

Florida State Fire College

Vision 2039

*Enabling Florida's Fire Service -
One Firefighter at a Time!*



Mission Statement

"By knowing their needs and exceeding their expectations; we enable the success of Florida's Fire and Emergency Services Community!"

Acknowledgements

When we first approached the idea of a *re-vision* document, we started with a focus on the successes of current fire certification programs that have improved firefighter safety and reduced the loss of life and property through fire service training over the years. We then categorized them into different educational tiers; operational, company officer and executive levels. In addition to traditional fire service training, we began to focus on more of a multi-discipline and partnership approach to help bridge the services in multi-agency responses and needs. We were then able to determine which programs *could* successfully benefit from enhanced level training to meet the demands that our public service agencies are facing. Enhanced level training wasn't just viewed as adding classes to existing certifications, it was training that could be obtained through a variety of resources available including the use of technology and different teaching methodologies. We believe that the guidance put forth in this document should allow us to accomplish many great things for the future of Florida's fire service, fire training institutions and educators, and all public service organizations.

We would like to take this opportunity to thank the wonderful staff members of the Bureau of Fire Standards and Training (BFST) for their dedication and extensive knowledge of current operations of the Florida State Fire College (FSFC), as well as the Bureau, to ensure our mission is successful. That fundamental foundation makes it all happen. We would also like to offer our sincere appreciation for the hard work and dedication of our partnering agencies, constituent groups, and advisory boards for the great insight and investment in the Vision. Stakeholder input is, and will always be, our greatest source of information to provide better services to this great State. "*Knowing their needs*" is a core operating principal within the mission of the Bureau and we value their contributions.

In particular, we want to thank Chief Keith Chapman for providing exemplary guidance through the visioning process and prompting well needed discussions to help guide us through the next few decades of firefighting in our great State. Chief Chapman's giving of his time, energy, and experience is an example of what makes the fire service such a special "team".

We commend Chief Financial Officer Jimmy Patronis for accepting the role of Florida's State Fire Marshal as he will oversee and lead in Florida's mission to guide the training and safety of all fire and emergency service responders.

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Introduction

Today's fire service faces new challenges. Fire service organizations are tasked with implementing new and updated practices to keep up with the transcending approach to firefighting. The need to acknowledge successful past practices, as well as re-aligning the mission to meet tomorrow's fire service is evident. Technological advances, increased public exposure, transparency budgeting, multi-agency responses, domestic threats, increased emergency medical responses, increased retirement of veteran firefighters, and firefighter health and well-being concerns are major contributing factors in this new generation of firefighting.

Since the Bureau of Fire Standards and Training (BFST), Florida State Fire College (FSFC) was created to serve the needs and best interest of Florida's fire service, it is imperative that changes are made to support that mission. Firefighter safety on the training ground and on-scene response must surpass safety standards set by the Occupational Safety and Health Administration (OSHA). National recognition through accreditation reiterates that Florida's curriculum development and delivery must meet or exceed industry standards and maintain compliance with the National Fire Protection Agency (NFPA).

In addition to the overall view of growing needs, there are also prominent issues immediately facing the fire service:

- Firefighter health and wellness issues are now at the forefront of most discussions as cancer and suicide rates among firefighters are increasing.
- Technology based training tools and blended learning are now required to be able to reach the multi-generational workforce.
- Medical emergency calls have drastically increased.

The Bureau's responsibility does not stop at the doors of the Florida State Fire College. Input from all agencies will help design Florida's future fire service and your Florida State Fire College. Information should flow from the operations level through the officer and administration level to the legislative level. Like the visioning documents that were written before that brought Florida's fire service to the current era, a new vision is on the horizon.

Florida State Fire College History

Florida's fire service is rich in tradition and the efforts put forth towards training, education, safety, and certifications have enabled Florida to become a leader nationwide. A brief look into history reminds us that fire service organizations in the early 1930's identified the need to have organized fire service training in Florida. The offering of Florida Fire College Annual fire schools throughout Florida during the 30's and 40's was originally sponsored by the Florida State Firemen's Association, currently known as the Florida State Firefighter's Association. The idea grew for a facility to be centrally located in Florida that would provide training and be a leader for all fire service needs. The Florida State Fire College was created



Original FSFC Campus

by Florida's fire service for Florida's firefighters and became a state institution in 1949.

The original Florida State Fire College campus was dedicated on October 12, 1951 in



downtown Ocala, FL. In 1969, under the State reorganization plan, FSFC was placed under the Department of Community Affairs and became the Bureau of State Fire College. In 1975, the Florida Legislature assigned FSFC to the Division of State Fire Marshal, Department of Insurance, under the direction of the State Treasurer and State Fire Marshal as the Bureau of Fire Standards and Training.

Twenty-one short years after FSFC initially became a state institution, still with cooperation from constituent groups and fire service organizations, Florida adopted mandatory minimum standards for the employment and training of firefighters. Building

on resources that included a large volunteer firefighting population, as well as paid-career service firefighters, organized firefighting training became more available and was geared to meet the needs of the communities that it served. It was the greatest impact on providing consistent fire service responses to the citizens in this great state.



January 20, 1988 article, Ocala Star Banner

The success of a proven standardized fire service throughout the mid 70's and 80's identified the need for a larger, more enhanced fire training facility. The new 37-acre facility, in its current location, was dedicated on October 12, 1989. In 2007, an additional 50-acres, across from the main campus, was donated by the Florida Department of Corrections. Plans for this property are still under development as funding and resources become available.

Florida's notable fire service leaders from yesteryear set us on a path that has enabled us to become a stronger, more prepared fire service. The FSFC timeline suggests that a need was identified and Florida fire service organizations, with cooperation from the State of Florida, made the vision of a better trained, educated, and safer fire service become a reality.

As the fire service culture changes, the Fire College must grow to face tomorrow's fire service needs. As the regulatory agency for all Florida fire certifications, it is especially important to maintain the integrity and high regard of the many training and certification programs, as well as, address the growing needs of the fire service. Specialized courses in search and rescue, hazardous materials, self-rescue, and rapid intervention training are still an ever-growing need. Minimum standards programs are still the basic educational foundation for Florida responders. Recently, an initiative was set forth to promote higher education through the revision of the fire officer series and by adding Fire Code Administrator and Health and Safety Officer Certifications.

Two important documents were written throughout the history of the Florida State Fire College. The *Statewide Organization Design for the Delivery of Fire Service Training and Education State of Florida* was written in 1979 and prepared under the direction of the Division of State Fire Marshal. In this document, there are names of participants who leave behind a fire service legacy. They were leaders in different fire service organizations who had a great interest in the Florida fire service in its entirety. That document addressed the needs that are still evident today. It promoted fire certifications, enhanced volunteer firefighter training, established fire science degree programs, and emphasized coordination with all State of Florida agencies, municipalities, and private entities involving hazardous materials, fire exposure and suppression. In 1994, another group of notable leaders came together again for the benefit of Florida's fire service and expanded the mission to include emphasis on emergency management and responses to terrorism. That group composed the document *2020 Foresight: Forecast for Change*. Many things had changed between 1979 and 1994 which included new technologies, a new economy, and new threats.



