education shall create a section of fire service training education and research.

154-B:2 Fire Service Minimum Training Standards Commission.

1. There shall be established a firefighter, fire officer, training officer, fire prevention officer, minimum training standards commission. This commission shall be named the New Hampshire Fire Service Minimum Training Standards Commission hereafter referred to as the commission. The commission shall set minimum training standards for all firefighters, fire officers, training officers, fire prevention officers, and fire service personnel. The commission shall suggest a procedure of certification of all firefighters, fire officers, training officers, fire prevention officers, and fire service personnel. The commission shall further establish a suggested format regarding fire departments who wish to participate in adherence to the minimum training standards and certification. The commission shall establish a list of approved programs or courses of study for firemen. The commission shall also serve as the fire service training education and research advisory committee to advise the department of education in matters that it deems of concern to the fire service.

2. The commission shall consist of twelve members, appointed by the governor. Each member shall be appointed from a list of no less than three persons nominated by each of the respective organizations in accordance with the following:

- (a) Two members from the fire chiefs club of New Hampshire, one of whom shall be a volunteer chief officer, one of whom shall be a permanent chief officer;
- (b) One member from the insurance field recommended by the insurance services office of New Hampshire;
- (c) One member from the New Hampshire permanent firemen's association;
- (d) One member from the associated fire fighters of New Hampshire international association of fire fighters;
- (e) Two members from the fire instructors association of New Hampshire, at least one of whom shall be a state fire instructor;
- (f) One member from the federation of forest fire warden's association;
- (g) One member from the federation of fire mutual aid association;
- (h) One member from the New Hampshire state firemen's association;

- (i) One member from the associate degree fire protection program, as recommended by the head of the program as established in the New Hampshire vocational-technical post-secondary system;
- (j) One member from the New Hampshire municipal association.

All of the above members shall be active members of their respective associations. The director of the fire service training education and research section, the chief of the vocational-technical division, and the state fire marshal shall serve as permanent consultants to the commission. Members shall be appointed for terms of three years. No person shall be appointed to serve more than two consecutive full terms, and prior service on said commission for more than two years resulting from an appointment for the remainder of an unexpired term shall constitute a full term. Members shall hold office until a successor is appointed and no appointed member shall serve beyond the time he ceases to hold office or employment which qualified him as eligible for appointment to the commission.

3. The members of the commission shall serve without compensation. The commission shall meet regularly but not less than four times a year. If any member is absent without approval of the chairman or secretary from three consecutive regularly-scheduled meetings, his office as a member shall be deemed vacant. The commission shall make an annual report on October first for the previous fiscal year, to the governor and the board of education and include in such reports its recommendations for appropriate legislation. Present members of the fire service training advisory committee shall serve out their appointed terms of office as members of the commission, to help insure orderly change and progress. Number of years of service for the present members of the advisory committee, where said individuals represent fire service groups as outlined in the membership of the commission, shall count as years of service as outlined above in the establishment of the commission. No member shall serve more than two consecutive three-year terms.

154-B:3 Fire Service Training Education and Research Section. The state board of education shall maintain and operate a fire service training education and research section. The state board shall set policies, criteria, and minimum standards with the commission's advice and council (sic), for the selection and certification within existing department of personnel rules and regulations of fire service training instructors and other personnel employed by the state board of education for the fire service training education and research section. There shall be a director of fire service training education and research who shall be known by fire service rank as chief of fire service training and who shall be technically qualified by education, training, and experience in the field of fire protection and in fire prevention. He shall be appointed by the board of education with the advice and consent of the commission. The director of fire service training and research shall be authorized to have a staff within existing department of personnel rules and regulations and budget authorization, necessary deputies, supervisors, instructors and assistants, either part or full time, as may be necessary to carry out the mandates of this chapter. Part-time instructors shall be compensated for organizing, developing, and conducting approved fire service training courses, at an hourly rate to be established by the state board of education, and for mileage and expense in accordance with state regulations. The director of fire service

training education and research, within budgetary and staff limitations, shall be responsible for the following:

- I. To provide all fire fighters and officers with needed professional instruction and training;
- II. To develop new methods and practices of firefighting, fire prevention and fire administration;
- III. To provide facilities for testing of fire fighting equipment;
- IV. To disseminate information relative to fires, techniques of firefighting and other related subjects to all interested agencies and individuals throughout the state;
- V. To assist in carrying out the administration of the commission's suggested fire personnel training standards and fire personnel certification criteria; and
- VI. To undertake any project and engage in any activity which will serve to improve public fire safety.

