

FESHE Committee Meetings National Fire Academy January 7-9, 2010

Thursday, January 7, 2010

Welcoming Remarks and Attendee Introductions

Ed Kaplan, Chief, NFA Education, Training, and Partnerships Section

Dr. Denis Onieal, Superintendent, NFA

Chief Kelvin Cochran, Administrator, U.S. Fire Administration

Mr. Ed Kaplan asked the attendees to go around the room and introduce themselves. He stated that he invited all the major editors from *Fire Chief* and *Fire Engineering* magazines but they were not available. He thanked Dr. Denis Onieal and Chief Kelvin Cochran for their efforts in the fire administration.

Chief Cochran stated that the group made an impact on FESHE and the contributions of the success of the program. We have a tremendous culture to overcome but with the present group he believes that this will be done. The business model is ideal for where you are trying to go, but you need to stay committed to it. This will help in shaping the future in the fire service, which is the goal of the fire administration. The first goal is personnel and its needs. We have to have people who have salaries and benefits that create an image that attracts the best from the available workforce and obtain the best all the way through to retirement. Second goal is professional development. People need knowledge, skills, and abilities necessary to help achieve the mission. Chief Cochran discussed the eight strategic initiatives and several operational initiatives that have been embraced. Seven of these initiatives should be able to be accomplished in 3 years and the last initiative can carry through into the next presidency. These are not prioritized in anyway.

Initiatives

1. Assess the impact that we have had on fire and life safety and identify programs and services that we can create or strengthen.
2. Reduction of line-of-duty deaths (LODDs) and injuries within our Nation.
3. Federal grants evaluation.
4. National Fire Incident Reporting System (NFIRS).
5. Emergency Preparedness and Response.
6. Emergency medical services (EMS) role increase.
7. Professional development.
8. Capital improvements and maintenance on facilities. (This cannot be completed in 3 years.)

Chief Cochran challenged all the attendees to look at these initiatives and plug them into their strategic plans. By early February, we will produce and make available a publicized strategic plan as an official document.

Dr. Onieal asked the group to remember during the meetings that it is not about them, it is about the future.

TRADE/FESHE Leadership Meeting Report Out

Discussed chair position for Fire and Emergency Services Higher Education (FESHE) and the qualifications, requirements, deadlines, salary, etc.

FESHE and Training Resources and Data Exchange (TRADE) (Mr. Steve Sloan and Mr. Mike Robinson (National Co-Chairs for TRADE)) met for the very first time. TRADE called the meeting to discuss how the two groups could work together. The idea behind the meeting was that both groups are on the same path as other groups focusing on training and education. Their efforts could be combined. Group that met defined the common goals. What can TRADE do for FESHE and what can FESHE do for TRADE? Discussed the conferences and how TRADE pays with stipends for the attendees and FESHE attendees pay their own way. FESHE will be putting on two 3-hour workshops for TRADE at their conference in 2011 (TRADE has changed its dates). TRADE members will be invited to attend the FESHE Conference for interaction. Reviewed the differences in structures. Looking into merging email lists to get identical information from both groups. Final deliverable that was decided upon was "How do we work together to plan for the future of the fire service?" Looking to concentrate on degree programs to educate people on how to be a training officer. Will look at creating and implementing elective classes that could help in this area.

Professional Development Summit Updates
Jeff Gleason, State Director, Louisiana

November 10, 2009, brought together stakeholders in Louisiana to convene the first professional development summit. Very first meeting was in June 2008. Initial meeting brought about increasing the effort of higher education within State training. After several meetings a matrix was in place and was discussed at the State Fire Chiefs Association Board meeting. Summit took place with several hardships including not getting support where needed in the efforts. This was at the point where there were seven strategic initiatives given by the Fire Administrator, Chief Cochran. Ed Kaplan was sick and participated via teleconference. Heard from each of the feeder colleges and certification programs and how the matrix would work for them. It has been hoped that a final document would be signed that day. However, it is now hoped that it will be completed in the spring.

