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Date: September 8, 2022

To: Statewide Training and Education Advisory Committee
State Board of Fire Services

From: Chris Fowler, Deputy State Fire Marshal III (Supervisor)
Mark Bisbee, Battalion Chief (RA)

SUBJECT/AGENDA ACTION ITEM:

Blueprint 2030 Update

Recommended Actions:

Information Only

Background Information:

In January and February of 2022, STEAC and the State Board of Fire Services were notified of State Fire Training's (SFT) intent to initiate a new strategic planning process, Blueprint 2030 (BP2030).

In March 2022, SFT staff embarked on an internal assessment as part of the BP2030 process. Within this internal assessment, SFT staff has been working on the values, vision, and mission; internal process improvements, and analyzing organization effectiveness. This process is ongoing and runs parallel to the BP2030 Fire and Emergency Services Higher Education (FESHE) Focus Group, which is centered on identifying and recommending model curriculum for CA fire service higher education.

On August 22-24, SFT convened the BP2030 Goals Focus Group. In mid-2022 the CAL FIRE, Office of the State Fire Marshal, State Fire Training Division (OSFM, SFT) began seeking representatives to participate in the Blueprint 2030 Focus Group. The OSFM invited 15 stakeholders, each who represented a diverse audience statewide, to a 3-day Focus Group. The Group embarked on this special project at California State University, Sacramento (CSUS) where they developed future-focused goals for Blueprint 2030 (SFT Strategic Plan), which will guide the program through 2030. State Fire Training would like to acknowledge and thank our participants:

- Allison Shaw, Taylor Voss, Nic Turner, Garrett Huff, Cameron Miller, Alex Weitzel, Catherine (Cat) Frazer, Maurice (Mo) Johnson, Montana Dye, Matt Mitchell, Tracey Chin, and Ashley Roschetzky.
- Ex-officio attendees and support staff included Kris Rose, Caryn Petty, Chris Fowler, Mark Bisbee, Wendy Collins, Mike Richwine, and Ronny Coleman
- CSUS Facilitator: Deborah Hunt
- CSUS Note Taker: Kerri Moore

The following goals, along with the internal assessment of State Fire Training staff will be assessed for action through a second Focus Group that will meet in January 2023. The intent is to present the new Strategic Plan to the Statewide Training and Education Advisory Committee (STEAC) in April 2023, which would then be released for stakeholder comment and return to STEAC for approval/implementation in July 2023.

Goal 1: Technology Integration and Advancement - Expand upon existing technology to provide a secured multifaceted platform that is easily accessible and designed to support instructors, students, agencies, and SFT staff.

Goal 2: Course Delivery Modernization - Design and deliver courses that engage diverse learners through expanded delivery models using existing and emerging technologies.

Goal 3: Develop Career Pathways - Develop clear and supported pathways for individuals to obtain training and education in support of their career goals.

Goal 4: Initiate a Continuous Quality Improvement Program - Develop a continuous quality improvement program that will ensure the highest levels of service within the State Fire Training ecosystem. This program should evaluate the qualifications, currency, and accountability of all stakeholders based on ongoing feedback.

Goal 5: Minimum Standards Mapping - Propose that minimum standards for California fire service personnel be codified through legislation and adopted by all California fire/safety agencies.

Analysis/Summary of Issue:

Deliverables: Once a DRAFT document is produced, it will then be vetted by a Validation Focus Group in January before beginning the STEAC and SBFS approval process.

Two-Track Fiscal Planning: BP 2030 should follow a two-track fiscal formula, with the intent to identify costs for any large goals requiring resources or funding beyond current revenues. If current funding is not available, the goal may remain staged until funding is appropriated, then actively pursued.

Implementation Action Plan (IAP): A component of BP 2030 will be to create an IAP that will identify regular intervals to check progress, priorities, and to adjust as needed as a living document of guidance for SFT. The IAP should include priorities, assigned leads, strategies, tactics, task tracking, and timeframes.

