



**DEPARTMENT OF FORESTRY AND FIRE PROTECTION
OFFICE OF THE STATE FIRE MARSHAL
STATE FIRE TRAINING**

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Date: July 10, 2026

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

From: Caryn Petty, Deputy State Fire Marshal III (Specialist)

SUBJECT/AGENDA ACTION ITEM:
Accredited Academy Regulatory Update

Recommended Actions:
Information Only

Background Information:

The purpose of this accreditation modernization effort is to update Chapters 3 and 11 of the State Fire Training (SFT) Procedures Manual to ensure that accreditation standards remain clear, consistent, equitable, and aligned with current instructional delivery models, while maintaining the authority of the Office of the State Fire Marshal (OSFM) and ensuring regulatory compliance.

Chapter 3 governs the accreditation of Accredited Regional Training Programs (ARTPs) and Accredited Local Academies (ALAs), which serve as the foundation of statewide fire service training delivery. The current language - much of it written prior to 2000 - reflects assumptions about instruction, documentation, and oversight that no longer align with modern practices. Stakeholders have reported ambiguity, inconsistent interpretation, and administrative burden in both accreditation and reaccreditation processes. While Chapter 11 has been written in accordance with IFSAC and Pro Board requirements, updates were warranted to address the current Fire Fighter 1 and 2 and Fire and Emergency Services Instructor 1 and 2 certification tracks, while continuing program expansion.

To address these concerns, SFT worked with an Accredited Academy Steering Committee (AASC) stakeholder group to modernize the text. The scope of the update included:

- Accreditation Models (ARTP & ALA) – retained and clarified
- Roles and Responsibilities
- Evaluation Criteria

- Accreditation and Reaccreditation Process
- Accountability and Appeals
- Hybrid and Distance Education Standards

The facilitation approach emphasized clarification, streamlining, and outcome-based standards, rather than expanding regulatory scope. Discussions were intentionally anchored in Sections 3 and 11, rather than broader programmatic or operational issues.

Analysis/Summary of Issue:

Staff analysis indicated that modernization of Sections 3 and 11 was necessary to reduce ambiguity, improve consistency, and align accreditation standards with current instructional realities and program implementation. The following issues and themes emerged from stakeholder engagement and facilitation sessions.

Additionally, this work revisited the previously proposed text of the January 2025 Interim Procedure regarding Certification Exam retake procedures. The text has been amended for clarity, providing the candidate 30 days to complete the retake processes.

1. Outdated and Over-Prescriptive Language

Participants identified multiple areas where the existing language no longer reflects how accreditation and Certification Exam delivery currently function. Much of the text prescribes inputs (specific documentation, processes, or instructional methods) rather than measurable outcomes, creating unnecessary administrative burden and inconsistent interpretation.

2. Inconsistency in Evaluation and Oversight

Stakeholders reported that different evaluators may interpret standards differently, leading to variability in accreditation decisions. Modernization aims to ensure that standards are enforceable, reviewable, and consistently interpreted across evaluators.

3. Need for Clearer Roles, Responsibilities, and Criteria

Both ARTPs and ALAs expressed the need for clearer expectations regarding required documentation, oversight responsibilities, performance and compliance benchmarks, and reaccreditation timelines and review criteria. Clarifying these elements will reduce confusion and support equitable application of standards.

4. Integration of Hybrid and Distance Education

The current text does not adequately address hybrid, online, or technology-assisted delivery models, which have become common statewide. Updated language must ensure quality and compliance while allowing flexibility in instructional methods.

5. Ensuring Defensibility and Regulatory Alignment

Draft language must be defensible to the Statewide Training and Education Advisory Committee (STEAC), State Board of Fire Services (SBFS), and the Office of Administrative Law (OAL). This requires clear statutory alignment, avoidance of new mandates unsupported by authority, and standards that Accredited Academies can practically implement.

6. Structured Decision-Making and Consensus Building

The facilitation process included explicit techniques to ensure clarity and consensus for the final text provision.

The proposed text will be incorporated into the upcoming regulatory cycle and will be made available for Public Comment per procedure.