Associate's Committee

Present: Terry Koeper, Larry Perez, Val Williams, Debra Mertz, Judith Kuleta

- Discussed FESHE Certificates for class completion with the Bachelor Committee. Six core courses adopted to receive an Institutional Certificate of Recognition. Student to receive a course completion certificate after submission of a 75-5a form. Participating versus Recognized status (Participating means less than six core courses. Recognized means that the Institution has adopted all six core courses)
- Discussion regarding the adoption of California model for Student Learning Outcomes Assessment. Consensus was to not adopt this model.
- Updated all core and noncore FESHE courses and checked all links to be sure they linked correctly.
- General education course recommendations.
- Contacting other organizations for the purpose of input including the National Wildfire Coordinating Group, Bureau of Land Management, ARFF Training Trainers, Training Officers Organizations, Marine Firefighting, and Industrial Firefighting.
- Met with the Pathways Committee on the four FESHE courses.
- Met with publishers and updated textbooks.
- Discussed the FESHE model. Chief Ronny Coleman presented his "Lessons Learned" package. We then went into committee work and cleaned up curriculum. Worked with the Pathways Committee and the Principles of Emergency Services.

Bachelor's/Graduate Committee

Chris Riley, Fire Chief of Pueblo, Colorado, and Chair of the International Association of Fire Chiefs (IAFC) Professional Development Committee (PDC) participated via speaker phone. They are revising the *Officer Development Handbook* and are looking at incorporating a chapter on leadership competencies, including the big eight leadership competencies as part of the experience piece. These should mostly affect the experience requirements of the Chief Fire Officer Designation (CFOD) designation requirements. Want to keep the matrix intact as much as possible. They are trying to lose the merit badge mentality that completing X, Y, and Z automatically means someone is qualified. They want to rely on a competency-based approach to document competency in the four areas of training, education, experiences, and self-development. Ed Kaplan asked Chris Riley if he would attend the FESHE conference in June.

Big eight competencies: an extensive multiyear study that identifies common competencies across many different types of organizations that predict future success in organizational leadership. Mr. Kyle Gorman's department sent him to a Minnesota-based firm's program in this big eight leadership program. The firm puts data behind their predictions on success. For example: Dealing with and/or resolving conflict is one of those big eight competencies. A few years ago the PDC developed a mentoring program for potential future fire chiefs and decided upon the International Association of Chiefs of Police (IACP) and used their placeholder documents and modified them to suit the fire. The IACP started in 2000 and eventually went on the road with it. They found the best way to train the mentors was to go through the State associations. The IACP learned from their early experiences and adopted the stuff that worked and avoided their pitfalls. While the IACP was focused at less than 25,000 population, the fire folks wanted it to be appropriate for all size fire departments. They have about 150 mentors trained through workshops at several large conferences. A home for the mentoring program was found at the Center for Public Safety Excellence. The manual should be printed and ready for distribution in August 2010 in Chicago. The overarching goal is to develop and better prepare future leaders for the Nation's fire service. A distinction must be drawn between mentoring and coaching. Mentoring helps individuals ask the right questions of themselves to enable them to know where they need to be developed to strengthen their leadership qualities.

- Discussion on the potential curriculum for a master's curriculum. Mr. Jim Broman indicated the ODC from IAFC has competencies identified that are at the graduate college level and that is a good place to start if we want a competency-based graduate curriculum. An Master of Public Administration (M.P.A) or an Master of Public Policy (M.P.P) from a school accredited by the National Association of Schools of Public Affairs and Administration (NASPAA) appears to be the most beneficial route to prepare a future fire executive.
- The Executive Fire Officer Education Competencies listed on pages 34 to 36 of the IAFC-ODC is probably closest to what is needed. Might consider developing three or four courses as a specialization to be delivered in conjunction with an M.P.A or M.P.P program.
- Discussion on the Public Safety Leadership & Ethics Institute Program (IPSLEI) four leadership/ethics courses and whether or not they should be elective courses at the bachelor's level. One concern was that should we be endorsing an outside course program, etc. The consensus was to hand this issue to the associate's committee and see