BP 2030 Development Process and Timelines:

- ✓ January-February 2022: STEAC and SBFS notification of BP 2030 initiation
- ✓ March-October 2022: Internal Assessment with SFT staff input and review
- ✓ August 2022: BP 2030 Focus Group goal-setting workshop
- October-December 2022: Conduct analysis of the Internal Assessment and goals; prepare DRAFT BP 2030
- January 2023: Validation Focus Group
- April-May STEAC and SBFS consideration
- July – August 2023: Obtain STEAC & SBFS approval and begin on-going implementation efforts

Blueprint 2030

State Fire Training & Education Strategic Plan

Focus Group Summary

August 22-24, 2022



Abstract

In mid-2022 the CAL FIRE, Office of the State Fire Marshal, State Fire Training Division (OSFM, SFT) began seeking representatives to participate in the Blueprint 2030 Focus Group. The OSFM invited 15 stakeholders, each who represented a diverse audience statewide, to a 3-day Focus Group. The Group embarked on this special project at California State University, Sacramento (CSUS) where they developed future-focused goals for Blueprint 2030 (the SFT Strategic Plan), which will guide the program for the next 8-10 years.

This summary, along with the internal assessment of State Fire Training staff will be assessed for action through a second Focus Group that will meet in January 2023. The intent is to present the new Strategic Plan to the Statewide Training and Education Advisory Committee (STEAC) in April 2023, which would then be released for stakeholder comment and return to STEAC for approval/implementation in July 2023.

State Fire Training would like to acknowledge and thank our attendees:

- Allison Shaw, Taylor Voss, Nic Turner, Garrett Huff, Cameron Miller, Alex Weitzel, Catherine (Cat) Frazer, Maurice (Mo) Johnson, Montana Dye, Matt Mitchell, Tracey Chin, Ashley Roschetzky, Kris Rose, Caryn Petty, Chris Fowler, Mark Bisbee, Wendy Collins, Mike Richwine, and Ronny Coleman
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Goal #1: Technology Integration & Advancement

Expand upon existing technology to provide a secure multifaceted platform that is easily accessible and designed to support instructors, students, agencies, and SFT staff. This is to include but is not limited to:

- Digital library for training/education content
 - Video content
 - Podcasts
 - Instructor/student resources
- Mobile Applications (desktop/mobile devices)
- Expand capacity of a common digital archive of career accomplishments
 - Red card, EMS Certifications
- Centralize all record keeping
- Automate routine processes
 - Online payment options
 - Digitize and streamline the certification process
 - Task book registration
 - Digitize and streamline the instructor registration process
- Data collection / publication
- Continuous assessment and improvements on current technology and integration of new and upcoming technologies

ACTION STEPS

Immediate

- Start to create a digital library that includes
 - Video content
 - Podcasts
 - Instructor/student resources
- Assess and improve on current technology and if applicable integrate new technologies that promote ease of access and ease of use
- Begin to Centralize all record keeping
- Create pilot program to test capabilities

Mid-Range

- Automate routine processes
 - Online payment options
 - Digitize and streamline the certification process
 - Task book registration
 - Digitize and streamline the instructor registration process
- Create an mobile application for desktop / mobile devices
- Initiate Data collection / publication

Long Range

- Fully expand capacity of a common digital archive of career accomplishments
 - Red card, EMS Certifications

Goal #2: Course Delivery Modernization

Design and deliver courses that engage diverse learners through expanded delivery models using existing and emerging technologies.

- More interactive and engaging content (videos, quizzes, interviews, podcasts, infographics, etc.)
- More options for delivery modes (in person / hybrid / online)
- More instructor resources (handouts, PowerPoints, videos, etc.)

ACTION STEPS

Immediate

Course Development (new/pilot)

- Identify courses (upcoming new or updates) to use as learning lab to develop process

Course Conversion (existing)

- Evaluate existing courses to determine candidates for conversion
- Prioritize conversion candidate courses
 - Fire Fighter 1 and 2 as a priority?

