A NATIONAL STANDARD FOR FIRE SERVICE TRAINING AND CERTIFICATION

EXECUTIVE PLANNING

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Monmouth, Oregon

An applied research project submitted to the National Fire Academy as part of the Executive Fire Officer Program

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ABSTRACT

This research project analyzed whether a national standard exists for fire service training and certification. The Department of Public Safety Standards and Training (DPSST) had been asked by its constituents, the Oregon fire service, to update the standards currently in place to train and certify fire service professionals in the state. However, the problem was the constituents also wanted DPSST at the same time, to evaluate and adopt national standards where appropriate. The purpose of the project was to produce an evaluation of the existence of a national standard as well as evaluate if other state fire training agencies had implemented these standards.

This research employed both historical and action research to accomplish the following: (a) when was the need for a national fire certification standard identified and what has been done since that time; (b) what national standards have been adopted; and (c) how many states have adopted these national standards.

The historic research allowed for a thorough review of meeting documents which led to the establishment of a national fire service professional certification standard. Action research combined with a survey identified the prevalence of a national fire service certification training and system.

The major finding of this research was that a national fire service training and certification system has been in place since 1974. The National Fire Protection Association (NFPA) Firefighter

Standard has been implemented by 36 state fire training and certification systems. The time required to deliver the training to meet this standard vary from state to state.

The recommendations resulting from this research included: (a) continued review of Oregon training and certification standards and the need to incorporate national standards where appropriate; (b) establish an on-going program through which certification standards are updated; (c) update standards with the active participation of those who are impacted by, and benefit from, the changes; and (d) investigate future participation in either the National Professional Fire Service Qualifications Board (NPFQ) or the International Fire Service Accreditation Congress (IFSAC).

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INTRODUCTION

In 1993, the Fire Standards and Accreditation Board (FSAB) and State Fire Training Division were transferred from the Office of State Fire Marshal to the Board on Public Safety Standards and Training (BPSST). One of the strategic areas identified in the Oregon Fire Service Training Master Plan was to align Oregon fire service training and certification standards to a recognized national standard.

The purpose of this research project was to evaluate national fire service training and certification standards and their relevance to Oregon. The problem was that the Oregon fire service has always had its own fire service training and certification standards since the system was established in 1974 (FSAB Annual Report, 1974). Until the development of the Oregon Fire Service Training Master Plan, little had ever been discussed regarding national standards. The purpose of the project was to produce an evaluation of training and certification standards used nationally by state fire training systems. This was necessary so that the agency and it's constituents could objectively evaluate the direction which should be taken in this strategic area. This study used both historical and action research.

The research questions that were answered were:

1. When was the need for a national fire certification standard identified and what has been done since that time?
2. What national standards have been adopted?

3. How have states implemented these standards?

BACKGROUND AND SIGNIFICANCE

The Board on Police Standards and Training (the Board) was established in 1961 by the Oregon Legislative Assembly at the request of Oregon's police chiefs and sheriffs. "The purpose for the Board was to establish minimum standards for training, employment, certification, and training for Oregon's law enforcement community" (DPSST Budget Report, 1999, p. 3). Over the next 30 years, the scope and mission would grow to include corrections and parole and probation officers, as well as public safety telecommunicators and emergency medical dispatchers (DPSST Budget Report, 1999).

In 1991, the name of the Board was changed to reflect the expanded scope and mission - the new name of the agency became the Board on Public Safety Standards and Training (BPSST). In 1993, FSAB and the State Fire Training Division were transferred from the Office of State Fire Marshal to BPSST. In addition to the move, the BPSST Board was expanded to 23 members to allow various fire service professionals and organizations to be represented.

In 1997, the BPSST was reorganized by Governor Kitzhaber and the Oregon Legislative Assembly. As a result of this reorganization, the Department of Public Safety Standards and Training (DPSST or the Department) was established by statute as a

cabinet level agency answering directly to the Governor. The Board would still consist of 23 governor-appointed members who would have limited management oversight over the Department. The Board is active in the establishment of standards for training and certification. Five discipline specific advisory committees (police, corrections, telecommunications, fire, and private security) are used to provide input and direction to the Board regarding training and certification standards.

