

# **CT Fire Commission on Fire Prevention and Control**

## **Public Safety Pathway and Program of Study (Fire and EMS)**

### **Guidance Document**



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## Statement from The Commission on Fire Prevention and Control

The Connecticut Commission on Fire Prevention and Control (CFPC) actively collaborated with critical stakeholders to develop guidance for municipalities to establish a Public Safety Education Pathway within their communities.

This ongoing initiative will provide your department with a comprehensive plan, allowing you to partner with your local Board of Education to establish or enhance a public safety pathway.

The benefits of using this plan are numerous and include:

- Offer students targeted learning opportunities in areas of interest within the fire and emergency medical service, facilitating career exploration while in school.
- Providing an ideal framework for college-bound and non-college-bound students, offering possibilities for certification. Such as emergency medical responder (EMR), emergency medical technician (EMT), firefighter one (FFI), and the ability to earn college credit during high school.
- Building a pipeline of projects for a specific industry sector through pathway establishment.
- Developing career readiness skills among students.
- Guidance on a course sequence.
- Enhancing working relationships with the Commission and Regional Fire Schools to boost career and volunteer fire service recruitment.

The guidance is flexible and can be used as-is or integrated into the community's existing program. Each Authority Having Jurisdiction (AHJ) has the autonomy to tailor the program to meet the specific needs of its community.

While challenges remain in implementing this plan, the CFPC has successfully engaged with key stakeholders at all levels to meet the request of its stakeholders.

## Goal

Guide communities in establishing a Public Safety Pathway and recommended Program of Study within their high school.

## Background

The Commission on Fire Prevention and Control (CFPC) was asked to assist and guide departments and agencies in creating a public safety high school program.

Numerous existing enrichment programs offer students various levels of education based on many factors across the one hundred sixty-nine towns in Connecticut. Some of the current programs requested assistance to address barriers. Therefore, the CFPC established an advisory committee to provide guidance.

CFPC Committee members:

- Commissioner Kevin Kowalski
- Commissioner Timothy S. Wall
- Commissioner Pete Buonome
- State Fire Administrator Jeff Morrissette
- Director of Training P.J. Norwood

The committee was tasked with the following:

- Provide guidance to towns and cities.
- Identify barriers and work with stakeholders to overcome those barriers.
- Increase program consistency throughout the State.
- Explore estimated programmatic costs.
- Increase recruitment for both the volunteer and career workforce.
- Provide public safety education and essential lifesaving skills to high school students.

Guidance document developed by:

- P.J. Norwood, CT Fire Academy Director of Training

Questions can be directed to P.J. Norwood at [paul.norwood@ct.gov](mailto:paul.norwood@ct.gov)

## Key Terms and Concepts: Career Pathway, Program of Study, Enrichment Program

**Career Pathway:** defined as a combination of rigorous and high-quality education, training, and other services that:

- A. Aligns with the skill needs of industries in the economy of the State or regional economy involved.
- B. Prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the Act of August 16, 1937 (commonly known as the "National Apprenticeship Act"; 50 Stat. 664, chapter 663; 29 U.S.C. 50 et seq.) (referred to individually in this Act as an "apprenticeship," except in section 3226 of this title).
- C. Includes counseling to support an individual in achieving the individual's education and career goals.
- D. Includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster.
- E. Organizes education, training, and other services to meet the needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable.
- F. Enables an individual to attain a secondary school diploma or its recognized equivalent and at least 1 recognized postsecondary credential.
- G. Helps an individual enter or advance within a specific occupation or occupational cluster.

Thus, a career pathway is a coordinated program of rigorous, high-quality education and work-related training that aligns to industry needs and advances students in their career of choice. A career pathway is seamless and includes multiple possibilities leading to an industry-recognized credential, certificate, or licensure, and/or an associate or baccalaureate degree and beyond.

**Program of Study** is a "coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level" that:

- a. Incorporates challenging state academic standards.
- b. Addresses both academic and technical knowledge and skills, including employability skills.
- c. Is aligned with the needs of industries in the economy of the State, region, tribal community, or local area.
- d. Progresses in specificity.
- e. Has multiple entry and exit points.
- f. Culminates in the attainment of a recognized postsecondary credential.

A program of study provides students with a strong experience in and a comprehensive understanding of all aspects of an industry.

**Enrichment Program:** An enrichment program is a supplementary educational program designed to enhance students' academic experience and challenge them academically. It is not a replacement for the core curriculum but an addition to it.