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Updated: July 2026

Procedure Changes

- Edition** 2025 edition of the State Fire Training Procedures Manual
- Effective Date:** July 1, 2026
- Section Change:** Modify Chapters 3 and 11
- Justification:** Based on guidance from the Statewide Training and Education Advisory Committee (STEAC) and the State Board of Fire Services (SBFS), State Fire Training is updating and clarifying the procedures for Accredited Local Academies (ALAs) and Accredited Regional Training Programs (ARTPs) for modernization and system alignment.
- SFT Contact** Contact SFT Staff assigned to Accredited Academy Coordination.
- Note:** All new text appears in underline. All deleted text appears in ~~strikeout~~.

3: Accredited Academies

3.3: ROLES AND RESPONSIBILITIES

- A. Once accredited by the Office of the State Fire Marshal (OSFM), each Accredited Regional Training Program (ARTP) or Accredited Local Academy (ALA) shall:
1. Maintain contact with all instructors and evaluators used by the ARTP or ALA
 2. Establish a self-assessment review process to evaluate the quality of programs, instructors, and evaluators
 3. Conduct Maintain a copy of student records and instructor evaluations (See: **5.1.11: Record Keeping**)
 4. Maintain a copy of program and inspector evaluations (See: **5.1.11: Record Keeping**)
 5. Maintain a copy of course outlines, syllabi, instructor guides, and references used by the instructors (See **5.1.11: Record Keeping**.)
 6. Ensure the integrity of all course/academy materials and documentation
 7. Maintain records of classes delivered including class rosters, attendance records, exam scores, and any modification that exceeds the statewide minimum standards
 8. Conduct tests and measurements based on established standards
 9. Return all course documents (See **5.1.9: Returning a Course**.)
 10. Submit payment for invoices (See **5.1.10: Payment**.)
 11. Participate in periodic on-site reviews by OSFM or designated representatives to assure compliance with Self-Assessment Report and regulations
 12. Maintain administrative offices, classrooms, and physical training resources required to deliver quality instruction



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13. Provide a training level certification to Exam site upon request
14. Ensure the safety of students and faculty during all course and Certification Exam-related activities
15. Propose or conduct pilot projects for approval by OSFM, as needed
16. Maintain cultural and gender diversity records for each year of Accreditation and make the records available to the Accreditation Team at the time of Reaccreditation
17. Comply with the most current State Fire Training policies and procedures
18. Comply with the most current California Community College Chancellor's Office (CCCCO) Standard Fire Technology Degree Core Curriculum (ARTP only)
19. Determine the regional need for and deliver standalone SFT Certification Exams. (ARTP only)
20. Deliver training level-appropriate certification exam(s) for academy students

3.4.1: NEEDS ANALYSIS

- A. A needs analysis provides an evaluation of how an ARTP or ALA meets the vocational educational requirements of the region.
- B. Each ARTP shall:
 1. Conduct a job market study before applying for Accreditation
 - i. The ARTP or the governing board of a community college district may conduct this study
 - ii. Create a mechanism to track job placement (i.e., query tag for Fire Fighter 2)
 2. Convene a Regional Fire Advisory Committee consisting of local Fire Chiefs, Training Officers, community college representatives, instructors, and others as appropriate, to identify regional training and educational needs that shall meet at least once annually
 3. Provide a budget/business plan to demonstrate sustainability (3-year trend)
 4. Provide a demonstrated need that is not already being met by existing ARTPs within the district and geographical area
- C. Each ALA shall:
 1. Conduct a job market study before applying for Accreditation
 2. Convene an ALA Advisory Committee consisting of local management and staff, instructors, and other as appropriate, to identify agency training and educational needs

3.4.2: CULTURAL AND GENDER DIVERSITY

- A. ARTPs and ALAs serve as a vital resource and link for fire service agencies statewide. As



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such, they must strive to mirror the diversity of the communities they serve. ARTPs and ALAs recognize their role in providing a culturally and gender-diverse pool of workforce candidates.