People

- Identify and/or hire curriculum development specialist
- Identify and/or people to carry out development tasks
 - Video, podcast, infographics, etc.
- Identify and/or hire IT person to manage online content

Technology

- Research learning management systems (course delivery platform)
- Explore crossover/alignment opportunities with Acadis capabilities

Training

- Cadre – Explore different approach to curriculum development for hybrid/digital delivery
- Editor – Explore different approach to curriculum development
- Curriculum Development Model
 - Draft new templates?
 - Draft new processes?

Mid-Range

Course Development (new/pilot)

- Create 2-3 hybrid/digital courses
- Pilot initial courses
- Obtain feedback and evaluate

Technology

- Acquire learning management system (course delivery platform)
- Launch LMS
- Implement crossover/alignment opportunities with Acadis capabilities

Training

- Instructors
 - Required update course/experience to introduce new platforms and delivery models for instructors who teach online
 - Develop FSTEP (CE) course for expanded understanding and curriculum development

Long-Term

Course Conversion

- Work through existing courses to convert (in priority order or as they come up for update)

Goal #3: Develop Career Pathways

Develop clear and supported pathways for individuals to obtain training and education in support of their career goals. Pathways can include but are not limited to:

- Recruitment (Pre-Service)
- Agency transfers/reciprocity (federal, military, etc. into state system)
- Career change (civilian career into fire service)
- Continuing education, career development, and position enrichment
- In-service personnel (Degree and certification pathways - associate through doctoral degrees)
 - Firefighter to Company Officer
 - Company Officer to Chief Fire Officer
 - Chief Fire Officer to Executive Chief Fire Officer
 - Other non-suppression positions

ACTION STEPS

Immediate

- Identify groups for pathways
- Identify needs for each group
- Continue to work with higher education partners to create educational curriculum and degree programs to incorporate and build upon existing training curriculum
 - Establish ideal educational requirements which include existing training standards, as part of the certification process

Mid-Range

- Address needs through development of the pathway for each group
 - I.e. equivalency between certifications
 - Identifying education/training gaps

Long Range

- Implement pathways for the identified groups
- Monitor and evaluate performance of pathway for improvement

Goal #4: SFT/CQI

Develop a continuous quality improvement program that will ensure the highest levels of service within the State Fire Training ecosystem. This program will evaluate the qualifications, currency, and accountability of all stakeholders based on ongoing feedback.

- Gathering qualitative and quantitative data regarding the overall health of the SFT system
 - Create a SFT scorecard post data analysis that assesses key areas on a consistent basis
 - Provide a formal process to implement data driven changes based on the results of the data
- Ongoing research into best practices.
 - Utilizing academia to review SFT best practices and methodology from a data driven stance
- Using media such as surveys and online reporting systems
 - Surveys to specific audiences (students, instructors, training officers, etc.)
 - A mechanism where concerns and recommendations can be submitted

ACTION STEPS

Immediate

- Surveys to specific audiences (students, instructors, training officers, etc.)
- Provide a formal process to implement data driven changes based on the results of the data.

Mid-Range

- Utilizing academia to review SFT best practices and methodology from a data driven stance.
- Create and publish SFT scorecard post data analysis that assesses key areas on a consistent basis.

Long Range

- Conduct review of SFT ecosystem every two years to ensure modes of opportunities are explored.

Goal #5: Minimum Standards Mapping

Propose that minimum standards for California fire service personnel be codified through legislation and adopted by all California fire/safety agencies.