Burn building at original campus



A quick visit into the legislative structure should give you an idea of why Florida received national recognition and accreditation for the fire service programs and certifications. The Bureau of Fire Standards and Training is the catalyst to improve firefighter standards and safety by enacting legislation to carry that mission forward. The Florida State Fire College is a section of the Bureau and is legislatively tasked to prescribe standardized curriculum and offer the delivery of courses, as well as provide resources to fire service

training providers in the State. It also focuses on cost efficient firefighter training. The funding structure includes facility maintenance and utilities and provides for staffing, as well as equipping classes and training grounds. Coupled with funding, FSFC is also bound to a budgetary restraint to allow for all State agencies to be able to operate efficiently.

In 2002, the Florida Legislature again restructured the statewide organization and created the Department of Financial Services (DFS) that would be operated by the Office of Chief Financial Officer (CFO) which was a combination of the former offices of Comptroller and Treasurer, Insurance Commissioner, and Fire Marshal. Florida's political cycle also has a bearing on how FSFC operates. The tiered government structure is the Office of Chief Financial Officer, Department of Financial Services (elected official; 4-year election cycle), Division of State Fire Marshal (appointed Director and Assistant Director), Bureau of Fire Standards and Training (appointed Bureau Chief and Assistant Superintendent) which operates the Florida State Fire College campus.



New fire truck dedication and push-in ceremony January 5, 2017 at FSFC

Process Overview

Internal Analysis

Florida State Fire College November 12, 2015

Staff members of the Bureau of Fire Standards and Training met on November 12, 2015 and performed a one day, all staff involved comprehensive analysis of internal strengths, weaknesses, opportunities, and threats (SWOTs) within the organization that extend to firefighters and fire service organizations. Fire Chief Keith Chapman of the Temple Terrace Fire Department moderated the session and assisted staff with key points, as well as prompted an in-depth look at specific topics being discussed.

Based on their knowledge of the day-to-day operations of the Florida State Fire College, as well as the Bureau, the staff was asked to examine their perceived gap in services and critical issues that impede the ability to exceed fire service expectations for the next 20 years. Each section was represented and they conducted a review of each topic with focus on changing the current public perception of the organization.

Participating staff members:

Shane Alexander	OPS Instructor
Tanya Barton	Senior Clerk
Mary Ann Benson	Administrative Assistant II
Angie Cain	Government Analyst I
Don Campbell	OPS Instructor
Scott Chappell	OPS Instructor
Shawn Day	Field Examiner
Sam Edwards	Instructor
Mark Harper	Standards Supervisor
Amy Johnson	Administrative Assistant II
Barbara Klingensmith	Training Supervisor
Heather LaBrecque	Secretary Specialist
Tricia Liner	Accountant I
Michelle Mattson	Fiscal Assistant II
Terry McElroy	Field Examiner

Regina Saueracker	Operations Management Consultant II
Nancy Sowards	Senior Clerk
Mike Swartz	OPS Instructor
Edna Tyler	IT Specialist
Bill Yonce	Instructor

External Analysis Fire Rescue East 2016

On January 20, 2016, Keith Chapman conducted an external stakeholder “listening” session with attendees at the Florida Fire Chiefs Association’s annual Fire Rescue East Conference. The purpose of this two-hour listening session was to expound upon the issues and subjects identified as part of the internal stakeholder holder analysis previously conducted on November 12, 2015 at the Florida State Fire College.

Prior to this session, the Bureau of Firefighter Standards and Training issued a request for interested parties to attend and participate in the listening session. These invitations were distributed through key stakeholder groups having worked collaboratively with the Bureau or utilized Bureau services. Among these groups were the members of the Florida Fire Chiefs Association (FFCA), Florida Fire Marshal and Inspectors Association (FFMIA), Florida Professional Firefighters (FPF), Florida Fire Training Director’s Association (FFTDA), Executive Fire Officer Section (EFO), Fire Service Instructors Section (FSFSI), and the Florida Volunteer Officer Section (FVFO).

The session involved more than 40 attendees from a variety of organizations representing a cross-section of Florida’s fire service. Representatives included members from colleges, universities, fire departments, and firefighters. Each attendee was provided with a printed copy of the Internal Analysis summary from the November 12, 2015 session.

Keith Chapman began the session by conducting a review of the Internal Analysis. From this analysis, he developed three questions:

1. What can you affirm as a strength, weakness, opportunity, threat, etc.?
2. What do you disagree with or question?
3. What did the internal stakeholders miss or leave out?

All participants were engaged in the discussion and a variety of new issues were discovered and added to the current Internal Analysis.

Participants:

Benjamin Alderson	Barry University
James Angle	St. Pete College
Greg Anglin	New Smyrna Beach Fire Department
Craig Ammons	Escambia County Fire Rescue
Tony Apfelback	Altamonte Springs
Howard Bailey	Volusia County Fire Training Center
Tim Beattie	Keiser University
Steve Bertuccio	Broward Sheriff's Office Department of Fire Rescue and EMS
Patrick Bigness	Boca Grande Fire Department
Thomas C. Brown	Florida Gateway College
Michael D'Angelo	Boca Grande Fire Department
Craig Damien	Marion County Fire Rescue
Marty Deloach	Palm Beach State College
Greg Dewitt	Bonita Springs Fire Rescue
Lenny Ensalaco	Flagler County Fire Rescue
Ralph Everage	Crestview Fire Department
Charlie Frank	Department of Financial Services/State Fire Marshal
Leland Greek	Sumter County Fire Rescue
Harris Henbest	Broward Sheriff's Office Department of Fire Rescue and EMS
Jim Jollie	Seminole State College
Ian Kemp	Temple Terrace Fire Department
Michael Kemp	Indian River State College
Bill Klein	Eastern Florida State College/Florida Fire Training Director's Assoc.
Jim McAlister	Hillsborough Community College
Rob McGilloway	Coral Springs
Michael McNally	Coral Springs /Florida Fire Training Director's Association
Bill Nesmith	Hillsborough County Fire Rescue (ret.)
Jon Pasqualone	Florida Fire Marshals and Inspectors Association
Gary Potter	Palm Coast Fire Department
Charles Raiken	Florida Fire Marshals and Inspectors Association
James Russo	City of Hollywood Fire Rescue

Henry Sheffield	Manatee Technical College
Jason Smith	Barry University
Jeff Strickland	Miami-Dade Fire Rescue
Al Stoldt	Canaveral Fire Rescue
Rick Talbert	South Walton Fire District
David Woodside	Boca Raton Fire Department
Ken Yost	Barry University

Florida State Fire College 2017

On January 5 and 6, 2017 leaders of fire service organizations and constituent groups attended a final visioning review session at the Florida State Fire College. This two-day session was an intense review of the combined information from the previous two visioning sessions. Keith Chapman asked the stakeholders to identify goals, and critical tasks, and to include specific measurable objectives to be included in the final visioning document.