154-B:4 Federal Funds. The state board of education may receive and expend any federal funds which may be made available for purposes of this chapter.

154-B:5 Administration. The administration of the fire service training education and research section shall be under the authority of the state board of education as set forth in this chapter. All sums appropriated by the state for this program, together with any federal funds received, shall be expended by the state board of education.

154-B:6 Gifts. The fire service training education and research section may, with the approval of governor and council (sic), receive, hold, and use gifts, bequests, and devices either outright or in trust for the purposes consistent with the fire service training education and research program.

154-B:7 Facilities. In order to promote the effectiveness and efficiency of the fire service training education and research section, the director and his staff are encouraged to use such personnel and equipment from other state and/or federal agencies, district fire mutual aids associations, and public and private fire departments, as may be made available to them by the heads or appropriate authorities of said agencies, including but not limited to, the use of radio and other communications facilities including computer systems.

154-B:8 Tuition Reimbursement and Instructional Costs. Upon successful completion of the program or course, approved by the commission, all fire service personnel who are bona fide members of municipal, volunteer, county or area, and private fire departments, and all state fire service personnel are eligible to apply for tuition reimbursement. The fire service training education and research section may provide for instructional costs in lieu of tuition. Any reimbursement or instructional costs shall be made from sums appropriated for this purpose.

Effective August, 1973

APPENDIX N

ENABLING LEGISLATION: LOUISIANA

1970 LEGISLATURE

Act No. 481

Of Title 40 of LA. Revised Statutes as Amended by
Act 19 of 1972 and Act 576 of 1975

House Bill No. 125

By: Mr. P. J. Mills

AN ACT

To create the Commission on Firefighting Personnel Standards and Education; to provide for the membership, duties, authority and compensation of members thereof; to provide funds for operations and otherwise to provide with respect thereto.

Be it enacted by the Legislature of Louisiana:

Section 1. Commission on Firefighting Personnel Standards and Education created.

A. There is hereby created the Commission on Firefighting Personnel Standards and Education, hereinafter referred to as "Commission", which shall consist of nine persons to be appointed by the governor of the state of Louisiana. In the appointment of the first and all subsequent Commissions, the governor shall select persons who are residents of the state of Louisiana, and who are well qualified by experience and education in firefighting, fire protection, and related fields. This Commission shall be the state planning agency for the fire service.

B. The members of the Commission shall be appointed to serve for a term of six years; provided, however, that in the appointment of the original Commission, three members shall be appointed for a term of two years; three members shall be appointed for a term of four years; and three members shall be appointed for a term of six years, so that at all times, the terms of the members of the Commission shall be staggered, and the term of three of the members of the Commission shall expire every two years.

C. In addition to the other members of the Commission, the state examiner for municipal fire and police civil service, the coordinator of the Louisiana State University firemen's training program and the director of the division of continuing education of Louisiana State University shall serve as ex-officio members of the Commission.

D. In case of vacancy, or delay in appointment, the appointment shall be for the unexpired term only so that the term of the members of the Commission shall always be staggered as provided above.

E. The Commission shall elect a chairman, vice-chairman and secretary from among the appointed members at its first meeting and thereafter shall elect similar officers at the first meeting following new appointments to fill regular terms. Five appointed members of the Commission shall constitute

a quorum for the transaction of business. The governor of the state of Louisiana shall summon the Commission to its first meeting within sixty days after the appointment of the first members of the Commission.

Section 2 (As Amended). Compensation; expenses

The appointed members of the Commission shall receive an amount equal to the actual necessary expenses incurred for attending meetings of the Commission or when on other Commission business when so authorized by the Commission not to exceed fifty dollars per day plus mileage allowance not to exceed the maximum approved for state employees for expenses incurred in attending official meetings of the Commission or other Commission business; provided, however, that the members of the Commission shall be appointed and may serve without such remuneration for expenses until such time as funds are appropriated or otherwise become available to the Commission for such purpose.

Section 3 (As Amended). Studies, recommendations and reports.

The Commission shall have the authority to make full and complete studies, recommendations and reports to the governor and the legislature of the state of Louisiana for the purpose of:

- (1) Suggesting minimum standards of education of fire protection personnel appointed to positions in municipal, parish or military fire departments or the office of the state fire marshal, who are to be engaged in fire protection to include fire suppression, fire prevention, arson investigation, and other allied fields;
- (2) Suggesting basic minimum courses of training for fire protection personnel;
- (3) Suggesting procedure for certification of firefighting personnel and the certification of fire department instructors.

Section 4 (As Amended). Authority of Commission.