- B. Each ARTP or ALA shall:
 - 1. Complete a demographic report describing the ethnic and gender population of the community it serves
 - i. The report shall include a minimum of three (3) years of sequential data
 - 2. Provide a demographic report describing the ethnic and gender composition of the participants in the ARTP or ALA program
 - 3. **Create and implement an outreach plan**
 - 4. Provide a written plan including goals to achieve or maintain a composition that mirrors the community/region
 - 5. **Identify measurable goals to achieve and/or maintain diverse program composition**

3.4.3: MANAGEMENT

- A. ARTPs provide the management services to support their instructional programs.
- B. An ALA's management services must be sufficient to support instructional programs and consistent with the agency's objectives.
- C. Each ARTP or ALA shall:
 - 1. **Employ an individual with five (5) years' fire service experience to manage the ARTP (ARTP only)**
 - 2. **Employ an administrative officer with fire service experience to supervise the ALA (ALA only)**
 - 3. Support participation by their instructor cadre and fire service personnel in establishing procedures and determining resource needs
 - 4. Employ **clerical administrative** support sufficient to meet the program's needs
 - 5. Ensure course records, class rosters, and other documents are consistent with State Fire Training (SFT) procedures (See **5.1.4: Course Documents** for specific document requirements.)
 - 6. **Identify measurable goals to maintain sufficient management of the ALA/ARTP**

3.4.4: INSTRUCTOR CADRE

- A. ARTPs and ALAs should provide services that encourage and stimulate competency, innovation, and increased effectiveness of the program's student population (ARTP) or



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agency personnel (ALA). To that end, they shall make every effort to select an instructor cadre diverse in its cultural and gender composition. **(See 6.5: Fire Fighter Instructor)**

B. Each ARTP or ALA shall:

1. Utilize OFSM Registered Instructors (See **6.1: Instructor Types**)
 - i. List specific topic areas for required courses, including but not limited to, Confined Space Rescue Awareness, Hazardous Materials, Fire Control 3, Fire Control 4, and Common Passenger Vehicle Rescue Technician
 - ii. All Skills Coaches and SMEs shall be minimally qualified to the Fire Fighter Instructor level (See: **6.5: Fire Fighter Instructor**)
2. Detail the policies, criteria, and personnel qualifications for cadre selection
3. Provide a chart that illustrates the organizational structure and an itemized listing of functional duties
4. Provide a report that compares the ethnic and gender population of the community to that of the ARTP or ALA instructor cadre
5. Provide a written plan to achieve or maintain an ethnic and gender composition that mirrors the community
6. Utilize OFSM Registered Instructors (See **6.1: Instructor Types**.)
7. Provide a policy for faculty and staff conduct and demeanor consistent with the SFT Instructor Code of Ethics/Conduct
8. Currency/relevancy for subject area(s)
 - i. Skills Coaches and Guest Lecturers cannot be used as cadre/instructors of record
9. Provide a report that compares the ethnic and gender population of the community to that of the instructor cadre
10. Identify measurable goals to achieve and maintain a diverse, proactive cadre

3.4.5: FACILITIES, SUPPLIES, AND EQUIPMENT

A. ARTPs and ALAs provide the facilities and equipment necessary to support the program. Computers, apparatus, tools, simulations, supplies, and equipment shall be relevant and available in sufficient quantity and quality.

B. Each ARTP or ALA shall:

1. Ensure that arrangements are clearly stated in a signed, written agreement when an agency or institution other than the ARTP or ALA provides resources
2. Ensure classrooms, training towers, burn rooms/containers, and storage facilities are sufficient in quantity and quality to meet the program's needs and objectives **and are compliant with the Code of Conduct/Ethics**
3. Ensure equipment, **apparatus**, and training aids are sufficient in quantity and quality to meet the program's needs and objectives



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4. Ensure all personal protective clothing and equipment, apparatus, and tools and equipment are properly maintained and readily accessible to the instructor cadre and student population
5. Ensure expendable supplies are sufficient to meet the program's needs
6. Ensure utilization of current equipment (rope, hose, ladders) and facility use and burn logs
7. Identify measurable goals for compliant, progressive, appropriate facilities, supplies, and equipment

3.4.6: LEARNING PROCESS

- A. ARTPs and ALAs provide current learning resources, such as print and digital library materials/documents and media equipment, sufficient in quantity to support the program (ARTP) or department (ALA) training needs.
- B. Each ARTP or ALA shall:
 1. Ensure training resources are adequate to support the various modes and levels of training to be conducted
 2. Ensure resources, such as library and computer-assisted learning resources, meet the instructor cadre's and the program's objectives
 3. Ensure on- and off-campus audiovisual materials and documents are current, support the training program, and are readily accessible to the instructor cadre and student population
 4. Identify measurable goals to maintain and improve learning resources