- if it wants to develop a personal leadership course and/or an ethics course at the associate level that is FESHE. It should be outcome/competency driven.
- Approved Joe Guarnera's analysis of seven of Southern Illinois University's (SIU's) syllabi as meeting the FESHE course objectives. The body approved his recommendation.
 - Suggestions for the FESHE Lasting Achievement Award: 1) IFSAC Degree Assembly, 2) IPSLEI, 3) IAFC Professional Development Committee. No suggestions for FESHE Emeritus award this year.
 - Mr. Adam Thiel talked about the joint venture between Arlington and Alexandria and their professional development planning. They are using Virginia's education piece and customizing the National Professional Development Matrix to their department's needs.
 - Possible revision of the triangle to a pyramid adding experience(s). Several folks believe this would be much more palatable to people who look at the current model and feel much of their time and energy to date does not count or is not recognized in the current model. Jim Broman also suggested we consider a four-sided figure that includes the CFOD area of self development. Consensus is that we should step back and consider many different types of figures that could conceptualize professional development.
 - Discussed having the IAFC Professional Development Committee representative on the Bachelor's Committee. After discussion there was consensus on the idea to actively request someone from that PDC be active in the FESHE process. Jim Broman indicated it has value within the IAFC structure to have their representation in FESHE formally requested. He also felt their participation needs to be broader than just the Bachelor's Committee. A formal letter to the IAFC should request they send a representative from the PDC to regularly provide input and assistance to the whole FESHE process.
 - Discussed revisiting the existing FESHE structure after the new person is hired to ensure that we have collaboration and consensus. The model of the National Fire Protection Association (NFPA) Standards Council was brought up as a possibility. At that level, outside agencies such as the PDC, and other external groups/individuals, could serve as a resource to the whole FESHE organization.
 - The current concept of daily "report outs" assumes that the committees work as silos rather than working together on issues of professional development. It also minimizes input across committees. Depending upon how quickly the new person is hired, we could begin to discuss these ideas and possibly bring them forward at the conference.
 - We currently work on FESHE issues in spurts and flurries centered around a couple major yearly events. There might be value to trying to schedule quarterly conference calls or interactions of some sort to keep things moving throughout the year. This does not discount the bottom up "circles and starfish" concept.
 - Consider having a brainstorming session tomorrow morning with everyone to discuss some of these major changes to the current model (triangle) and some of these other FESHE structure issues. Add two more arrows representing experience(s) and self-development?
 - Discussion on general education and what everyone else is doing. Should we put something in the FESHE curriculum documents (particularly at the associate degree level) advising students to select general education courses that can transfer to 4-year institutions in case they decide later to further their education.

- Recommendation: Give this topic to the associate degree committee to determine whether a list of general education courses will transfer on the curriculum and/or a note advising the students should appear somewhere in the documents.

Committee Chairs Meeting

Ron Coleman will demo the task he has been given by the Center for Public Safety Excellence (CPSE) to design something to help it explain to applicants what the CFOD is and how to apply for it. "The Complete Fire Officer" is a well-rounded, educated, and professionally and personally developed fire chief.

1. Understand the system.
 2. Access the system.
 3. Develop a personal plan to use the system.
 4. Eliminate redundancy in the process.
- There are several models out there that a person can use to develop personally and professionally. Which model will you use? It is based upon achieving various competencies over a certain amount of time in his/her career; core competencies of who you are as a person.
 - Developing perceptions of what you value and how you view the world as you develop and mature.
 - You develop an emotional IQ and use it to make life choices.
 - The goal is to make the best choices about your life at the earliest point in your life/career.
 - Stepping stones are activities that advance you (not linear).
 - Experiences within the culture and environmental interface and making choices in that context.
 - Assessing where you are and how to develop the competencies you need to succeed.
 - Ten categories of technical expertise to be effective as a chief officer.
 - Developing an operational vocabulary for his/her own personal development.

Have a quarterly meeting of the Steering Committee touch base between the two face-to-face meetings.

Have the Steering Committee meet at lunch daily during the meetings to discuss progress to prevent SCUD missiles at 4:15 to 4:30 p.m. The steering committee should be looking at the committee work groups to ensure they realize the impacts of their actions beyond the individual committees.

We need to develop a FESHE Procedures Manual to spell out who the supporting partners (stakeholders) are and what their roles are in FESHE. It is also important to have political buy-in from the stakeholders. We need to structure the interaction to ensure we do not exclude a particular group. It does not mean that everyone can sit at the table, but they must feel that their views are being heard. Stakeholder conference calls and/or separate meetings at the conference for stakeholders.