Participants were separated into four diverse groups that included FSFC staff members and Fire Rescue East attendees. Moderators for the groups were Fire Chief David Johnson, Leesburg Fire Department; Fire Chief Kingman Schuldt, Greater Naples Fire District; Fire Chief Bill Sturgeon, St. Cloud Fire Rescue; and Fire Chief Rick Talbert, South Walton Beach Fire Rescue. Upon completion of each review, the participants would reconvene in the auditorium for a group discussion. Each category was reviewed twice.



Pictured Left to Right: Fire Chief Kingman Schuldt, Fire Chief David Johnson, Bureau Chief Mike Tucker, SFM Director Julius Halas, Fire Chief Rick Talbert, Fire Chief Bill Sturgeon, and Fire Chief Keith Chapman

Participants:

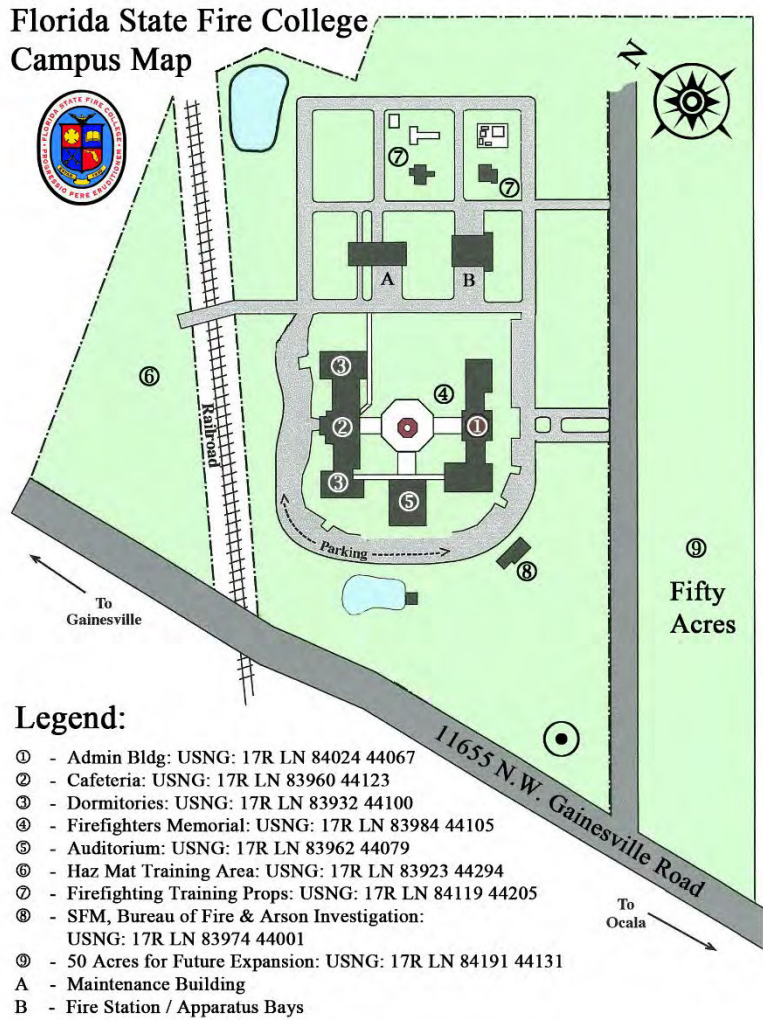
Robert Amick	Florida State Firefighters' Association
Dan Azzariti	Plant City Fire Rescue
Darian Brown	Dixie County Emergency Services
Don Campbell	Marion Technical College

James Campbell	Gilchrist County Fire Rescue
Bradd Clark	Ocala Fire Rescue
Ray Colburn	Florida Fire Chiefs Association
Darrell Donatto	Town of Palm Beach Fire Rescue
Dave Downey	Miami-Dade Fire Rescue
John Fish	Florida Forest Service
Bruce Gillingham	High Springs Volunteer Fire Department
Julius Halas	Department of Financial Services / State Fire Marshal
Tim Hyden	East Manatee Fire District
Bill Klein	Eastern Florida State Fire College/Florida Fire Training Director's
Mike Long	Monticello Volunteer Fire Department
Mike McNally	Coral Springs Fire Rescue
William Northcutt	Alachua County Fire Rescue
John Miller	Ocoee Fire Rescue
Karl Morgan	Department of Financial Services / Bureau of Fire and Arson
Rand Napoli	Firefighters Employment, Standards, and Training Council
Jon Pasqualone	Florida Fire Marshal and Inspectors Association
Kevin Rittenhouse	Marion Technical College
Quin Romay	Putnam County Emergency Services
Lew Simon	Firefighters Employment, Standards, and Training Council
Joseph Steadman	Department of Financial Services / Bureau of Fire and Arson
Melvin Stone	Department of Financial Services / State Fire Marshal
Agustin Valdes	Department of Financial Services / Bureau of Fire Prevention
Ron Williams	Lake Technical College/Florida Fire Training Director's Assoc.
David Woodside	Boca Raton Fire Department
Michael Wajda	Orange County Fire Rescue

FACILITIES AND EQUIPMENT

The Florida State Fire College (FSFC) is operated by the Bureau of Fire Standards and Training (BFST). In the current location, there is an opportunity to grow the services

offered at the Florida State Fire College by upgrading and enhancing the current facility, as well as developing the additional acreage across from the main campus to include specialized courses and multi-discipline training.



The stakeholders identified four key areas of interest within the current facilities and equipment; Fire College dormitories, satellite locations, Florida Fallen Firefighter Memorial, and campus expansion.

Building A: Fire College Dormitories, Cafeteria, and Multi-Purpose Room.

BACKGROUND:

There are currently 35 dorm rooms that accommodate 105 students. Students are housed three per room and amenities include desks, dressers, closet space, and a private bathroom in each room. There are two student lounges with televisions, vending machines, and microwaves.

The cafeteria is located in the center of Building A separating the East and West hallways of the dormitory. It is a full-service cafeteria that serves breakfast, lunch, and evening meals. The main dining room seats approximately 50 students at a time.

The Multi-Purpose Room is adjacent to the cafeteria. It seats approximately 50 students and is utilized for classrooms, meetings, and cafeteria overflow seating.