*Example:* providing emergency medical technician class within the school day

## Teacher Certification

**Teacher Certification** Teaching certificates outline the requirements to be considered a teacher of record in CT. Any public safety representatives may participate in educational training to obtain the 098 certificate, which provides the requirements for teaching a trade or industrial occupation.

Professionals who want to teach a trade, industrial occupation, or technology at the high school level must meet work experience and education requirements that are based on the type of school where they will teach. Comprehensive high schools require the 098 Endorsement/Certification, which requires:

- Three years related work experience or one-year related work experience and two years of specialized schooling.
- A written request from an employing agent requesting issuance of such certificate.
- A letter from your current and/or previous employers verifying your experience in this career.
- High school graduate.
- Six credits in professional education from a regionally accredited college or university
- At least 36 clock hours in special education studies, including understanding the growth and development of exceptional children (children who are disabled, gifted, talented, or require special education) and methods for identifying, planning for, and working effectively with them in the regular classroom.

### Public Act No. 24-41

The CFPC Committee recommended a legislative change within the 2024 legislative cycle. The Joint Council was successful working with their legislative to partners as it relates to obtaining an initial educator certificate. Fire Service representatives should familiarize themselves with Public Act No. 24-41, An Act Concerning Educator certification, teachers, Paraeducators and Mandated Reporter requirements, Sec. 17, to obtain additional details.

Public Act No. 24-41 - <https://cga.ct.gov/2024/ACT/PA/PDF/2024PA-00041-R00HB-05436-PA.PDF>

### State of CT Teacher Certification

Those aspiring to obtain their State of CT Teacher Certification should contact the State of CT Department of Education, Bureau of Certification.

## Barriers and Challenges to Implementation

The committee and other stakeholders have identified the following barriers. The committee understands additional barriers may occur. The CFPC is committed to working with stakeholders on any challenges that include:

- Funding endorsement of Law, Public Safety, Corrections & Security Career Cluster.
- Scheduling.
- Program consistency.
- Fire and EMS equipment within the school.
- Certification testing.

**Funding:** The CFPC aims to build cost-effective guidance for any community to adopt. School districts may support some of the pathway's components through Perkins funding if applicable. However, Perkins will not fund the entirety of the pathway.

There are 16 Career Clusters in the National Career Clusters Framework, of which Connecticut recognizes 12. Connecticut has not yet approved the use of Perkins funding for Law, Public Safety, Corrections & Security Career Cluster.

The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins) provides secondary school funding for Career and Technical Education (CTE). Perkins funding, awarded to eligible high schools, is intended to improve, or develop new CTE programs at the secondary level that are relevant and challenging.

**Approximate Costs:** Costs are anticipated at approximately \$3,000 to \$5,000 but may vary based on many factors. (As of May 2024) (Not including payroll or staffing costs)

Firefighter I (FFI) \$1250.00

Emergency Medical Responder (EMR) Certification Program - \$850.00

Emergency Medical Technician (EMT) Certification Program - \$450.00

Public Safety Group, Jones, and Bartlett Publishing Curriculum (FFI, EMR, EMT) \$540.00

Underwriters Laboratories (UL) Xplor labs - minimal for consumables only

Cardiopulmonary Resuscitation (CPR) - \$10.00 for certification card

First Aid - \$16.00 for certification card (varies based on vendor utilized)

Community Emergency Response Team (CERT) - minimal for consumables only for any specific CERT utilization within the school

**Scheduling:** High school schedules include trimester, semester, and full-year courses. The guidance is flexible, allowing integration of the proposed program into the school's existing schedule.

**Program Consistency:** The guidance outlined here is *not mandated*. However, it should be utilized to provide consistency in programming across the state.

**Fire and EMS equipment within the school:** This guidance was built on the premise that each school district partners with the local fire department to ensure a successful outcome. By partnering with the

local fire department and following the course sequence outlined in the guidance, an equipment barrier, while still existing, is less impactful given the standard cache of equipment found in most fire departments.

**Certification Testing:** The CFPC Certification Division will consider offering incremental testing to partnerships offering the Public Safety Pathway.

### **Course Sequence and Pacing**

The CFPC Advisory Committee has examined both in and out-of-state programs. We have carefully considered the requirements needed to successfully launch, support, and grow programs and are confident that the proposed course sequence and pacing are appropriate. The key to success in this scheduling model is the partnership between the Board of Education and the local fire department.

The Public Safety Pathway provides a rigorous combination of education and training that aligns to the industry requirements for a career in firefighting. The document outlines a sample four-year scheduling trajectory for a high school student pursuing this pathway.