In addition a Commission (ex. POST) would be established to create accountability and professional certification for basic, intermediate, advanced, support, supervisory, management, executive and volunteers. The Commission would provide the following benefits:

- job-related assessment tools eg. annual performance evaluations, formative and summative
- research into improved selection standards
- management counseling services
- the development of new training courses
- reimbursement for training, and
- quality leadership training programs

ACTION STEPS

Immediate

- Assess the current certification tracks to ensure relevancy
 - Taskbooks
 - Capstone testing
- Identify gaps
- CICC (Wildland) incorporation

Mid-Range

- Engage stakeholders
 - Labor/CALJAC, CALCHIEFS, FIREScope, FDAC, etc
 - Stakeholder alignment
- Advise on Commission governance and anchor point

Long Range

- Determine program needs
 - Funding
 - Staffing
 - Legislation
- Commission establishment/development

Meeting Notes

Blueprint 2030 Meeting Notes

August 22, 2022 • 11am-4pm

Welcome Deborah Hunt

Introductions Chief Richwine, State Fire Marshal, member of Strategic Planning Team for Blueprint 2020 in 2008

Other Blueprint 2030 Focus Group members include community college instructors, CAL FIRE staff, fire chiefs, department trainers, fire captains, fire fighters, and State Fire Training staff.

Role in Process What does group see as role in this process? Vision, active participant, new generation (who we're looking at in the future), identify different learning modalities, enthusiasm, expect (effect) change and build on foundation of BP 2020, innovation, relevancy (just because we've done things in the past, don't need to keep doing it that way), managing change (way we attract students, train, evaluate), cost vs. benefit return on investment, end-user focus (student-centric), continuing education



State Fire Training History Chief Ronny Coleman, State Fire Marshal (Retired)

Many preceding conditions led up to where fire training is today. Fire fighters need to be educated as well as trained. There is a distinction between these two. You are standing on the shoulders of giants.

When did fire training get its start in society?

- Roman Empire (64 AD) How much progress did we make? Still have same fire fighter positions and fire fighters need to be trained to meet standards. We serve society.
- Sir Eyre Massey-Shaw, London Fire Brigade, wrote Fire Protection: A Complete Manual (1876). Adopted by New York Fire Dept. Massey-Shaw was critical of the fact U.S. fire lacked standards. 99% of fire fighters in U.S. were volunteers. Massey-Shaw recommended that construction people and sailors become fire fighters.
- Ralph J. Scott, L.A. Fire Chief, recognized that U.S. needed standards. He initiated work for the publication Fire Fighting: An Analysis of the Fireman's Job with Suggestions as to the Organization and Operation of Training (1931, no longer in print).
- At national level, Wingspread Conference on Fire Service Administration, Education, and Research recommended minimum standards for fire fighters. Fire training for state of CA (Chief Ray Picard) came out of this. Basis for documents we will be reviewing.

Process of adopting standards has been incremental. Great deal of effort over past 150 years. Need to be aware of the history of our predecessors in California and the actions they took. The following are some examples of people with whom you should familiarize yourself:

- Ed Bent, L.A. Fire Inspector, was hired by Dept. of Education to run mobile training classes.
- James Meidl, Fire Chief of South San Francisco Fire Dept., is considered the godfather of hazardous materials training. Wrote Flammable and Hazardous Materials.

- Chief Ray Picard, Fire Chief of Huntington Beach Fire Dept., developed the first “Uniform Fire Science” curriculum.
- Cedric Rowntree was an Administrator at the Fire Academy at Asilomar.
- Phil Favro, State Fire Marshal, paid for State Fire Training without any money from the California General Fund. According to Gov. Jerry Brown, community colleges and private sector should pay for this training. We are still living with this legacy.

Background Mark Bisbee

BP 2020 was dependent on funding which never came to be. The five goals were:

Goal #1: Quality Improvement (this goal largely met)

Goal #2: National Professional Development Model (FESHE) (working well at community college level, pre-service). Only one institution offers statewide for a BA (Cal State LA)

Goal #3: Capstone Testing (done with Fire Fighter I and II only). Could be portfolio review or task book.

Goal #4: State Fire Training Business Processes and Training Delivery (have gone to Acadis management software now).