The Commission shall have the authority to:

- (1) Certify firefighting training and education programs as having attained the minimum required standards suggested by the Commission.
- (2) Certify instructors as having qualified as fire department instructors under the conditions as suggested by the Commission.
- (3) Certify all fire protection personnel as having qualified at any approved level as stipulated by and under the conditions as suggested by the Commission.
- (4) Direct research into the fields of firefighting and fire prevention, and to accept gifts and grants for such purposes.
- (5) Recommend curricular for advanced courses and seminars in fire science and fire engineering training in colleges and institutions of higher education.

Section 5. Duties of Commission

In carrying out its duties and responsibilities, the Commission shall have the following additional duties: (1) to meet at such times and places in the state of Louisiana as it deems proper; (2) meetings shall be called by the chairman upon his own volition, or upon the written request of five members of the Commission; (3) to contract with other agencies, public or private, or persons as it deems necessary for the rendition and affording of such services, facilities, studies and reports as it may require in order to cooperate with city, parish, state and federal agencies in training programs; (4) to make reasonable rules and regulations in order effectively to carry out the duties and powers of the Commission as set forth in this Act.

Section 6. Construction with other laws.

Nothing contained in this Act shall be construed to limit the powers, rights, duties and responsibilities of municipal or parish governments, nor shall any provisions of this Act be construed to affect any other laws of the state of Louisiana, and particularly any system of civil service for firefighters.

Section 7. Repealed, Acts 1972, No. 19, 2.
Repealed, Acts 1975, No. 576, 2, 3 & 4.

Section 8. If any provision or item of this Act or the application thereof is held invalid, such invalidity shall not affect other provisions, items or applications of this Act which can be given effect without the invalid provisions, items or applications, and to this end the provisions of this Act are hereby declared severable.

HOUSE BILL 235 APPROVED

BROADENS LOUISIANA STATE FIREMEN'S TRAINING PROGRAM

ACT NO. 84

HOUSE BILL 235

BY: Messrs. Bertrand,
Knowles, E.L. Bernard,
McGehee, Bolden, Michot,
Sanders, Matassa and Dyer

AN ACT

TO APPROPRIATE AN ADDITIONAL SUM OF FIFTY-TWO THOUSAND TWO HUNDRED AND NO/100 (\$52,200.00) DOLLARS OUT OF THE GENERAL FUND TO LOUISIANA STATE UNIVERSITY AND AGRICULTURAL AND MECHANICAL COLLEGE TO BE USED FOR EQUIPPING, OPERATING AND MAINTAINING THE IN-SERVICE FIREMEN'S TRAINING SCHOOL IN CO-OPERATION WITH THE LOUISIANA STATE FIREMEN'S ASSOCIATION FOR THE FISCAL YEAR 1963-64 AND TO TRANSFER THE ADMINISTRATION OF THE STATE FIRE COLLEGE FROM THE DEPARTMENT OF PUBLIC SAFETY TO LOUISIANA STATE UNIVERSITY AND AGRICULTURAL AND MECHANICAL COLLEGE AND TO REPEAL ALL LAWS OR PARTS OF LAWS IN CONFLICT HEREWITH.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF LOUISIANA.

SECTION 1. THERE IS HEREBY APPROPRIATED OUT OF THE GENERAL FUND, TO THE LOUISIANA STATE UNIVERSITY AND AGRICULTURAL AND MECHANICAL COLLEGE FOR THE FISCAL YEAR 1963-64 AN ADDITIONAL SUM OF FIFTY-TWO THOUSAND TWO HUNDRED AND NO/100 (\$52,200.00) DOLLARS TO BE USED FOR EQUIPPING, OPERATING AND MAINTAINING THE IN-SERVICE FIREMEN'S TRAINING SCHOOL IN CO-OPERATION WITH THE LOUISIANA STATE FIREMEN'S ASSOCIATION.

SECTION 2. THAT THE SUM HEREIN APPROPRIATED SHALL BE IN ADDITION TO ANY OTHER APPROPRIATIONS MADE TO THE LOUISIANA STATE UNIVERSITY AND AGRICULTURAL AND MECHANICAL COLLEGE.

SECTION 3. THE ADMINISTRATION OF THE STATE FIRE COLLEGE IS HEREBY TRANSFERRED FROM THE DEPARTMENT OF PUBLIC SAFETY TO THE LOUISIANA STATE UNIVERSITY AND AGRICULTURAL AND MECHANICAL COLLEGE AND THE EXPENSES OF THE SAME SHALL BE INCLUDED IN THE ANNUAL BUDGET SUBMITTED BY THE LOUISIANA STATE UNIVERSITY AND AGRICULTURAL AND MECHANICAL COLLEGE.