Associate's and Bachelor's Joint Committee Meeting

Discussion on revising the model. Mr. Gary Kistner showed a revised model that would add two additional arrows. Discussion on the rationale for modifying the existing triangle in lieu of going to a three-dimensional representation (pyramid or tetrahedron).

Recommendation to add experience and self development to the model but let a smaller group work with the other two groups to make sure all three groups (CPSE/PDC/FESHE) agree the model still represents their concept of fire officer professional development. Adding the two additional arrows just lets people know these two elements are still important, were implied before, and now are acknowledged in the model.

We also discussed the pros and cons of adding something to represent the high school pathways program. In the interest of keeping it simple, it was suggested that we ask the PDC to add text in their handbook discussing potential entry points including the high school pathways program. We could also add that kind of language to the text explaining the model on the FESHE Web pages.

The merits of keeping it simple and not making it a television wiring diagram.

The conclusion of the discussion is that we should just add two more arrows to the current model to keep it simple and also consider adding some explanatory material to the narrative to include the "competency" concept and "high school pathways."



Discussion on adding additional advisory personnel to provide input into the FESHE Program Steering Committee. Ron Coleman suggested that city managers hire fire chiefs and invite them to the table. Suggestion was to let the Program Steering Committee discuss the best folks to invite to advise the FESHE Program Steering Committee and provide input to FESHE.

Ed Kaplan presented on the importance of not letting the FESHE starfish concept die on the vine. He challenged us to all go back to our local areas and make something happen at the local level. Get your local circles going and do all we can to support the whole "local circle to State, circle to Region, circle all feeding into the IAFSHE." Everyone go home and look at Blueprint 20-20 for the specific goals to work on at all these levels starting at the local level.

Ron Coleman discussed and demonstrated activity materials that he is making available for us to use at the associate and baccalaureate levels. "Lessons from the Past" are designed to help preserve the institutional memory of the fire service and the things that impacted how we developed. Thirty-five incidents are in this exercise manual (50 pp.) It is accessible on Wikipedia Web sites. It is intended to support all the FESHE courses. They will eventually be grouped by topics which should relate to specific courses.

There should be about six incidents for each course. There are great questions asking the students what was learned and how the codes and/or procedures changed as a result of it. The materials also ask the students what they learned from studying the material. At the end of each exercise there is an opportunity to get extra credit for conducting additional research on that topic or a similar incident. There will also be an Instructor Guide to help the instructor ensure they cover all the changes and lessons learned from that particular incident. Not all of them are scenarios. For example, there is a story about a firefighter who became an arsonist. Some of these were events but not necessarily incidents. The goal of this series is to give the future firefighters the benefit of the knowledge of the history of events and incidents to help them prevent repeating the mistakes of the past that caused loss of life, injuries, and economic losses.

This whole "lessons from the past" project is part of the work of Ron Coleman as a part of the Heritage Foundation that he and Mr. Wayne Powell are building a repository of historical information about the Nation's fire service and how it has evolved. It is not official. Ron is looking for feedback on how to make this better. See also the Federal Emergency Management Agency (FEMA) link to Youtube videos that are available with specific content appropriate to FEMA activities including disasters, preparedness, etc. Wayne Powell mentioned that many locations of major loss of life incidents resulted in that location becoming severely depressed or blighted and folks moved away and in most cases no one has ever studied the impact on the lives of those people who lived through the incident.

National Fire Prevention Professional Development Committee

Present: Jim Crawford, Jim Goodloe, Don Beckering, Dan Uthe, Debra Carlin (via Adobe Connect)

Guests: Chief Ronny Coleman, FESHE Emeritus; Sandy Facinoli, Branch Chief, Prevention and Information, National Fire Programs; Mary Marchone, Training Specialist, NFA Community Risk Reduction; David Diamantes, Code Training and Consulting