Each semester course represents approximately 67.5 hours of instructional time, with full year courses representing 135 hours.

	<b>Core High School courses (credits)</b>	<b>Fire Pathway Courses (credits)</b>	<b>Graduation Requirements</b>
Freshman - Grade 9  8.0 credits total	English 9 (1.0) Math 1 (1.0) Social Studies (1.0) PE (0.5) World Language (1.0) Biology (1.0) Elective (1.0)	Freshman health (including First Aid/CPR/AED/ <i>Stop the Bleed</i> ) (0.5)  Introduction to Public Safety Fire & EMS, including CERT and CPAT (.05)  Forensics/UL Xplorlabs (0.5)	0.5 STEM credit  0.5 science credit
Sophomore - Grade 10  8.0 credits	English 10 (1.0) Math 2 (1.0) Social Studies (1.0) Chemistry (1.0) Fine Arts credit (1.0) Elective (1.0)	Intro to Fire technology (1.0)  Fitness and health for Firefighters (0.5) Incorporate CT Fitness Testing Emergency medical Responder (EMR) (0.5)	1.0 STEM credit  0.5 PE credit  0.5 STEM credit
Junior - Grade 11  7 credits	English 11 (1.0) Math 3 (1.0) US History (1.0) Human Anatomy (1.0) Humanities elective (0.5) Elective (0.5)	Emergency Medical Technician (1.0)  Sports Medicine (0.5)  Auto technology (0.5)	1.0 STEM credit    0.5 elective credit
Senior - Grade 12  6.5 credits	English 12 (1.0) Math 4 (1.0) Civics (0.5) Elective (1.0) Senior Health (0.5) Elective (0.5)	Firefighter 1 (1.0) (cogitative education for FFI Certification)  Firefighter 1 (1.0) (hands-on training NFA 1001 JPR's at the local Fire Dept. or as designated (1.0)  <i>Fire lab or study hall</i>	replaces Capstone (1.0) UELP- Harold Makin
Total Credits - 29.5	22 credits	7.5 credits	

## Curriculum Package

The Firefighter I Curriculum outline below was designed utilizing Public Safety Group, Jones, and Bartlett publishing. The committee selected Jones and Bartlett. This is based solely on the current curriculum currently utilized at the CT Fire Academy and regional fire schools. The CFA and all but one regional school, utilizes this curriculum package for Firefighter 1 education. However, the partnering entities may select any publishing vendor that meets the State of CT Fire Academy certification standards.

The Firefighter One curriculum comprises three modules. Module I and II completed during the first and second semester of the student's senior year. The third module is completed at a time that best meets the programs and district's needs.

*Example:* can be conducted throughout evening and weekends; a newly created program at a regional school; during the summer break either as a traditional program or accelerated.

The State of CT Firefighter One Program averages 200 hours and contains non-hazardous, potentially hazardous, and hazardous training.

School Administrators must partner with the local Fire Department and Regional Fire Schools for this endeavor.

Education and skills are divided into three sections to mitigate some of the barriers with equipment in the schools and the time allotted in some school scheduling models.

- Semester 1 – Module I
  - Non-hazardous
    - with one exception: fire extinguisher training
- Semester 2 - Module II
  - Non-hazardous
- At the local FD or Regional Fire School – Module III
  - Potentially Hazardous

The outlined curriculum includes anticipated hours. This prediction is based on analysis of other FFI programs across the state. This number of hours is based off a traditional educational classroom model. We encourage departments to look at alternative education delivery models such as a flipped classroom utilizing interactive lectures to decrease lecture time and increase practical skill application.

Educators must prioritize understanding students and their preferred learning methods. Leveraging the resources from the Public Safety Group, particularly the premier package offered by Jones and Bartlett, presents an opportunity to incorporate Interactive Lectures (ILs). Employing these lectures offers numerous advantages, such as actively engaging students and tailoring education to align with their learning styles. Additionally, integrating ILs allows for a reduction in traditional PowerPoint-based lectures, thereby freeing up time to dedicate to other interactive learning experiences.