SECTION 4. ALL LAWS OR PARTS OF LAWS IN CONFLICT HEREWITH ARE HEREBY REPEALED. APPROVED BY THE GOVERNOR: JUNE 15, 1963

WADE O. MARTIN, JR.
SECRETARY OF STATE

HOUSE CONCURRENT RESOLUTION NO. 151
BY MESSERS. JOHNSON AND FULCO:

A CONCURRENT RESOLUTION

TO DESIGNATE THE LSU FIREMEN TRAINING PROGRAM AS THE OFFICIAL IN-SERVICE FIREMEN TRAINING AGENCY OF THE STATE.

WHEREAS, THE MEMBERS OF THE LOUISIANA STATE LEGISLATURE REALIZE AND TAKE OFFICIAL NOTICE OF THE IMPORTANCE AND NECESSITY OF THE EFFICIENT AND EFFECTIVE OPERATION OF FIRE DEPARTMENTS AND THE PERSONNEL OF SUCH FOR THE PROTECTION OF LIFE AND PROPERTY, AND

WHEREAS, IT IS NECESSARY FOR FIREMEN TO BE TRAINED AND EDUCATED IN ORDER TO PERFORM THEIR FUNCTIONS EFFECTIVELY AND EFFICIENTLY, AND

WHEREAS, THE LSU FIREMEN TRAINING PROGRAM HAS BEEN CONDUCTING TRAINING FOR FIREMEN OF LOUISIANA SINCE 1963 ON A STATE WIDE BASIS AND HAS DONE SUCH IN A MOST EFFECTIVE MANNER.

THEREFORE, BE IT RESOLVED BY THE HOUSE OF REPRESENTATIVES OF THE LOUISIANA LEGISLATURE, THE SENATE THEREOF CONCURRING, THAT THE LSU FIREMEN TRAINING PROGRAM IS OFFICIALLY DESIGNATED AS THE AGENCY OF THIS STATE TO CONDUCT TRAINING FOR IN-SERVICE FIREMEN ON A BASIS WHEREBY OFFICERS FROM ANY AND ALL DULY CONSTITUTED FIRE DEPARTMENTS MAY PARTICIPATE. THIS DOES NOT LESSEN THE RESPONSIBILITY OR DESIRABILITY OF INDIVIDUAL FIRE DEPARTMENTS CONDUCTING TRAINING FOR THEIR OWN PERSONNEL.

BE IT FURTHER RESOLVED THAT OTHER STATE AGENCIES OF LOUISIANA ARE URGED TO GIVE SUPPORT AND AID TO THE LSU FIREMEN TRAINING PROGRAM IN EXECUTING ITS MANDATE.

ACT 32

HOUSE BILL NO. 618

BY: MR. BAUER AND SENATORS PELTIER AND DeBLIEUX

AN ACT

To amend Title 22 of the Louisiana Revised Statutes of 1950 by adding thereto a new Section designated as R.S. 22:1080, to levy an annual assessment on certain insurance premiums, to provide the amount and method of collecting such assessment and disbursement thereof and otherwise to provide with respect thereto.

Be it enacted by the Legislature of Louisiana:

Section 1. Section 1080 of Title 22 of the Louisiana Revised Statutes of 1950 is hereby enacted to read as follows:

1080. Assessment on insurance premiums; method of collection; disbursement

A. In addition to all other taxes and assessments, each insurer, other than life insurer, shall be assessed and within sixty days after December 31 of each year, shall pay to the state treasurer a sum equal to one-fourth of one percent of the amount of premiums received in this state by such insurer during the preceding year ending December 31. Such assessment shall be imposed on all insurance premiums received for the insurance against loss or damage by fire of property of whatever nature and kind in the state of Louisiana.

B. Each insurer shall submit to the state treasurer a just and true account, verified by one of its officers, or other person having authority to verify such accounts, of the total insurance premiums received by such insurer for insurance premiums received by such insurer for insurance of property of whatever nature and kind from loss or damage by fire in the state of Louisiana during the year ending December 31 of each year.

C. The state treasurer shall credit the proceeds from such assessment to a special account established in the office of the state treasurer from which disbursement shall be made by the state treasurer of all the funds collected from such assessment to the Louisiana State University and Agricultural and Mechanical College, Division of Continuing Education, to be used solely for the expenses in connection with the In-Service Fireman Training Program and the necessary facilities in connection therewith.

Section 2. All laws or parts of laws in conflict herewith are hereby repealed.



END