Satellite Locations:

BACKGROUND

Most of the classes taught by Florida State Fire College instructors are mainly offered on-campus. If needs are identified for a Fire College class to be held in a different location, the College approves off-site delivery, coordinates student registration, and a Fire College instructor travels to that area to teach the requested class as necessary. Past practice was to seek out departments to host classes at their location. Certification standards for fire service instructors currently allows for all approved fire service instructors to teach most classes at any location in the State. This presumably meets the needs of off-site class offerings.

Florida Fallen Firefighter Memorial



BACKGROUND

Dedicated in 1992, the Florida Fallen Firefighter Memorial is located at the center of the campus and hosts the Florida Fallen Firefighter Memorial Service at the end of Fire Prevention Week each year. The monument was dedicated on hallowed ground and names of Florida's fallen fire service members, who gave their lives in the line of duty, are permanently engraved on granite plaques. The Florida Joint Council of Fire and Emergency Services maintains the memorial in perpetuity. To offset maintenance costs, donations are collected through the sale of memorial coins and engraved bricks. The engraved bricks are placed in an area surrounding the monument.

Campus Expansion

BACKGROUND

The campus is home to many programs which utilize the campus resources that includes six classrooms, an auditorium, learning resource center, multi-purpose room, and specialized training props. There is always room for expansion as Florida’s mission for educating the fire service increases.

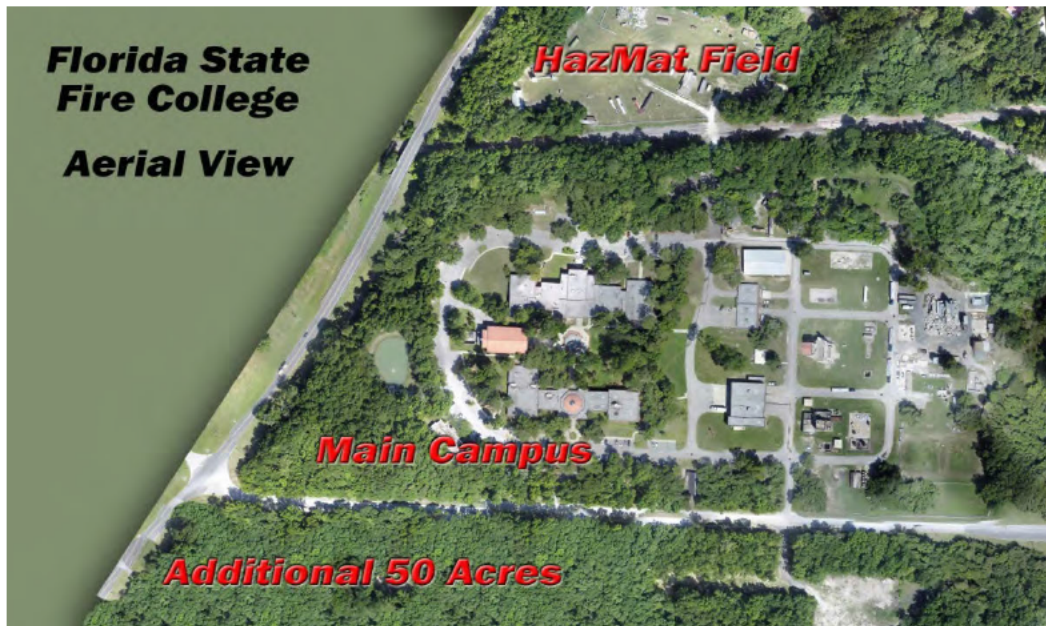
The stakeholders identified the following for FSFC facilities and equipment:

<i>VISION</i>	<i>ACTION ITEMS</i>
Alternative lodging options	Identify options to include on-site/off-site availability.
Dormitory facilities assessment	Conduct immediate and ongoing assessment of dormitory facility.
Lodging availability/necessity	Perform a comprehensive analysis including the number of units, cost, and configuration.
Alternative lodging opportunities	Explore public/private partnerships.
Satellite Locations	
Specialty courses at satellite facilities	Maximize offerings utilizing cooperative agreements to expand the reach of the Fire College.
Satellite facilities/offerings that include: <ul style="list-style-type: none"> • Partnerships • Brick & Mortar options 	Perform immediate gap analysis and recurring assessment to remain proactive and adaptive to stakeholder needs.
Fallen Firefighter Memorial	
Host Special Events at the Florida Fallen Firefighter Memorial	Continue to conduct the Florida Fallen Fire Fighter Memorial Annual Service
Permanent funding sources for Memorial <ul style="list-style-type: none"> • Public/private • Donations • Fund raisers • State Budget 	Identify potential funding sources through optional sources.

Facilities and Equipment (Continued) VISION	ACTION ITEMS
<p><i>Fallen Firefighter Memorial (Cont'd)</i></p> <p>Hosting Fallen Firefighter Memorial:</p> <ul style="list-style-type: none"> • Maintain integrity at FSFC • Sustainment of the memorial. • Conduct immediate assessment of the current memorial. 	<p>Continue to conduct the annual memorial service without detracting from any other fire service memorials.</p> <p>Develop a plan to maintain and expand the current memorial.</p> <p>Identify items that affect the memorial grounds and annual memorial service.</p>
<p>Support foundation</p>	<p>Identify items necessary to create a foundation to sustain the memorial.</p>
Campus Expansion	
<p>Capital replacement and expansion plan</p>	<p>Develop and implement a plan for facility maintenance and upgrades.</p>
<p>Specialty props and training aids</p>	<p>Perform a needs analysis to enhance the quality of training.</p>
<p>Multi-disciplinary site development that includes:</p> <ul style="list-style-type: none"> • Law Enforcement • Fire • Military • EMS 	<p>Create a comprehensive site development plan that includes current facilities and additional 50 acres.</p>
<p>Vision plan for the 50 acres across the road from the Fire College</p>	<p>Conduct a fire service training needs assessment.</p> <p>Develop a vision plan based on that assessment.</p>
<p>Enhance current facilities</p>	<p>Identify possibility of adding to current structures including building plans assessment to build up or build out.</p>
<p>Campus expansion to serve as Emergency Operations Center (EOC)/staging area</p>	<p>Explore opportunity for Fire College to assist with emergency operations.</p> <p>Develop a plan to serve as an alternate EOC and identify staging area needs.</p>