Abbreviations: LP – Lesson Plan (cognitive education) PS – Practical Skills (hands on skills)

<b>Topic</b>	<b>Anticipated Hours</b>	<b>Hazardous/Non-Hazardous</b>	<b>PPE</b>	<b>1st Semester</b>	<b>Anticipated Total Hours</b>
Orientation/The Fire Service/History	4 Hours	Non-Hazardous	None	1	4
FF Health & Safety/PPE LP	4 Hours	Non-Hazardous	None	1	4
Tools & Equipment/Salvage Practical	8 Hours	Non-Hazardous	None	1	4
Communications LP	4 Hours	Non-Hazardous	None	1	4
Hazmat Awareness	8 hours	Non-Hazardous	None	1	8
Fire Behavior	4 Hours	Non-Hazardous	None	1	4
Building Construction	4 Hours	Non-Hazardous	None	1	4
Rope & Knots LP	4 Hours	Non-Hazardous	None	1	4
Rope & Knots	4 Hours	Non-Hazardous	Gloves	1	4
Size UP / Fire Origin / Fire Cause LP	4 Hours	Non-Hazardous	None	1	4
Portable Fire Extinguishers LP	2 Hours	Non-Hazardous	None	1	2
Portable Fire Extinguishers PS	2 Hours	Potentially Hazardous	Gloves/Eye Pro	1	4
Modern Fire Dynamics	8 Hours	Non-Hazardous	None	1	8
				<b>TOTAL</b>	<b>58</b>

Topic	Anticipated Hours	Hazardous/Non-Hazardous	PPE	2nd Semester	Anticipated Total Hours
Tools & Equipment/Salvage LP	4 Hours	Non-Hazardous	None	2	4
Intro to SCBA and Don/Doffing	4 Hours	Non-Hazardous	SCBA	2	4
FF Rehabilitation LP	4 Hours	Non-Hazardous	None	2	4
Haz-Mat Regulations / Recognizing & identifying LP	4 Hours	Non-Hazardous	None	2	4
Properties and Effects & Understanding the Hazards LP	4 Hours	Non-Hazardous	None	2	4
Estimating Potential Harm & Planning a Response LP	8 Hours	Non-Hazardous	None	2	8
Implementing the Response & Health & Safety LP	4 Hours	Non-Hazardous	None	2	4
Haz-Mat Responder PPE & Product Control LP	4 Hours	Non-Hazardous	None	2	4
Water Supply/Fire Hoses, Appliances and Nozzles LP	4 Hours	Non-Hazardous	None	2	4
Forcible Entry LP	4 Hours	Non-Hazardous	None	2	4
Ventilation LP	4 Hours	Non-Hazardous	None	2	4
Salvage & Overhaul	4 hours	Non-Hazardous	None	2	4
Search and Rescue LP	4 Hours	Non-Hazardous	None	2	4
Fire Suppression / Wildland and Ground Cover Fires	4 Hours	Non-Hazardous	Gloves/Eye Pro	2	4
Haz-Mat written	4 Hours	Non-Hazardous	None	2	2
				<b>TOTAL</b>	<b>62</b>

Topic	Anticipated Hours	Hazardous/Non-Hazardous	PPE	Regional Sch. Or Local FD	Anticipated Total Hours
Haz-Mat Practical Skills	8 Hours	Potentially Hazardous	Structural Fire Gear	FD or RS	8
Haz-Mat Practical	8 Hours	Potentially Hazardous	Structural Fire Gear	FD or RS	8
Ladders LP	4 Hours	Potentially Hazardous	Structural Fire Gear	FD or RS	4
Ladder Carries PS	4 Hours	Potentially Hazardous	Structural Fire Gear	FD or RS	4
Ladders/SCBA PS	8 Hours	Potentially Hazardous	Structural Fire Gear & SCBA	FD or RS	8
Ladders/SCBA PS	8 Hours	Potentially Hazardous	Structural Fire Gear & SCBA	FD or RS	8
Ladders PS	4 Hours	Potentially Hazardous	Structural Fire Gear & SCBA	FD or RS	4
Water Supply / Hose PS	8 Hours	Potentially Hazardous	Structural Fire Gear	FD or RS	8
Supply Line and Attack Line Evolutions	4 Hours	Potentially Hazardous	Structural Fire Gear	FD or RS	4
Hose Rolls & Packs	4 Hours	Potentially Hazardous	Structural Fire Gear	FD or RS	4
Hose Advance PS	8 Hours	Potentially Hazardous	Structural Fire Gear	FD or RS	8
Forcible Entry / Ventilation PS	8 Hours	Potentially Hazardous	Structural Fire Gear	FD or RS	8
Search and Rescue PS	8 Hours	Potentially Hazardous	Structural Fire Gear	FD or RS	8
Fire Suppression & Control (Live Burn)	8 Hours	Potentially Hazardous	Structural Fire Gear & SCBA	FD or RS	8
FF Survival LP	4 Hours	Potentially Hazardous	Structural Fire Gear	FD or RS	4
SCBA Practical Day 1	4 Hours	Potentially Hazardous	Structural Fire Gear	FD or RS	4
SCBA Practical Day 2	8 Hours	Potentially Hazardous	Structural Fire Gear	FD or RS	8
PS Review / Makeup	4 Hours	Potentially Hazardous	Structural Fire Gear	FD or RS	4
PS Review / Makeup	4 Hours	Potentially Hazardous	Structural Fire Gear	FD or RS	4
Practical Skills Exam	8 Hours	Potentially Hazardous		FD or RS	8
Written Exam Review	2 hours			FD or RS	2
Written Exam	2 Hours			FD or RS	4
				<b>TOTAL ANTICIPATED</b>	<b>130</b>