3.4.7: COURSE MATERIALS AND DOCUMENTS

- A. ARTPs and ALAs shall use SFT-approved course materials and documents to maintain statewide standardization.
- B. Each ARTP or ALA shall:
 1. Support instructor cadre participation in the selection and evaluation of training and educational resource materials and documents
- C. Additionally, each ARTP shall convene a Curriculum Advisory Committee to:
 1. Recommend curriculum enhancements to address local content or requirements that exceed minimum requirements
 2. Identify lesson plans and syllabi to be utilized by the ARTP
 3. Recommend revisions that are applicable for adoption on a statewide basis
 4. Identify/provide recruit/student handbook



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5. Identify measurable goals to improve and/or maintain compliant course materials

Draft



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3.4.8: COURSE AVAILABILITY AND DELIVERY

- A. The ARTP or ALA shall provide the widest possible selection and variety of training and educational opportunities.
 - 1. ARTPs shall utilize input from college administration, the Regional Fire Advisory Committee, staff, students, and neighboring institutions.
 - 2. ALAs shall utilize input from agency administration, staff, and students.
- B. Each ARTP or ALA shall:
 - 1. Ensure all courses are delivered in compliance with SFT procedures (See **5.1: Course Delivery**.)
 - 2. Ensure all courses are delivered in compliance with the California Community College Chancellor's Office (CCCCO) Standard Fire Technology Degree Core Curriculum (ARTP only)
 - 3. Schedule training, including a Fire Fighter Academy, and continuing education and/or professional development programs on a regular basis
 - 4. Ensure SFT courses are readily available and offered according to the Needs Analysis for the area served
 - 5. Provide access to or distribute catalogs and brochures of fire training and educational offerings (ARTP only)
 - 6. Post and make available training and educational offerings to all personnel (ALA only)
 - 7. Identify measurable goals to enhance and expand course availability and delivery

3.4.9: ARTP/ALA EVALUATION

- A. Evaluation: Each ARTP/ALA shall:
 - 1. Ensure an instructor evaluation process is in place
 - 2. Ensure a course evaluation process is in place
 - 3. Ensure a program evaluation process is in place
 - i. An ARTP shall utilize the Regional Fire Advisory Committee in the evaluation process

3.4.10: ARTP/ALA TESTING AND EVALUATION

- B. To maintain a high-quality program in alignment with OSFM standards, ARTPs and ALAs conduct regular testing and evaluation in order to provide feedback regarding student progress and success, instructor effectiveness, and the ARTP's or ALA's overall viability.
- C. Testing: Each ARTP or ALA shall:



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1. Oversee the administration of written summative and practical psychomotor skills testing of students within the program
2. Ensure testing adequately measures student achievement and competence in accordance with the identified course objectives

D. Evaluation: Each ARTP or ALA shall:

1. Ensure an instructor and course evaluation process is in place
2. Ensure a program evaluation process is in place
 - i. An ARTP shall utilize the Regional Fire Advisory Committee in the evaluation process.

3.4.1011: SFT CERTIFICATION EXAMS

A. Each ARTP and ALA shall deliver training level-appropriate Certification Exam(s). (See 3.5.3: **Reaccreditation**)

1. Each ARTPs or ALA shall deliver a minimum of one (1) Certification Exam event per calendar year.
2. Each Certification Exam shall include no fewer than eight (8) candidates
3. Failure to comply may result in accreditation revocation

B. In consultation with its established Fire Technology Advisory Committee and cooperating fire agencies, each ARTP shall determine the need for and deliver stand-alone SFT Certification Exams (See 11.2: **Certification Exam Sites.**).

3.5: ACCREDITATION

3.5.1: ACCREDITATION TEAM

- A. State Fire Training (SFT) shall establish an Accreditation Team to review Accredited Regional Training Program (ARTP) or Accredited Local Academy (ALA) applications, conduct site reviews, and provide a written report and recommendation to the Statewide Training and Education Advisory Committee (STEAC) and the State Board of Fire Services (SBFS).
- B. The Accreditation Team shall include:
 1. A representative from STEAC
 2. Representative[s] from the community colleges' California Fire Technology Directors' Association (CFTDA) and/or Fire Training Officer
 3. The Chief of State Fire Training or their authorized designee



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- C. No individual from the applicant ARTP or ALA may serve on the Accreditation Team evaluating that ARTP or ALA.