"Training for law enforcement, corrections, parole and probation officers, telecommunicators and emergency medical dispatchers is mandated by state statute." (Secretary of State, 1997, Statute 181.610) There is no statutory mandate that requires fire service personnel to be trained or certified to perform as a firefighter. Since the merger of fire service programs into the DPSST system, on-going concerns have been voiced regarding the quality and stature of fire service training in the State of Oregon. Training and certification standards for law enforcement, corrections, and telecommunications are reviewed and updated on a five-year cycle. Before the merger of fire service programs into DPSST, some standards had not been updated for as few as six and as many as twelve years.

DPSST has spent a great deal of time, management oversight, and fiscal resources to establish a fire training system which it believes is effective and responsive to the needs of career, combination, and volunteer firefighters and their agencies. The

fire service has been very vocal in providing input on the direction of fire training and certification programs. One of the high priority directions is to review and implement national fire training and certification standards (BPSST Fire Service Training Master Plan, 1995). A future goal, which would have a significant impact to the agency, is the state fire service's desire that Oregon participate in a nationally accredited fire service training and certification program.

This issue relates to two modules of the National Fire Academy's Executive Fire Officer course, Executive Planning. The first, strategic planning, as the BPSST Fire Advisory Committee, the Department, and constituents have identified this as an issue in the agency strategic plan. Second, it relates to the analysis section of the course as an in-depth problem analysis must be completed before any change(s) can be suggested and or implemented.

LITERATURE REVIEW

National Standards - An Historic Review

The first ever meeting of an ad-hoc committee of our nation's fire service leaders was held in February of 1966. This first conference on Fire Service Administration, Education and Research was called Wingspread and played an important part in identifying the challenges Americas fire service would face in the following years. This group identified twelve key areas ranging from fire service labor and management issues to the public's complacency toward the threat of life and property loss by fire. One of these twelve areas is significant to this research subject, as it identified the need for in-depth education requirements for the efficient functioning of the fire service (The Johnson Foundation, 1966). The report also mentioned that a group had been discussing this need through the setting of national training standards.

In 1976, a second Wingspread conference was held. Since the first conference, the Joint Conference of National Fire Service Organizations (JCNFSO) was established and set to work on establishing a national standard. At this conference it was learned that the number of states had already established mandatory standards for the selection and training of fire service personnel. A model set of professional standards had been created through a joint effort of the National Fire Protection Association and a newly created National Qualifications Board (Clark, 1976).

In 1986, yet a third Wingspread Conference was held. Not

surprisingly, professional standards continue to be recognized as having national significance to the nation's fire service. While the conference report recognized that a number of states have joined the national system, the majority still had not. The report recognized the importance of the system and encouraged all states to engage in the formal certification system (The Johnson Foundation, 1986).

Finally, the most recent Wingspread Conference, held in 1996, continues the forty-year trend by recognizing the importance of fire and emergency services professional standing through an integrated system of nationally recognized training and certification (International Association of Fire Chiefs, 1996).

Establishing the Standard

While the need was identified in 1966 at the inaugural Wingspread conference, later known as Wingspread I, the first discussions on this matter did not take place until four years later. In 1970, President Charles Morgan of the National Fire Protection Association (NFPA) called together the leaders of all of the nation's fire service organizations. Wingspread I served as a catalyst as it provided dialogue and identified twelve areas which were of national significance to the fire service (Barr, 1988). Of these twelve, half dealt with the professional status and development of fire service members (The Johnson Foundation, 1966). The 1970 meeting lead to the creation of the Joint Council of National Fire Service Organizations (JCNFSO). This

joint conference was similar to Wingspread I where the members in attendance created a list of primary issues to the fire service. First among the seven goals identified was the need for a national certification program (Randleman, 1989). A committee was appointed to create the process from which the system would operate. This process was completed and submitted to the JCNFSO on October 25, 1972 (Barr, 1988). The committee report was direct and gave two recommendations which would establish the foundation for a national fire service professional certification system. First, that a board be established to oversee the process on a regular basis. Second, that four technical committees be formed to develop standards of professional competency for the fire service.