Facilities and Equipment (Continued) VISION	ACTION ITEMS
<p><i>Campus Expansion (Cont'd)</i></p> <p>Finalize plan to upgrade Fire College auditorium, lecture halls and burn cells</p>	<p>Perform needs analysis and submit funding request to:</p> <ul style="list-style-type: none"> • Build facility to support programs and create curriculum created through partnerships. • Establish a research agenda in partnership with state colleges and universities. • Develop a plan to create facilities to support research agenda.
<p>Equipment replacement</p>	<p>Develop and implement a plan to keep up with current technology.</p>
<p>Direct-support organization</p>	<p>Perform assessment to develop a 501c3 or equivalent to improve facilities/equipment.</p>
<p>Enhanced simulation training</p>	<p>Develop a plan to include technology and infrastructure needs.</p>
<p>Comprehensive expansion plan</p>	<p>Develop a plan to perform recurring assessment including facilities, technology, programs, and parking.</p>
<p>Unique training opportunities</p>	<p>Identify and provide training opportunities not available at other institutions.</p>
<p>Deliver cutting-edge training and education</p>	<p>Perform gap analysis to offer specialized training including airport rescue, marine, emergency vehicle, emerging technology vehicles, solar energy production, and simulation.</p>
<p>Facility and equipment replacement</p>	<p>Develop and implement a plan to keep up with current technology and industry needs.</p>
<p>Facility needs not met by other training institutions.</p>	<p>Conduct needs assessment.</p>

Facilities and Equipment (Continued) VISION	ACTION ITEMS
<p><i>Campus Expansion (Cont'd)</i></p> <p>Partnerships with universities, law enforcement agencies, Department of Agriculture, and Forestry</p>	<p>Explore possibility to enhance/expand multi-agency facilities of the Fire College.</p>
<p>Enhance facilities, equipment, and services</p>	<p>Explore use of public/private partnerships.</p>
<p>Firefighter wellness/fitness research</p>	<p>Develop a training program that includes a wellness center facility to improve statewide health and fitness and include into facility expansion plan.</p>



Aerial view of current 37-acre FSFC Campus



Top Left: Training ground facilities.

Bottom Left: Confined Space Prop.



Right: Florida State Fire College sign to welcome visitors

PROGRAM/CURRICULUM

Fire service training programs are developed to meet the needs of every job that firefighters and fire officers are tasked with to ensure that they have the training necessary to perform those duties in both career and volunteer fire departments. There is a core initiative to design curriculum that meets academia standards through the Department of Education (DOE) for higher education, as well as specialized training including urban search and rescue to meet the needs of communities when disasters occur.

BACKGROUND

The Florida State Fire College is responsible for developing and maintaining curriculum for all fire programs in the State. Textbook selection, required hours and instructional requirements are all factors when considering new course development as well as curriculum revisions. As a benefit to Florida Fire Certifications, curriculum revisions must meet current NFPA Standards to maintain accreditation through National Board on Fire Service Professional Qualifications (Pro-



Board) and International Fire Service Accreditation Congress (IFSAC). Developed curricula along with the course syllabi are available to all fire training organizations and individual certified fire service instructors that include a breakdown of job performance requirements (JPR) and knowledge, skills, and abilities (KSA) requirements.

The stakeholder groups identified the following key areas in program development and curriculum delivery items:

VISION	ACTION ITEMS
Weekly training bulletin	Develop and distribute an informational bulletin to the Florida fire service and incorporate it into coffee-break style training.

<i>Program/Curriculum (Continued)</i> <i>VISION</i>	<i>ACTION ITEMS</i>
<p>Training programs to address emerging trends.</p> <ul style="list-style-type: none"> • Specialized programs • Research and development • Public/private partnerships 	<p>Perform analysis to identify emerging trends.</p> <p>Develop necessary programs including marine responses, mass violence, and viral incidents.</p> <p>Develop industry based programs for contractors, engineers, and electricians to improve firefighter safety and reduce fires.</p> <p>Identify a group to address emerging training needs.</p> <p>Seek partnerships to ensure training programs are compatible with facilities, technologies, and instructor capabilities.</p>
<p>Expand the FSFC focus on leadership and executive level development</p> <ul style="list-style-type: none"> • Officer development comparison • Expand leadership programs 	<p>Perform gap analysis to identify existing needs for leadership development and executive level training at various public service levels.</p> <p>Investigate and evaluate existing development models including those used by military, other state fire training agencies, and private industries.</p> <p>Utilize existing models to create programs for all levels in public safety.</p>
<p>Ensure curriculum quality</p>	<p>Maintain relationship with BFAEI, Forestry, and other strategic partners to assure instruction of curriculum development and state test maintenance.</p>

Program/Curriculum (Continued) VISION	ACTION ITEMS
Specialty programs specific to onsite/offsite delivery <ul style="list-style-type: none"> • Research for offsite delivery 	Identify specialty courses that can be provided offsite and courses that can only be offered onsite including Forestry, Airport Rescue Fire Fighting (ARFF) and Emergency Vehicle Operations Course (EVOC). Evaluate offsite locations including facility and equipment requirements.
Relevant course updates <ul style="list-style-type: none"> • Research effectiveness • Review Biennially 	Conduct a statewide needs analysis to determine the need and value of training delivered by FSFC. Evaluate the value of the training delivered by FSFC. Continue to update all courses to validate content and relevance.



Specialized Swift Water Technician class offered by Marion Technical College (MTC)



SWAT Medic class offered by Marion Technical College (MTC)



NEWEST FLORIDA CERTIFICATIONS

February 2015 – Safety Officer Certification

November 2015 – Fire Officer I, II, III, and IV

May 2017 – *Revised* Fire Investigator

STAFFING



There are 31 current full-time staff members on campus and several part-time staff members that serve the sections of Administration, Firefighter Safety, Training, Standards, and Facility Maintenance. Although there is not a high rate of employee turn-over, there are vacant positions. It currently takes approximately one month to complete the process to hire an employee.

The stakeholder groups identified the following staffing items:

<i>VISION</i>	<i>ACTION ITEMS</i>
Standardized hiring procedure	Develop and implement a step-by-step approach for formal and informal processes.
Increased contractual instructors	Communicate and market the contractual hiring process across the state to attract subject matter experts in the field.
Formal collaborative relationships	Form alliances with key <u>personnel</u> and organizations.
Cross utilization staffing plan.	Develop a plan that provides for opportunities for professional growth, enhanced customer service, continuity of operations, succession planning, and recruitment and retention.
Appropriate staffing levels.	Conduct an internal analysis of job functions to include compensation commensurate with training, experience, education, and existing needs, comparing the results with similar systems and agencies.
Maximize subject matter experts to instruct specialized courses.	Increase the use of subject matter experts (SMEs) within DFS and other state agencies to instruct specialized courses.

Staffing (continued) VISION	ACTION ITEMS
Enhanced agency and supervisor feedback.	Increase outreach for feedback regarding student learning and applicability to current job requirements.
Vetting and re-evaluation process.	Establish a process for instructors to ensure currency with evolving and changing industry standards.

THE FIRE COLLEGE SEAL



The emblem of the Florida State Fire College contains a great deal of symbolism that adds to the meaning of this insignia and the mission of the people who wear it.

The eagle represents the eternal vigilance of the fire-rescue service, 365 days a year, seven days a week, and 24 hours a day. The shield motif below the eagle stands for the mission of protecting the public, as individuals and as a community.