3.5.2: ACCREDITATION PROCESS

- A. For Initial Accreditation, the applicant shall meet with the Chief of State Fire Training or their authorized designee prior to preparing the Self-Assessment Report.
 - 1. SFT will notify the accredited academy of expiration/need for Reaccreditation ~~six (6)~~ **nine (9)** months prior to expiration.
- B. Upon completing a Self-Assessment Report on the viability of a regional training program, and ensuring that the ARTP or ALA applicant meets the evaluation criteria, the ARTP or ALA applicant submits an application package to the Chief of State Fire Training.
- C. A complete application package shall be submitted a minimum three (3) months prior to the noted expiration date and includes:
 - 1. Cover letter to the Chief of State Fire Training requesting ARTP or ALA status
 - 2. Self-Assessment Report (SAR)
 - i. SFT will receive draft versions of the SAR no less than four (4) months prior to the noted expiration date.
 - ii. SFT will only provide editorial and feedback review of draft SAR.
 - iii. Finalized SAR due as part of complete application package.
 - 3. A Certification Exam Agency Evaluator Agreement
 - 4. A nonrefundable Accreditation fee
 - 5. Letters of support from regional fire agencies **and existing ARTPs in the district and geographical area** (ARTP only)
 - 6. **CTE Technical Advisory Committee approval documentation (ARTP only)**
- D. SFT reviews the application package and:
 - 1. Returns the application for more information, if required
 - 2. Submits the information to the assigned Accreditation Team for review
 - 3. Schedules the Site Evaluation
 - 4. Discusses recommendation with agency/facility
- E. The Accreditation Team reviews the application and conducts a Site Evaluation.
- F. Following the Site Evaluation, the Accreditation Team:
 - 1. Requests additional information, if needed
 - 2. Develops a list of deficiencies and follow-up to ensure compliance, if needed
 - 3. Develops a report and provides a recommendation to STEAC



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- G. STEAC reviews the documentation and forwards one of the following written recommendations to SBFS:
 - 1. Initial Accreditation for three (3) years
 - 2. Conditional Accreditation for one (1) year
 - 3. Application denial

- H. SBFS reviews the STEAC recommendation and application and forwards one of the following written recommendations to OSFM:
 - 1. Initial Accreditation for three (3) years
 - 2. Conditional Accreditation for one (1) year
 - 3. Application denial

- I. OSFM reviews the recommendation and application and issues one of the following:
 - 1. An Initial Accreditation letter and certificate
 - 2. A Conditional Accreditation letter
 - 3. A denial letter

3.5.3: REACCREDITATION

- A. SFT shall require an ARTP or ALA to seek Reaccreditation after one (1) year (programs with Conditional Accreditation), three (3) years (programs with Initial Accreditation), or five (5) years (programs seeking Reaccreditation).
 - 1. The Accreditation expiration date is based on the timeframe initially granted by SBFS for the program's current Accreditation.

- B. An ARTP or ALA may submit a written request for a Reaccreditation extension to the Chief of State Fire Training for consideration **no less than six (6) months prior to expiration**.
 - 1. The Chief of State Fire Training may grant an extension of Reaccreditation if the ARTP or ALA can show circumstances that hindered its ability to prepare for the Reaccreditation.
 - i. The Chief of State Fire Training may grant a three- or six-month extension
 - 2. The Chief of State Fire Training may grant a second extension of Reaccreditation **of if** the ARTP or ALA demonstrates a good faith effort to prepare for the Reaccreditation
 - 3. No extension or combination of extensions of Reaccreditation may exceed one (1) year from the current Accreditation's expiration date.
 - 4. The timeframe until the next Reaccreditation shall be reduced by one (1) year (i.e., the next Reaccreditation period will occur in four (4) years instead of five (5)).

- C. Failure to obtain Reaccreditation before the SBFS meeting immediately following the due date of the previous Accreditation or any granted extensions will result in the loss of ARTP or ALA abilities.