*\*Note: Hours Listed Are Approximate*

## Additional Training Modules

**Stop The Bleed Certification:** Stop the Bleed is a national awareness campaign that encourages bystanders to become trained, equipped, and empowered to help in a bleeding emergency before professional help arrives. The Stop the Bleed course teaches individuals to provide vital initial actions to stop uncontrolled bleeding in emergencies.

**Basic First Aid Certification:** Basic first aid provides primary medical care to someone experiencing a sudden injury or illness. It often comes in forms such as treatment for burns, cuts, or insect stings, but it could also support someone in a medical emergency.

**Cardiopulmonary Resuscitation (CPR) Certification:** CPR combines rescue breathing (mouth-to-mouth) and chest compressions to temporarily pump enough blood to the brain until specialized treatment is available.

**Community Emergency Response Teams (CERT) Certification:** The CERT program educates volunteers about disaster preparedness for the hazards that may occur where they live.

CERT trains volunteers in basic disaster response skills, such as:

- Fire safety
- Light search and rescue
- Team organization
- Disaster medical operations

The CERT program offers a consistent, nationwide approach to volunteer training and organization professional responders can rely on during disasters, allowing them to focus on more complex tasks. In addition to the main CERT program, CERT offers programs customized for teens and workplace and campus-specific situations.

A Teen CERT can support a school's emergency operations plan and assist emergency services personnel, thus providing valuable surge capacity to local first responders when needed.

**UL Xplor Labs:** Through a blended model of high-quality online interactive activities, videos, instructional experiences, hands-on classroom investigations, and creative classroom challenges, the Xplorlabs platform is a free, STEM-focused experience that creates exciting opportunities and STEM resources that create engagement, skills, knowledge, and action in the science of safety.

- Problem-based and phenomena-driven learning engages students. Inquiry-driven instruction encourages students to investigate real-world phenomena relevant to their lives and solve problems the same way scientists and engineers do.
- Students develop the skills to ask questions that drive learning, develop investigations, and explore those questions, then engineer solutions to problems in safety and sustainability.
- Xplorlabs materials are reliable and valid content based on trusted research emerging from UL Research Institutes, tied to key science concepts that students need to know, and contextualized within students' experiences.

- Educational resources build students' agency and motivation to explore careers and engineer solutions that have an impact on safety science.
- Xplorlabs will introduce new capabilities and investigation as it continues to evolve and expand.

Xplorlabs resources and the educator by engaging with classrooms and communities, offering flexible resources, and trusting educators to use the resources that allow them to lead from their classrooms.

- From site-based collaborative training to teacher ambassadors, Xplorlabs creates collaboration opportunities between communities and schools rooted in the science of safety.
- Educators are encouraged to use these resources in parts or as a whole depending on classroom, student, and curricular opportunities.
- Trust the teacher. Educators make the best choices about using Xplorlabs resources to support their students. Xplorlabs is designed to provide agency, efficacy, and a place for feedback from the educators adopting this resource.

### Certifications: EMR, EMT, Firefighter I

**Emergency Medical Responder (EMR):** The EMR certification course prepares the candidate to gain simple knowledge of the EMS system and provide initial care for a patient while awaiting EMT and paramedic response. EMR is the basic level of certification for police officers, some firefighters, junior and explorer groups, and volunteer ambulance association members. While all EMS training should be competency-based, the CT Office of Emergency Medical Services has determined that the minimum time for an initial course should be sixty (60) hours.

The course coordinator must maintain documentation of all skills, competencies, and final exam records.