The shield is divided into four quadrants, each with its own message. In the upper left, the Maltese cross is the traditional symbol of the fire service, dating back to the firefighting gallantry of the Knights of Malta in the Crusades. In the

upper right, the open textbook represents the never-ending quest for knowledge. In the lower left, the crossed bugles stand for the transition to leadership and command responsibilities. The map of Florida in the lower right represents the Fire College's statewide mission to serve all of the fire service, from Pensacola to Key West.

The banner below the shield refers to the establishment of the very first Florida State Fire College, originally a week-long training event held in Daytona Beach under the auspices of the Florida State Firemen's Association. As a state institution, the Florida State Fire College has since been under the Governor's office and the Department of Community Affairs. From 1975 through 2001, the Florida State Fire College was part of the State Fire Marshal's Office within the Department of Insurance. Then in 2002, the Florida State Fire College became a part of the State Fire Marshal's Office within the Department of Financial Services.

The motto Progressio Pere Eruditionem, translated from the Latin, means "Progress Through Learning." The Florida State Fire College is forever committed to the increased professionalism and safety of the fire-rescue service through its educational leadership.

TECHNOLOGY

The stakeholder groups identified four key areas of technology that affect the Fire College including Fire College Department of Insurance Continued Education (FCDICE) online registration system, social media, training simulation, and advanced technology.

Fire College Department of Insurance Continuing Education (FCDICE)

BACKGROUND

The online registration system, FCDICE, was introduced in 2004. In its infancy, FCDICE was available for students, training providers and fire service organizations to utilize if they wanted to. The system grew into an important tool that is used statewide by individuals and organizations to track classes, certifications, apply for course and class offering approvals, as well as maintaining fire department employee rosters. FCDICE is now a massive online tracking system and the main line of communication for firefighter certifications from the Bureau of Fire Standards and Training. To consolidate the processes that were being used for class and renewal submission towards fire certifications, legislation was passed on July 2014 that requires all fire service training providers, organizations, and individuals to utilize the system and keep their information updated. As with technology, the need of such a system requires maintenance and growth.

Social Media and technology platforms for information distribution

BACKGROUND

The Florida State Fire College website is currently the only platform that is regularly updated to include all information pertaining to fire certifications, firefighter safety, fire service training, and on-campus services. In addition to the website, email notifications are sent to over 10,000 recipients through the FSFC A-List. In late 2016, DFS approved the use of Facebook for social media updates.

Training Simulation

BACKGROUND

There are several training props on-campus that provide hands-on experience including specialized areas of search and rescue and hazardous materials. However, the emerging trend of simulated training enables students to apply knowledge through combined scenarios in a safe virtual environment. Training simulation programming can also provide scenarios that should increase a student's awareness to life threatening hazards that they are not commonly exposed to. As with anything "technology", simulators must be adaptable, upgradeable, and changeable.

Advanced Technology

BACKGROUND

Classes are currently offered in a traditional classroom setting and are primarily held Monday through Friday. Fire department budget and staffing restraints are occasionally a factor that determines the student's ability to attend classes on-campus. Meetings and conferences are occasionally accommodated through conference call or offered through online Webinars. Programs for blended learning and online class delivery are becoming more readily available and pilot offerings of a few classes are currently being developed.

The stakeholder groups identified the following technology improvement areas:

<i>VISION</i>	<i>ACTION ITEMS</i>
Simulation training <ul style="list-style-type: none">• Enhance Technology• Best practices	Identify curriculum that would benefit in a training simulation environment. Evaluate technology for use in-house and expand to remote areas of the State. Develop an evaluation process to identify the best simulation that is appropriate for the identified curriculum - simulation vs. emersion vs. reality.

<i>Technology (Continued) VISION</i>	<i>ACTION ITEMS</i>
Interface FCDICE with other record management systems	Identify technology and methodologies that would work with other record management systems.
Comprehensive FCDICE IT plan	Develop a plan that integrates and/or interfaces with public and private databases.
Replace FCDICE <ul style="list-style-type: none"> • Credentialing system 	Examine potential for outsourcing the development and maintenance of robust data management system that provides for incorporation of other training platforms. Evaluate the need to incorporate credentialing functionality into the new data management system.
Social media and additional technology platforms	Increase awareness of training, certifications, rulemaking, and current issues using technology including an FSFC App, Mobile, Chrome, Utilize Public Information Officer (PIO), and constituent groups.
Advanced technology training	Research and evaluate the need for partnerships to improve and expand training using advanced technology.
Blended learning <ul style="list-style-type: none"> • Research • Development • Funding 	Establish technical criteria for curriculum. Explore various technologies to address learner capabilities including Dyslexia, computer illiteracy and difficulties, and traditional classroom vs. online delivery. Identify and deploy advanced interactive technologies in the classrooms including webinars, and video conferencing. Pilot offerings at FSFC. Explore funding mechanisms and/or collaborations to achieve funding for technological advances.

CUSTOMER SERVICE AND MARKETING

The Bureau assists students with certification information, registration, dorms, textbooks, and general attendance questions, as well as application submission requirements. Most requests are made through student initiated phone calls or emails, although certification renewal information is automatically generated through FCDICE.



Staff members attend conferences and meetings held throughout Florida. Efforts are being made to reach out to students through the FSFC A-List and social media.

The stakeholder groups identified the following items:

<i>VISION</i>	<i>ACTION ITEMS</i>
<p>Global Student Recruitment Strategy</p> <ul style="list-style-type: none"> • Reliable instruction • Continuous curriculum updates • Assured quality training 	<p>Continue to implement the brand as FSFC including MTC, National Fire Academy (NFA), certification programs, and continuing education.</p> <p>Identify needs to attract and retain competent instructors.</p> <p>Provide regular updates to curriculum development and maintain cutting-edge training for educational opportunities.</p> <p>Identify and address the needs of Florida fire service and develop value-based training.</p>
<p>Develop communications Strategy</p> <ul style="list-style-type: none"> • Educate customers 	<p>Develop and implement a process to address, interpret and resolve inquires relating to Florida State Statute and Florida Administrative Code.</p> <p>Develop an education program for Internal/external customers.</p>

<p align="center">Customer Service and Marketing (Continued) VISION</p>	<p align="center">ACTION ITEMS</p>
<p><i>Develop communications strategy (Cont'd)</i></p> <ul style="list-style-type: none"> • Enhance customer service • Implement routing process • Implement conflict resolution process • Accurate communications • Communicate progress 	<p>Develop and implement customer service standards that identify the values, behaviors, and expectations that exemplify outstanding customer service to the constituents.</p> <ul style="list-style-type: none"> • Identify critical issues that might need to be rapidly escalated to a higher level of review (chain of authority) and develop a process (algorithm) for handling critical issues as they occur. <p>Design a screening process to ensure all contacts to the Bureau are directed to the proper resource in a timely manner.</p> <p>Develop a process to address minor and major individual and constituent group concerns.</p> <ul style="list-style-type: none"> • Continue to analyze target audience and focus efforts. • Develop proactive outreach programs. <p>Develop a process to “close the loop” to ensure communications are accurate, timely, and complete.</p> <ul style="list-style-type: none"> • Utilize latest current technology that is appropriate to maintain effective communications. <p>Implement a plan to provide updates to the constituents on Vision Plan progress including the use of social media and website.</p>

FUNDING

The Bureau of Fire Standards and Training, Florida State Fire College, is legislatively funded by the State of Florida through the Insurance Regulatory Trust Fund (IRTF) that draws from a percentage of its citizen’s insurance premiums. It is charged in the State Statute with providing low cost training to all career and volunteer firefighters. Special projects require budget approval or additional funding sources. There are a few grants and scholarships managed by the Bureau.