- Background/History of the National Fire Prevention Professional Development Committee (NFPPDC) for guests.
- Committee Membership revised policies--Ron Coleman was welcomed to the meeting. As a FESHE emeritus, he can participate in any of the meetings; however, he has an open door policy to be a member of the NFPPDC and we are happy to have his input.
- Update on Minnesota statewide fire prevention program. Don Beckering gave an update on the statewide fire prevention program for Minnesota. The program has been delayed until the fall of the current year. Budget restraints and the inability to hire staff as well as students protesting increased costs of tuition have delayed the implementation of the fire prevention program. Don also addressed the new Federal higher education opportunity act, which affects all Title IV institutions. This has a direct relation on campus fire safety because of the necessity to develop fire prevention programs. There was discussion about the development of a national campus fire safety course for students. Ms. Mary Marchone suggested that such a course could be offered through NFA Online.
- Jim Crawford gave an update on Vision 20/20. He outlined the five areas connected to Vision 20/20: advocacy, education, culture, technology, and codes and standards. He discussed the progress for each area, who was the champion involved in that area, and when future meetings would be taking place.
- Develop template class projects/activities for fire prevention courses--Chief Ron Coleman presented a series of projects entitled "Lessons Learned." This is a course notebook associated with an exercise workbook that can be used to discuss historical fires and events that have affected the code and operations process. The group felt this historical perspective would be beneficial to all FESHE courses. Chief Coleman has offered this resource to be used by instructors in the field. The committee suggested creating an **Instructor's Toolbox** that could be put online in the FESHE Web site and could be used by instructors teaching any of the model core courses.
- Identify U.S. Fire Administration (USFA) fire prevention and public fire education products. Ms. Sandy Facinoli took the group through the USFA Web site and highlighted projects and products that could be used by instructors teaching FESHE courses. The Exchange is a valuable resource set up through the Learning Resource Center (LRC) that can be linked into the **Instructor's Toolbox**.

- Review Fire Prevention course outlines for updates and/or text suggestions. The committee suggested that there be a timeframe for updating courses that could be done on a schedule with the Pro-Qual standards. This would also run consecutively with the publication of new textbooks.
- Review *Fire Prevention Organization and Management* course. The Unit 2 outline needs to be changed because it does not match the material in Concepts of Code Enforcement. Also, the written assignment in that unit is on fire investigation (Slide 6 of 9).
- Succession planning and participation of fire prevention organizations- because of upcoming retirements of some members of the committee, it was suggested that we reach out to organizations such as: International Fire Marshals Association (IFMA), NASFM, Chiefs Fire Life Safety Section, etc.

Fire and Emergency Services Higher Education High School to College Pathways Committee

Vision Statement

The High School to College Pathways Committee will provide educational pathways between High School Emergency Service programs and the College Plan of Study based on the appropriate career cluster.

Mission Statement

To provide leadership and direction for secondary and postsecondary education institutions to promote career pathways for high school students wishing to pursue the fire and emergency services as a career while continuing their higher education.

Goals

- Standardize high school curriculum across the United States to align with the FESHE model.
- Educate student counselors and public safety agencies to the importance of availability and success of existing programs and professional development opportunities.
- Educate communities and potential candidates of the job requirements and opportunities created by participating in this educational pathway.
- Promote dual enrollment, articulation, and student retention.
- Promote workplace readiness skills in high school to prepare the student for affiliation within fire and EMS agencies and/or higher education institutions.
- Identify partnerships and grant opportunities to enhance educational programs.

Career Pathways

- Career clusters: Law, Public Safety, Corrections and Security, and Health and Science.
- Career pathways: Fire Science Technology and/or EMS.
- Related State and national certification credits.
- Academic/Technical preparation and career guidance in secondary schools.
- Career guidance and placement in postsecondary schools.

What is Dual Enrollment?

Broadly speaking, it is a program that allows high school students the opportunity to meet the requirements for graduation while simultaneously earning college credits.

Success for a Student's Educational Future

Dual enrollment partnerships are created at the local level, usually between secondary school representatives or boards and the community college that is authorized to serve their location.

The Pathways Committee discussed topics that have an impact on the delivery of fire and EMS courses in secondary school systems. The following topics are being considered when creating the committee's plan for action.

United States Department of Education

- Competency records;
- Verified credits;
- Instructor credentials; and
- Age requirements.

Community Colleges, Universities, Technical Centers

- Fire science technology college programs;
- Emergency medical services programs;
- Transferring from high school to college;
- Dual enrollment; and
- Dual accrediting.

Secondary Education

- Public high schools;
- Private high schools;
- Career and technical centers; and
- GED component.