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1. In order to resume ARTP or ALA abilities, the ARTP or ALA must successfully complete the Accreditation requirements.
- D. To maintain its accredited status, an ARTP or ALA shall evaluate and update its application and Self-Assessment Report and submit it to the Chief of State Fire Training for processing with a completed SFT Fee Schedule and a nonrefundable Reaccreditation fee.
1. Fee is due at the time of Self-Assessment Report submittal
- E. Accreditation renewal follows the same process as Accreditation application. (See **3.5.2: Accreditation Process**.) However, SFT may choose to send staff or authorized representatives to conduct the Site Evaluation instead of assembling a full Accreditation Team.

3.7: DISTANCE EDUCATION

3.7.1: HYBRID AND ONLINE COURSES

3.7.1.1: Definition

- A. State Fire Training (SFT) defines electronically delivered courses as:
1. Those in which the entire content of the course can be communicated between the instructor and the student electronically (online, hybrid, and/or live-distance course)
 2. Those which require both classroom attendance and the use of electronic communication (online, hybrid, and/or live-distance course)

3.7.1.2: Approval

- A. Only an Accredited Regional Training Program (ARTP) or Accredited Local Academy (ALA) has authorization to deliver SFT courses in a distance education format.
- B. An ARTP or ALA may deliver an online or hybrid course only after submitting the Distance Education Application four (4) weeks prior to intended course delivery date and receiving approval from and signing an agreement with SFT.
1. SFT requires approval for all new courses and any previously approved course(s).
- C. SFT shall consider the course outline (clearly identifying the content of each section), teaching methodology (classroom or electronic), and instructional timeframe to determine approval.
- D. Course segments requiring psychomotor skills training, activities, and/or psychomotor skills



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testing cannot be delivered electronically.

- E. An ARTP or ALA must **have** offered **ed** the course in the traditional classroom format prior to applying to teach an online or hybrid version of the course.

11: Certification Exams

11.2: CERTIFICATION EXAM SITES

11.2.1: FACILITIES, SUPPLIES, AND EQUIPMENT

- A. An Accredited Regional Training Program (ARTP) or Accredited Local Academy (ALA) shall provide the facilities and equipment necessary to support the program. Computers, apparatus, tools, simulations, supplies, and equipment shall be relevant and available in sufficient quantity and quality.
- B. Each ARTP or ALA shall:
 - 1. Ensure that arrangements are clearly stated in a signed, written agreement when an agency or institution other than the ARTP or ALA provides resources
 - 2. Ensure classrooms, training towers, burn rooms, and storage facilities are sufficient in quantity and quality to meet the program needs and objectives
 - 3. Ensure equipment and training aids are sufficient in quantity and quality to meet the program needs and objectives
 - 4. Ensure all personal protective clothing, apparatus, and equipment are properly maintained and readily accessible to the Registered Lead Evaluator, Registered Skills Evaluators, and candidates
 - 5. Ensure expendable supplies are sufficient to meet the program needs
 - 6. Notify SFT of any changes and/or updates to facilities, supplies, and equipment
- C. Facilities and equipment at accredited sites used for training and certification shall be adequate for the full examination of the performance objectives (skills) required.
- D. Facilities and equipment at accredited sites used for training and certification shall be adequate for maintaining exam security during the administration of certification exams.
- E. All skills exam props and components shall be maintained to ensure fair and accurate examination and to provide for the safety and well-being of the candidates.



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- F. Before a skills exam begins, the Registered Lead Evaluator shall evaluate and ensure that all equipment and props are safe and operable and that adequate equipment and props are available for the number of candidates being evaluated.
- G. An ARTP or ALA will be allowed to utilize equivalent examination aids provided **inged** the skill can be adequately tested.
 - 1. An ARTP or ALA shall make a written request for approval to State Fire Training in advance of utilizing alternative aids.

11.2.4: PERSONAL PROTECTIVE EQUIPMENT/APPARATUS/EQUIPMENT

- A. The Registered Lead Evaluator shall inspect all equipment, apparatus, and personal protective equipment before each SFT Certification Exam session to ensure compliance.
 - 1. Any non-conforming equipment shall be removed from service and replaced.
- B. All fire apparatus used in SFT Certification Exams shall conform to the NFPA standards for the edition year to which the apparatus was manufactured.
 - 1. All manufacturer-supplied safety equipment shall be utilized and maintained.
- C. All personal protective equipment used in SFT Certification Exams shall conform to the NFPA standards for the edition year to which the equipment was manufactured.
- D. All equipment used in SFT Certification Exams shall conform to the NFPA standards for the edition year to which the equipment was manufactured or the original manufacturer specifications.
 - 1. The Registered Lead Evaluator shall facilitate a thorough inspection before the SFT certification exam.
 - 2. This includes equipment provided by participants.
- E. The Registered Lead Evaluator shall document any non-conforming items, remove them from the exam session, and ensure their replacement.