Goal #5: California Public Safety Institute (crown jewel envisioned as all-risk CA Public Safety Institute).

BP 2030 Development Process and Timelines

- Internal Assessment
- Focus Groups (FESHE Curriculum Focus Group: fire fighter statistics, model curriculum mirroring national and strategic goals and BP 2030 Focus Group)
- Validation/Vetting (rough draft created by this group). Focused stakeholder groups (OES, FIRESCOPE, CICC Task Force, CWCG, etc.). Broad-based distribution and broad-spectrum review.
- Approval Process (Draft report in October 2022, STEAC approval in April 2023 and State Board of Fire Services (SBFS) in May 2023)
- IAP (Implementation Action Plan) a living document and regular report outs on progress

Agenda Overview

Adding to this morning’s list of this group’s role:

- Will standard be different for paid vs. volunteer staff? By law it must be the same. Accessible goals. Delivery modalities.
- Beyond fire fighter on suppression. Consider the ecosystem of fire service:
 - Students
 - Instructors
 - Fire Personnel-Safety and Non-safety
 - SFT staff
- Willingness
- Collaboration

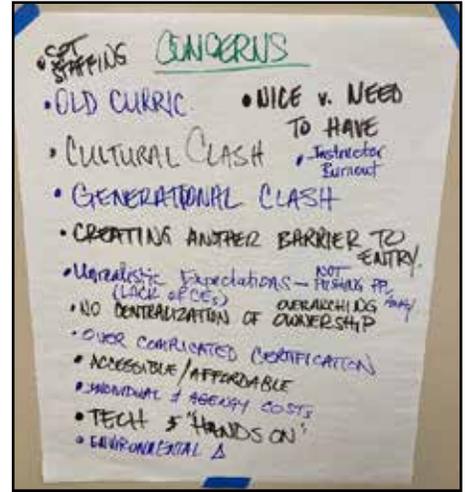
- Technology
- Relationships
- Instructor-focus

Focus of this group: What is it? What are key elements? Don't have to worry about IAP. But be an informed leader when it comes to funding (don't worry about funding but be aware of what will be needed). What did we hear about End State from Mark? What are deliverables? List of 5ish goal statements – start with goal topics, add definition and understanding, and prioritize that list.

Initial Thoughts and Reactions – immediate concerns, obstacles about process

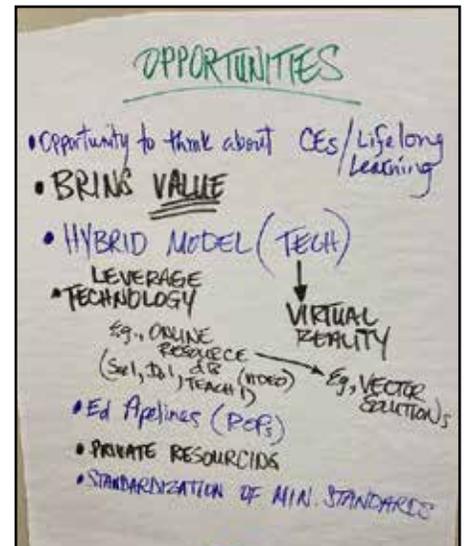
Concerns

- Old curriculum
- Cultural clash
- Generational clash
- Creating another barrier of entry
- Unrealistic expectations (lack of CEs)
- No centralization of overarching ownership
- Over complicated certification
- Nice vs. Need to have
- Tech vs. Hands on
- Environmental
- Instructor burnout



Opportunities

- Opportunity to think about CEs/Lifelong learning
- Bring value
- Hybrid model (Tech-virtual reality)
- Leverage technology (e.g., online resource video database through Acadis-see, do, teach). Vector Solutions is a company that is already doing this.
- Educational pipelines (ROPs)
- Private resourcing



Blueprint 2030 Meeting Notes

August 23, 2022 • 9am-4pm

Review (What did you get out of yesterday)

Hope, surprised at openness of SFT, got too much into weeds - need more of a 30,000 ft view, user friendly, shared values, enthusiasm for potential legislation like POST (outside scope of influence of SFT), advocating for different funding structure is up to stakeholders

Goal Topics (Brainstorming)

Color coded similar topics across groups.