State Fire Training

- American Council of Education (ACE) review of State certifications for credit;
- National Fire Service Professional Qualifications Board (NFSPQB) accreditation;
- IFSAC; and
- NAFTD.

State Departments of Labor and Industry

- Skills USA;
- Partners in Industry;
- Age requirements; and
- Insurance requirements.

National Fire and EMS Stakeholders

- IAFC--Silver Ribbon Report;
- NVFC--Junior Firefighter Program and Scholarships; and
- Learning for Life Explorer Programs and Others.

Student Competency Records: Reinforce the importance of using these records. Give an overall picture of why these are important and how they relate to Department of Education funding.

Verified Credits: Discuss the options of verified credits.

Instructor Credentials: Review State training requirements for educators in secondary education

Insurance: Discuss the options for insurance concerning students who are not affiliated with a volunteer fire and rescue agency.

Age Requirements: Review the age requirements for enrollment in State certification programs.

Partners in Industry: Network with all school districts present on several topics: personal protective equipment (PPE) acquisition, insurance, good ideas, bad ideas, partnerships with fire/rescue agencies.

National High School College Pathways Committee

The committee discussed how the Pathways program delivery from secondary to postsecondary schools can be accomplished. The determination was made that two possible options exist. The participating schools can be public and private high schools or technical centers.

- 1. FESHE course/Direct Delivery:** Pathways Committee reached a consensus vote that this option is achievable with minimal restrictions if an articulation is reached between the secondary school and the college/university. This can be used for the following four recommended FESHE core courses: *Principles of Fire and Emergency Services*, *Fire Behavior and Combustion*, *Principles of Firefighter Safety and Survival*, and *Building Construction for the Fire Service*.

The committee discussed pros and cons of using the direct delivery option in secondary to postsecondary programs.

Pros

- Crosswalk of training to education and vice versa, with State training agencies or commissions.
- Dual enrollment/College credit.
- Sow seeds for recruitment and development for six core FESHE courses.
- Collaborative learning with other trades in secondary environment (i.e., building trades and building construction for fire service).
- Start of new generation safety culture change.
- Meets USFA strategy for reducing the number of LODD.
- Can be standardized nationally by adopting the FESHE model.
- Minimal logistics versus technical training.
- Easier fit to deliver within the time constraints of semesters.
- Better prepares students for obtaining State/national training certifications.
- Achievement of a possible certificate of completion for direct FESHE courses, along with, entering hours into State training transcripts. Under consideration is a FESHE version of NFA State-Sponsored Certificate program.

Cons

- Discipline issues with mostly lecture-based courses.

- 2. Technical fire and EMS training/State training delivery partnerships, etc.**

Pathways Committee believes that this option will only work with one course, *Principles of Emergency Services*, however considerable research of the correlation between NFPA 1001 Level I & II in comparison to the *Principles of Emergency Services* course will need to be considered using the National Professional Development Matrix.

The committee discussed the possible alignment of integrating the appropriate national emergency medical technician (EMT) content into the *Principles of Emergency Services* learning outcomes.

Pros

- Waiver or advanced standing for college credits;
- Approval process;
- Certification from State and NFPA opportunities;
- Dual enrollment possibilities;
- Strong recruiting tool;
- Early development of skills sets;
- Reaches a broader audience (public, private, and home school);
- Similar competencies;
- More partnerships opportunities (i.e., metro fire department, State training, colleges, high schools, industry); and
- Tech Prep education partnerships.

Cons

- Length of program fitting into the secondary setting;
- Certification process;
- Age requirements;
- Approval process;
- Risk management/Liability issues;
- Waiver (who signs off on approval); and
- Confusing variables.

The Pathways Committee compiled a draft list of issues to send to education and training entities that are currently offering some type of fire and/or EMS educational program. The committee idea is to package these questions into a user-friendly format in SurveyMonkey™ and send out to State training directors and educational institutions that are on the FESHE list. A recommendation was made to select one strong secondary program in each of the 10 FEMA regions. These issues will be used to create a set of questions to determine what secondary education programs are currently delivering fire and EMS courses.

Fire-Related Offerings: Secondary Education Institutions (High Schools, Technical Centers, etc.)