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11.3: CANDIDATE TYPES AND ELIGIBILITY

11.3.2: NON-CERTIFIED – NON-ARTP/ALA (ALTERNATE DELIVERY)

11.3.2.1: Eligibility

- A. A “Non-certified – Non-ARTP/ALA” candidate:
 - 1. Does not have an SFT or IFSAC/Pro Board Certification
 - 2. Did not complete their academic training at the ARTP or ALA administering the SFT Certification Exam(s)
 - 3. Completed their academic training at the ARTP or ALA administering the SFT Certification Exam(s) and are not enrolled in the current semester/academy.
- B. Candidates must present a completed and signed Training Record, course prerequisite(s), and Alternate Candidate Waiver Justification at registration to verify that they have met all prerequisite skills required by the Office of the State Fire Marshal (OSFM) and all applicable National Fire Protection Association (NFPA) professional qualification standards.
- C. An ARTP/ALA may require additional documentation and registered SFT course completions, including but not limited to:
 - 1. Fire Fighter 1: Confined Space Rescue Awareness, Fire Control 3
 - 2. Fire Fighter 2: Fire Control 4, Common Passenger Vehicle Rescue Technician
- D. Alternate Delivery candidates are required to complete all exam modules.

11.4.3: SCHEDULING

- A. An ARTP or ALA must submit a Certification Exam Scheduling Request form (see **12.9: Certification Exam-Request.**) and academy roster spreadsheet to SFT at least six (6) weeks before the first day of the scheduled exam period.
 - 1. All components of the SFT Certification Exam, including the cognitive and skills portions and any applicable retake exams, shall be scheduled at the same time, as one complete event.
 - 2. All Certification Exam dates submitted on the Certification Exam Scheduling Request Form must reflect precise dates on which the events are to occur.
- B. An ARTP or ALA may not deliver any portion of an SFT Certification Exam without SFT approval.



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- C. An ARTP or ALA, shall notify SFT in writing of any changes in an SFT Certification Exam prior to the Exam.
1. Changes include, but are not limited to:
 - Date and/or time of exam or retake exam
 - Facility, location, or classroom number
 - Registered Lead Evaluator or Registered Skills Evaluators
 - Billing contact information
 2. Students may be added to, or removed from, the academy roster up to two (2) weeks before the exam module is delivered.

11.5: SKILLS EXAM

11.5.1: SKILL SHEETS

11.5.1.1: State Fire Training Skill Sheets

- A. State Fire Training (SFT) develops, validates, and publishes skill sheets that reflect the current job function level and National Fire Protection Association Standard (NFPA) edition year for which SFT is accredited. SFT uses these standardized skill sheets to evaluate the skills of pre-service candidates on a statewide basis.
- B. An Accredited Regional Training Program (ARTP) or Accredited Local Academy (ALA) shall use SFT-approved skill sheets during all skills exams.
- C. ARTPs/ALAs may submit a request to use digitized existing SFT Skill Sheets per California Code of Regulations, Title 19, §1980.06

11.5.4: RETAKING A SKILLS EXAM

11.5.4.1: Delivery Model

- A. A candidate who fails a skill will be provided the opportunity to reattempt the failed skill up to two (2) times within ~~one (1) year of the first attempt~~ thirty (30) days of the first attempt.
1. Candidates who do not complete the skills exam ~~with one (1) year or the initial exam~~ within thirty (30) days of the initial exam date will be required to seek remedial education before reapplying for additional SFT Certification Exams (See **11.7: Skills and Cognitive Remediation**).