Group 1

Technology Enhancements – Acadis, apps, etc.

Pathways for students – greater inclusion (e.g., coming out of military)

Development of standardized educational resources (instructor and students)

Evaluate assessments for authenticity, exam validation (e.g., is multiple choice test best measure)

Support enhancement of fire service education (higher education)

Group 2

Tech/Innovation – finding platform that spills over into other platforms (e.g., build out Acadis)

Safety and Competency – overarching goal

Inclusivity – volunteers and career staff

Relevancy – keeping modern (currently lots of training at bottom but not at the top)

Group 3

Fully develop Acadis

- Automate/simplify processes
- Expand learning content and accessibility
- Centralize all records

Redesign course delivery (more engaging, story based, visual)

Fully support/launch degrees (stackable credentials, portfolios, etc.)

Restructure SFT skill sets/roles Staff (especially IT; need curriculum dev., social media)

Group 4

Streamline

- Online/access course materials
- Tech
- Task books/Instructor Registration

Higher education partnership – class degree credit, etc.

Pre-entry pipeline – ROP/vocational training

Leadership/Instructor development

Mandate minimum standards

Cross pollination

Common Goal Topics Across Groups

Technology

Pipeline/Pathways

Higher Education

Redesign Course Delivery

Executive Leadership Training

Standardization of Educational Resources (Instructor and Student)

Restructure STF Staff Skills and Roles

Stakeholder Engagement in Minimum Standards

Collapsing Grouping

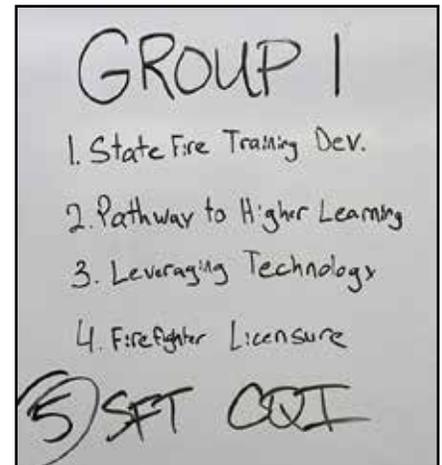
1. Education
 - Redesign Course Delivery
 - Standardization of Educational Resources
2. Pathways
 - Higher Education
 - Executive Leadership Training/Development
3. Technology
4. Stakeholder Engagement in Minimum Standards

Goal Titles

Yellow highlighting indicates titles with top votes.

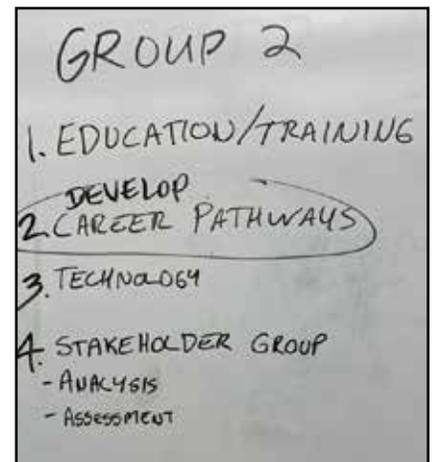
Group 1

1. State Fire Training Development
2. Pathway to Higher Learning
3. Leveraging Technology
4. Fire Fighter Licensure
5. SFT CQI