- Hiring age of local fire departments;
- Entrance age of volunteer fire departments;
- Minimum age for State certifications;
- Policy existence for minors with regard to taking fire training courses;
- Insurance coverage for students;
- Existing dual enrollment courses in fire;
- Existing high school fire courses;
- Who administers your fire in secondary education:
 - State fire training,
 - Local fire department,
 - Public/Private schools,
 - College/University, and
 - Other (explain); and

- Location of secondary education fire:
 - State fire training,
 - Local fire department,
 - Public/Private schools,
 - College/University, and
 - Other (explain).

Fire-Related Degree offerings: Colleges and Universities

- Do you offer a Fire Science Technology or equivalent degree program?
- Which of the following type of degree is offered in your Fire Science degree program?
 - Associate of Arts (A.A.).
 - Associate of Applied Science (A.A.S.).
 - Associate of Science (A.S.).
- Do you have a partnership with local high schools in fire course delivery?
- Do you have a dual enrollment agreement with those high schools?
- Minimum State certification age?
- How do you offer Fire Science Technology in high schools?
 - Direct delivery of college course.
 - Technical fire training.
- Has your college/university adopted the USFA/NFA's Fire and Emergency Services Higher Education (FESHE) core courses into your curriculum?

EMS-Related Offerings: Secondary Education Institutions (High Schools, Technical Centers, etc.)

- Hiring age of local EMS services
- Entrance age of volunteer fire departments
- Minimum age for State certifications
- Policy existence for minors with regard to taking EMS training courses
- Insurance coverage for students
- Existing dual enrollment courses in EMS
- Existing high school EMS courses
- Who administers your EMS courses in secondary education:
 - State fire training,
 - Local department,
 - Public/Private schools,
 - College/University, and
 - Other (explain); and
- Location of secondary education EMS classes:
 - State fire training,
 - Local department,
 - Public/Private schools,
 - College/University, and
 - Other (explain).

EMS-Related Degree Survey: Colleges and Universities

- Do you offer a Fire Science Technology or equivalent degree program?
- Do you offer an EMS degree program?
- Which of the following type of degree is offered in your EMS degree program?
 - Associate of Arts (A.A.).
 - Associate of Applied Science (A.A.S.).
 - Associate of Science (A.S.).
- Do you have a partnership with local high schools in EMS course delivery?
- Do you have a dual enrollment agreement with those high schools?
- Minimum State certification age?
- How do you offer EMS courses in high schools?
 - Direct delivery of college course.
 - EMS training.
- Has your college/university adopted the USFA/NFA's FESHE core courses into your curriculum?

Committee discussed the strategy to establish partnerships with other national organizations and assigned the following tasks to individual committee members.

Tasks:

- Partnership with North American Fire Training Directors (NAFTD):
 - Mr. Jeff Gleason to contact NAFTD president to summarize this meeting,
 - Prepare summary document,
 - Discuss use of NAFTD list serve to disseminate information and request assistance for data collection, and
 - Speak at NAFTD Spring Conference at FDIC;
- Partnership with TRADE:
 - Mr. Doug Ott to contact Mike Robinson, Metro Chair and Steve Sloan, State Training Chair,
 - Request help to gather data,
 - Bring awareness to four core courses, and
 - Discuss articulation of Firefighter I and II with the Principles of Emergency Services outcomes;
- Partnership with National Volunteer Fire Council (NVFC) and IAFC VCOS:
 - Mr. Buddy Hyde to contact Mr. Ken Farmer (or designee) to serve on committee,
 - Request further information on Dunkin Donut Scholarship,
 - Discuss National Junior Firefighter, and
 - Discuss Healthy Future in the Fire Service;
- Partnership with Boy Scouts of America Explorer Program:
 - Mr. Travis Ford to contact (Buddy Hyde to assist), and
 - Learning for Life--Navigators Program;
- Partnership with Volunteer Fire Insurance Service (VFIS):
 - Request IAFC to increase \$500 scholarship to all FEMA regions;
- NFPA:
 - Travis Ford to contact, and

- Get report in reference to aging trends for fire protection in small communities;
- Partnership with Fire Corps:
 - Check of availability of Federal money,
 - Ms. Lorie Moore, and
 - Develop fire service curriculum for volunteer; and
- Create marketing material for the Pathways Committee.