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- ~~B. If a retake attempt is completed during a different exam event or at a new testing site, the candidate shall enroll as a retake candidate and provide the Exam host with verification of retake eligibility by printing a Course Transcript Report from their SFT User Portal.~~
- ~~1. The Exam host shall verify retake eligibility by confirming that the candidate has not had more than two (2) reattempts within one (1) year of the initial exam date.~~

11.6.1.4: Exam Scoring

- A. All incorrect and blank answers are deducted from the total available points to calculate a candidate's raw score. That raw score is then rounded to nearest whole number to establish final grade level.
- B. All cognitive exams administered by SFT require a 70% grade level for minimum passing score.
1. If a cognitive exam has multiple modules, the candidate must score 70% or higher on each individual module.
- C. Any candidate receiving less than 70% will be allowed to apply for a retake for up to one (1) year after the original exam date.
1. Candidates who do not successfully complete the exam within one (1) year of the initial exam date will be required to seek remedial education before reapplying for additional SFT certification exams (See **11.87: and Cognitive Remediation**).

11.6.3: RETAKING A COGNITIVE EXAM

- A. A candidate who does not pass the cognitive exam (a score less than 70%) will be allowed to retake the exam up to two (2) times within one (1) year of the first attempt.
1. Candidates who do not successfully complete the exam within one (1) year of the initial exam date will be required to seek remedial education before reapplying for additional SFT certification exams (See **11.87: and Cognitive Remediation**).
- B. The Registered Lead Evaluator shall review the candidate's Training History Report to ensure:
1. The candidate has not had more than two (2) reattempts for the module for which they are seeking participation
 2. All reattempts shall take place within one (1) year of the initial attempt.
 3. ALAs may provide for fewer retake attempts given the candidate's affiliated employment



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4. Exception: An ARTP/ALA is not required to verify the Training History Report for a non-certified ARTP/ALA (Accredited Academy) candidate prior to the retake.
- C. A candidate who fails the cognitive exam three (3) times will be advised to seek remedial education before reapplying for additional SFT certification exams (See **11.87: Cognitive Remediation**).
 - 1.

11.7: REMEDIATION

- A. For the purpose of this manual, a **module** is an SFT-designated instructional module of a Fire Fighter Certification Exam, such as FF1A, FF1B, and FF1C. **Remediation** means additional instruction and evaluation required for a Fire Fighter Certification candidate to retrain on and demonstrate competency in all objectives within a failed module before being eligible to retest that module. **Re-enrollment** means the process by which a non-Fire Fighter Certification candidate repeats the applicable course in full before being eligible to participate in the exam process again.
- B. If a candidate exhausts the allowable retake attempt(s) and/or exceeds the allowable retake period for a failed exam, the candidate shall complete the required remediation or re-enrollment, before being eligible to test again. ~~fails the skills exam and/or cognitive exam, the candidate must retrain on the curriculum for each failed module before they can participate in the exam process.~~
- C. There are two post-failure pathways At the conclusion of the remediation, the candidate shall obtain the following documentation from the approved instructor:
 1. Fire Fighter Certification Exams: Remediation is required
 2. Non-Fire Fighter Certification Exams: Re-enrollment and successful course completion documentation is required
- D. For Fire Fighter Certification Exams, remediation shall apply only to the failed module(s). If the exam contains multiple modules, remediation is required only for the module(s) the candidate failed.
- E. At the conclusion of remediation, the candidate shall obtain the following documentation from the qualified instructor:
 1. A completed Training Record for each failed module.
 2. An Academic Remediation Plan Summary signed by the approved qualified instructor verifying that the candidate retrained on the instruction and activities for each failed module. The Academic Remediation Summary shall be



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- submitted on Agency/College letterhead and shall detail the total hours and verify that the candidate has retrained on the entire curriculum for each failed module, including both skills and cognitive materials and activities. A qualified instructor for this purpose is one who meets the qualification requirements of **Section 6.5: Fire Fighter Instructor** has remediated on the instruction and activities for each failed module.
- F. A candidate who completes the required remediation or re-enrollment shall be eligible to retake the Certification Exam, with all allowable retake attempts restored, once SFT confirms receipt of all required documentation. remediation training is eligible to retake the SFT Certification Exam(s).
- G. For the purpose of this manual, remediation is defined as supplementary education that is assigned to a student in order to assist them in achieving expected competencies. It includes the act or process of providing a remedy for deficient knowledge or skill.
- H. An Accredited Academy shall submit an Academic Remediation Plan on Agency/College letterhead to State Fire Training. The Academic Remediation Plan shall detail the total hours, relevant academics, activities, and cognitive tutoring completed. It shall be signed by both the student and approved instructor.