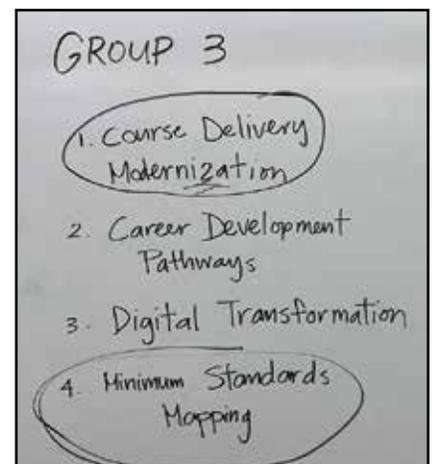
Group 2

1. Education/Training
2. Develop Career Pathways
3. Technology (Integration and Advancement)
4. Stakeholder Group
 - Analysis
 - Assessment



Group 3

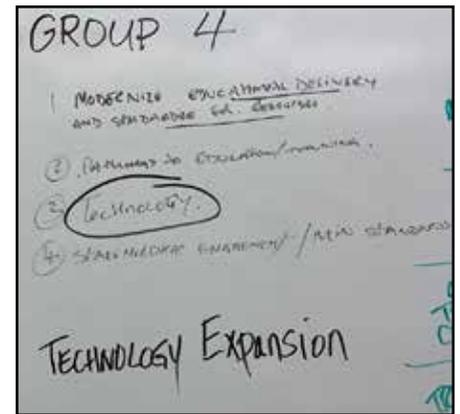
1. Course Delivery Modernization
2. Career Development Pathways
3. Digital Transformation
4. Minimum Standards Mapping



Group 4

1. Modernize Educational Delivery and Standardize Educational Resources
2. Pathways to Education and Training
3. Technology
4. Stakeholder Engagement/Minimum Standards

Note: Additional goal of SFT CQI (Continuous Quality Improvement) grew out of group discussion.



Prioritization

1. Technology Integration and Advancement
2. Course Delivery Modernization
3. Develop Career Pathways
4. SFT CQI (Continuous Quality Improvement)
5. Minimum Standards Mapping

Draft of Goal Statements

Refer to PowerPoint slides for draft of goal statements.

Considerations for 2030

Mandate minimum standards

Restructure STF Staff Skills and Roles

EMS and other groups within fire training ecosystem missing

Funding

Blueprint 2030 Meeting Notes

August 24, 2022 • 9am-1pm

Review of Draft Goal Statements

Refer to PowerPoint slides for Goal Definitions and Action Steps.

Recommend using this type of format:

- Goal
 - Description
 - Examples
 - To include...
 - Such as...
- Action steps (if we have time)
 - Immediate (2 yrs)
 - Mid-range +(2yrs)
 - Long-term +(2yrs)

Timeline

Sept 6 th	Focus Group Review
Sept 8 th	Comments Due (1300 hours)
Sept 8 th	Pre-STEAC
Oct 14 th	STEAC
Oct-Jan	Public Comments eNews Survey TBD
Jan 13 th	STEAC
Jan 23-25	Validation Group
Feb-Mar	Public Comments
April 14	STEAC→IAP
May TBD	(SBFS)

Takeaway Discussion

- All voices heard
- Diverse representation
- Gratitude for hard work and enthusiasm

Wrap Up Chris Fowler will send Focus Group Goal Definitions and Action Steps for review.

Chief Coleman offered final words regarding taking what we've talked about back to our work sites to build consensus. As Benjamin Franklin said, "Actions speak louder than words."

Appendix A: Summary Feedback

How will you describe your experience as part of the Blueprint 2030 Focus Group? 

Inspiring.HopeExciting

CollaborativeStandardsTechnology advancementsMethodology enhancing Proud

Inspiring, thought provoking, and re-energizing.

Refreshing! Great people in the room. Rewarding to see so many BP2020 things that happened.

Powerful, visionary, inclusive, rewarding, friendship, networking

Eye opening, peak behind the curtain, enjoyable

informative, and eye opener, futuristic.

I feel this process met the mark for what we set out to do. I truly felt it was consensus driven.

Colloborative - Action based - Forward moving - Active - Dynamic

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