The stakeholder groups identified the following items:

<i>VISION</i>	<i>ACTION ITEMS</i>
Diversified funding mechanisms	Establish beneficial public/private partnerships to meet the needs of the Florida fire service.
Reduce restraints	Identify and change statutory limits impeding partnerships, fee collections, and other restraints that prohibit executive of vision.
Expand Revenue	<p>Identify new revenue opportunities through new program development and delivery and new customer base.</p> <ul style="list-style-type: none"> • Determine opportunities to create revenue through specialized offerings, training simulation, online <u>or</u> blended course delivery. • Perform analysis to identify opportunities to utilize Department of Education funding. • Research current contracts to maximize funding opportunities.
Supplemental tax-based funding	Identify the challenges and benefits.
Cost analysis of fee structure	Conduct complete analysis of Florida State Statue 633 that includes an impact on the delivery of services.

<i>Funding (Continued)</i> <i>VISION</i>	<i>ACTION ITEMS</i>
Diversified funding strategy	Develop a diversified strategy to address problem areas with funding including: <ul style="list-style-type: none"> • Trust fund(s) • Dynamic fee structures • Budgetary restraints / process improvements • Grant writer position • Financial liaison position • Donation handling/process
Future partnerships	Conduct an analysis of the feasibility and impact of public/private partnerships <ul style="list-style-type: none"> • Define opportunities for both parties. • Identify and enhance current partnerships. • Identify and evaluate existing successful partnerships FFS, FFCA, FFMIA, NFA, FFTDA, FPF, EMS, port authorities, Regional Domestic Security Task Forces (RDSTF) and corporations.
New customer base	Identify and market a new customer base including: <ul style="list-style-type: none"> • Industrial • Private fire/EMS • High School • Law Enforcement Officer (LEO) • Department of Defense (DOD) • Corporate • Educational Institutions
New and unique programs	Identify and expand programs and delivery systems including the virtual Industry. <ul style="list-style-type: none"> • Develop programs including upgraded technology. • Monitor trends and maintain proactive approach.

RULEMAKING AND STATUTES

Prescribed by Florida Statute, the Bureau of Fire Standards and Training, Florida State Fire College, promulgates rules to ensure the success of fire certification programs.

It is the responsibility of the Bureau to follow rule making procedures as it operates within the “Government in the Sunshine” and to communicate proceedings with all interested parties in the State.

The stakeholder groups identified the following items:

<i>VISION</i>	<i>ACTION ITEMS</i>
Rule development process information	<p>Develop and clarify the Division and Bureau’s roles and responsibilities with respect to the promulgation of rules or statutes so that they are fire-service driven.</p> <p>Develop a curriculum to inform the Florida fire service of the process and influence of the legislative process and rule development.</p>
<p>Communication process</p> <ul style="list-style-type: none"> • Legislative process information • Provide resources 	<p>Develop a rule making and communication process within the Bureau to involve all industry and stakeholder groups prior to entering in the rule making development process.</p> <p>Establish effective communication between stakeholders and Division during the legislative process.</p> <p>Create and maintain educational resources to assist in answering questions regarding rule promulgation.</p>
Rule workshops	Maintain rule work sessions throughout state, conference call, and meetings with constituency groups.

Rulemaking and Statutes (Continued) VISION	ACTION ITEMS
<p><i>Rule workshops (cont'd)</i></p> <p>Address statutory limitations</p>	<p>Establish a process to acquire stakeholder input prior to changes in policy and procedure to prevent circumventing a rule.</p> <p>Research and identify any statutory limitations that could better serve the industry as rules.</p>
<p>Rule review</p>	<p>Establish a process for triennial review of Florida State Statute, Florida Administrative Code, policies utilizing Florida fire service stakeholder groups prior to considering changes.</p> <ul style="list-style-type: none"> • Create a process within Florida Administrative code linking it to Florida State Statute.

We're making progress!



As the Florida State Fire College works to keep pace with the changing demands of the fire service it has become necessary to address some of the campus's capital needs through the construction of a new "burn / training simulator" and fire ground rehabilitation building. The new simulator was constructed following the approval of nearly \$1.9 million by the Florida Legislature to replace the existing burn building. The previous burn building served primarily as a three-story training prop for fire "attack" training and was relatively singular in purpose. The new training simulator continues to allow for fire attack training with three separate "burn rooms" on multiple floors, but incorporates a variety of other unique enhancements allowing for a multitude of rescue scenarios

to be incorporated. Overall, the new simulator is five stories in height and will serve the students attending the Fire College well into the future.

In addition, the Fire College has built the only known training ground rehabilitation building in the State of Florida. This building is a 30' x 50' building designed with misting stations, ice machines, showers, and restroom facilities intended to allow instructors to place students into a relatively "controlled" environment to ensure the health and welfare of students with minimal interruption in the delivery of training. Strategically placed between the burn/training simulator, smoke tower, and rubble pile, instructors can quickly get their students into a safe environment away from heat, high temperatures and other inclement weather while still continuing to teach. An additional focus of a designated rehabilitation facility is to instill the importance of on-scene rehabilitation activities into the training of students who will then in turn expect rehabilitation to become a natural part of their future training and on-scene activities.



The Vision

One definition of a vision is the act or power of imagination. Throughout this process, stakeholders with various interest in the operations and impact of FSFC were asked to identify various components of the Vision. The ultimate desire of this project is that the imagination of the stakeholders evolves into an actionable plan that makes the Vision a

“The most pathetic person in the world is someone who has sight, but has no vision.”

Helen Keller

reality. The process used to create this Vision was intentionally stakeholder driven. The success of this Vision is largely dependent upon internal and external stakeholder support and collaboration.