Minimum Hours: 60

Clinical Experience: Not Required

Written Exam: 100 questions, administered by OEMS proctor Practical Exam: 4 stations minimum, administered by Course Coordinator (CPR-AED, BVM, Medical, Trauma)

Renewal: Every three years

**Emergency Medical Technician:** The EMT certification course prepares the candidate to gain fundamental knowledge of the EMS system and provide ongoing care for a patient during transport. EMT is the basic level of care for transporting ambulance crews and is a prerequisite to many paramedic education programs. While all EMS training should be competency-based, CT Office of Emergency Medical Services has determined that the minimum time for an initial course should be one hundred fifty (150) hours.

The course coordinator must maintain documentation of all skills, competencies, and final exam records.

Minimum Hours: 150

Clinical Experience: 10 patient assessments (minimum) field experience approved by the medical director and program director.

Written Exam: NREMT Cognitive Computer Adaptive Test, administered by Pearson.

Practical Exam: 5 stations, administered by OEMS-approved Examination Sites

Renewal: Every three years

**Firefighter I** is the initial entry program for firefighting personnel; it introduces firefighting concepts, practices, and techniques necessary for success within the fire service.

Based on the Firefighter Level 1 objectives from NFPA Standard 1001, this course develops knowledge, skills, and abilities based on performance criteria for the following topics: fire department organization, firefighter safety, fire behavior, personal protective equipment, self-contained breathing apparatus, fire extinguishers, building searches, forcible entry, ground ladders, ventilation, hose practices, fire streams, loss control, and hazmat operations.

Minimum Hours: 196

Clinical Experience: None

Written Exam: 120 questions proctored by CFPC Certification Examiners

Practical Exam: testing consists of six stations with four focused on firefighting and two on hazardous materials skills administered by CFPC Certification Examiners

Renewal: None

*Additional Age Requirements:* candidates may take the practical and written skills testing at the age of seventeen years of age. However, certification will not be issued until the age of eighteen

## Summary

The Commission on Fire Prevention and Control (CFPC) has developed guidance for municipalities aiming to establish a Public Safety Pathway within their locality. This ongoing collaboration provides departments and Boards of Education with a comprehensive blueprint, enabling them to partner in initiating or enhancing a public safety pathway.

The benefits of adhering to this plan are manifold, and it offers students targeted learning opportunities within the realms of fire and emergency medical services, thereby facilitating career exploration during their academic tenure. It furnishes a framework suitable for both college-bound and non-college-bound students, presenting avenues for dual credit attainment and stackable credentials, specifically Emergency Medical Responder (EMR), Emergency Medical Technician (EMT), and Firefighter One (FFI) certification. The guidance aims to cultivate career readiness skills among students while streamlining the curriculum to ensure consistency across programs statewide. Furthermore, it seeks to foster stronger ties between the Commission, Regional Fire Schools, School Districts, and local departments to bolster recruitment efforts for career and volunteer fire service positions. The flexibility of the provided guidance allows each Authority Having Jurisdiction (AHJ) and



school district to collaborate on the program design according to the specific needs of their community.

The initiative stemmed from the recognition of existing enrichment programs across the state, each offering varying levels of education to students across Connecticut's 169 towns and cities. Some programs encountered barriers that impeded their progress, prompting the CFPC to establish a subcommittee tasked with offering guidance. Comprising members from the CFPC, the committee was charged with providing guidance to municipalities, identifying barriers, ensuring program consistency, exploring funding opportunities, boosting recruitment efforts, and imparting education on public safety and vital lifesaving skills.

One of the identified barriers, was the requirement for a designated teacher of record posed a challenge, necessitating solutions aligned with state statutes. During the 2024 Legislative Session the Joint Council was successful working with fire service partners to address this barrier with a positive outcome with amendments to relevant statutes.

Scheduling, program consistency, and school equipment were identified as challenges the guidance aims to address. By fostering partnerships between schools and local fire departments, the guidance seeks to mitigate these challenges and ensure a seamless integration of the program into existing Programs of Study.

The proposed program structure delineates a comprehensive pathway for students interested in pursuing careers in public safety, encompassing foundational courses, certification, and hands-on training modules. Moreover, it incorporates supplementary programs such as Stop the Bleed, Basic First Aid, CPR, and Community Emergency Response Teams (CERT) to augment students' skill sets and prepare them for real-world emergencies.

The collaboration between the CFPC and crucial stakeholders represents a concerted effort to equip students with the requisite knowledge, skills, and certifications to pursue careers in public safety. By addressing barriers, streamlining processes, and fostering partnerships, the guidance aims to create a robust framework for developing public safety pathways across Connecticut, ensuring a steady influx of skilled professionals into the fire and emergency medical services sector.