A vision statement, in this traditional form, is one in which organizations identify how they would like their organizations to operate or at the least be perceived by their stakeholders at some point in time in the future. It is important to understand that if an organization already looks like what the vision statement describes then, in fact, the organization does not have a vision. The traditional form of a vision statement is short, catchy, and attractive, but is often perceived as lofty and unrealistic. Furthermore, such statements are often only measurable using a pass or fail methodology. As such, the traditional style vision statement is rarely achieved and often is never modified. For this reason, many vision statements provide little assistance in communicating any basis for continuous improvement.

FSFC chose to develop a more hybrid vision statement. While lengthier than the traditional version of a vision statement, it is designed to describe what FSFC will look like in the future. The vision statement is simply a description, summary, or picture of what FSFC will look like when the items in this document are researched and implemented. Furthermore, this statement allows for more than a pass or fail measurement of vision achievement.

As the fire service’s organizational goals and demands change over time, it may be necessary to modify this statement to portray a more accurate picture of the future. However, it should be understood that deficiencies identified in this Vision document will likely continue to be challenges that will impact the effectiveness of FCFC on the fire service as a whole. As times change and FSFC becomes more proactive in addressing the needs of the fire service, the actionable items within this document will likely increase and the vision statement become more comprehensive.

Vision Statement:

The vision for the Florida State Fire College is to be widely recognized as an organization that demonstrates best practices and is proactive in response to the needs of the fire service. FSFC's dedication to its stakeholders' will foster an organizational culture of accountability, professionalism, and reliability. FSFC will earn stakeholders trust and partnership by providing excellent facilities, educational resources, and support to Florida's fire service.

Through expanded marketing initiatives and advanced technology, FSFC will ensure that adequate resources are made available and are clearly understood. By proactively identifying training, wellness, and safety gaps, FSFC will lead the State's fire training network in addressing deficiencies and preparing Florida's fire service for future challenges. The use of simulation and a balanced approach to blended course delivery will ensure maximum opportunity for cost effective training throughout the State.

Proactive communication and involvement with the legislative process will promote changes and the creation of new rules and statutes that will enhance the funding and support for the fire service. Collaborative work with constituency groups and effective educational materials will ensure stakeholders remain informed. Rule development workshops, conference calls, and various other communication processes will facilitate stakeholder feedback on legislative efforts and clearly identify the impact on the fire service.

Through the routine evaluation and validation of programs and curriculum, FSFC will ensure training materials remain updated and responsive to the emerging trends in the fire service. An expanded focus on leadership development, special operations, and firefighter health and wellness will support and promote a safe, healthy, and well-trained fire service.

The effective management of FSFC's physical resources with enhanced utilization of information technology will provide for continued improvements in all areas of operations. Formalized needs assessments and creation of staffing and capital improvement plans will allow for advanced planning and funding validation.

Responsible fiscal management and budgeting will support capital investments and prepare FSFC for future growth. Exploration of public/private partnerships and diversification of revenue will assist in providing stable funding options for facilities, resources, staff, and equipment.

FSFC's culture will reflect a professional, team-oriented, and continuous improvement atmosphere nurtured by cooperative and evolving internal communication processes. The continual focus on employee development and cross-training will ensure the future success of FSFC and adequate succession planning. FSFC will hold one another individually accountable for the application of FSFC's mission and core values.

It is FSFC's vision, through these efforts, that its mission of understanding the needs of Florida's Fire service and exceeding expectation will be evident as we are honored to serve and ensure the future success of Florida's fire service.

Glossary

Advanced Technology	A technology that is still immature but promises to deliver significant value, or that has some technical maturity but still has relatively few users.
Blended Learning	An education program (formal or informal) that combines online digital media with traditional classroom methods. It requires the physical presence of both teacher and student, with some element of student control over time, place, path, or pace.
Chain of Authority	An official hierarchy of authority that dictates who is in charge of whom and of whom permission must be asked.
Circumventing	To go around; bypass
Constituents	Interest group or a body of customers or supporters
Cooperative Agreements	A legal agreement between the government and any other entity
Direct-support Organization	The department may authorize the establishment of direct-support organizations to provide assistance, funding, and promotional support for the museums and other programs of the department.
Diversified Funding Mechanisms	A flexible funding base that includes multiple sources of funding support.
Dormitories	Florida State Fire College on-campus housing
Florida Fallen Firefighter Memorial	A memorial that is dedicated to Florida Firefighters who died in the line of duty and is located on the Florida State Fire College Campus.
“Government in The Sunshine”	U.S. law passed in 1976 that affects the operations of the federal government, Congress, federal commissions, and other legally constituted federal bodies.

Glossary Continued

Internal Analysis	The process of identifying and evaluating an organization's specific characteristics, including its: resources, capabilities, and core competencies.
Learner Capabilities	The way that individuals are able to recognize, absorb and use knowledge.
Mass Violence	Behavior involving physical force intended to hurt, damage, or kill someone or something that occurs on a large scale.
Multi-disciplinary	Combining or involving several academic disciplines or professional specializations.
Multi-Generational Workforce	Employees that are from different generations that work together.
Outreach Programs	Providing services to any populations who might not otherwise have access to those services.
Public/Private Partnerships	A cooperative arrangement between one or more public and private sectors, typical of a long-term nature.
Satellite facilities	Training held at locations away from the Florida State Fire College.
Simulation Training	A virtual medium through which various types of skills can be acquired.
Statutory Limits	Limitation of laws required, permitted, or enacted by statute.
Wellness Program	A program intended to improve and promote health and fitness.

Acronyms

ARFF	Airport Rescue Fire Fighting
BFST	Bureau of Fire Standards and Training
BFAEI	Bureau of Fire, Arson and Explosives Investigations
CFO	Chief Financial Officer
CFR	Code of Federal Regulations
DFS	Department of Financial Services
DOD	Department of Defense
DOE	Department of Education
EFO	Executive Fire Officer
EMS	Emergency Medical Services
EOC	Emergency Operations Center
EVOC	Emergency Vehicle Operations Course
EVT	Emergency Vehicle Technician
FCDICE	Fire College Department of Insurance Continuing Education
FFCA	Florida Fire Chiefs' Association
FFMIA	Florida Fire Marshals and Inspectors Association
FFS	Florida Forest Service
FFTDA	Florida Fire Training Director's Association
FPF	Florida Professional Firefighters
FSFC	Florida State Fire College
FSFSI	Florida State Fire Service Instructors
FVFO	Florida Volunteer Fire Officer
IFSAC	International Fire Service Accreditation
JPR	Job Performance Requirements
KSA	Knowledge, skills, and abilities
LEO	Law Enforcement Officer
MTC	Marion Technical College
NFA	National Fire Academy
NFPA	National Fire Protection Association
OSHA	Occupational Safety and Health Association
PIO	Public Information Officer
Pro-Board	National Board on Fire Service Professional Qualifications
RDSTF	Regional Domestic Security Task Force
SFM	State Fire Marshal
SME	Subject Matter Expert
SWOT	Strengths, Weaknesses, Opportunities, and Threats