The four Technical Committees would be made up of subject matter experts who would develop standards for Firefighters, Fire Inspectors and Investigators, Fire Officers, and Fire Instructors. The composition of these committees was diverse in nature to ensure a balance among the committee members and professional fire service organizations. These committees were also directed to follow the NFPA standards making process as an accepted mechanism for the development and adoption of standards world wide (Barr, 1988). Harold Mace, Chair of the Technical Committee on Minimum Standards for Firefighter Qualifications summed it up best when he stated "it is the intention of this committee that these performance objectives could be used in any department in any

city, town, or municipality in the United States." (Jones, 1996) It took the Firefighter Professional Qualification Committee, also Chaired by Harold Mace, two years to develop the first edition of the standard (NFPA, 1974).

The Board, officially referred to as the National Professional Qualifications Board (NPFQ) was created with nine members in 1972. The sole purpose of this independent Board was to oversee the national professional qualifications system (Estepp, 1993). Responsibilities of the Board included: supervising the program, defining levels of professional progression, review and approval of standards prepared by committees, and supervision of accredited agencies (Barr, 1988).

The first standard was adopted by NPFQ in 1974, as the NFPA 1001 Standard for Firefighter Professional Qualification. Since this initial action, eight standards were created and adopted in less than ten years. Those standards were Firefighter, Fire Apparatus Operator, Airport Firefighter, Firefighter Medical Technician, Fire Officer, Fire Inspector, Fire Investigator, and Public Fire Educator. The accreditation system of the NPFQ took a little longer to establish and was fully implemented on August 11, 1980 (Barr, 1988).

Since the establishment of the system over 7000 personnel had been certified at the state level. Of this total number only 500 had requested to be certified at a national level. The popularity of the system continued to grow as the NPFQ issued 779 national

certificates in 1986 (Barr, 1988).

With the demise of the JCNFSO, the NFPA assumed the functions of committee appointment and standards development in 1990 (Grant, 1989). The standards continue to be developed and maintained on an on-going basis. Technical Committees represent various members from fire service organizations across North America who are selected by NFPA through an administrative application process (NFPA, 1974). Since the original adoption of the Firefighter Standard in 1974, the Standard has been revised and updated in 1981, 1987, 1992, and 1997 (NFPA, 1997).

In addition to the NPFQ, another organization, the International Fire Service Accreditation Congress (IFSAC), entered the certification arena in 1990. The concept of a new fire service accreditation congress was proposed to the National Association of State Directors of Fire Training and Education at their conference in St. Louis, Missouri (Thomas, 1990). The proposal was simple: an accreditation congress would be established to accredit programs and institutions which certify fire service personnel. The training and certification programs would follow NFPA approved professional fire service qualifications standards. IFSAC is governed by an Accreditation Congress which is made up of a representative from each participating entity (Westhoff, 1994).

The research convinced me that a national standard was in place which identifies minimum training qualifications for the

certification of firefighters. This idea that such a standard was needed was identified over 40 years ago through a cooperative effort of our nation's fire service organizations. The national standard for firefighter has been in place since the 70's and although it is currently administered by the National Fire Protection Association (NFPA) it is created by fire service personnel who represent the diversity of the fire service.

PROCEDURES

The desired outcome of this research was to provide information which would allow the Department of Public Safety Standards and Training to determine if a national standard does exist for the nation's fire service. Historic research was used to conduct a literature review to provide insight into the origins of a national fire training and certification system. This research began at the National Fire Academy's Learning Resource Center in Emmitsburg, Maryland and was continued at the Western Oregon University Library in Monmouth, Oregon as well as the City of Dallas Public Library in Dallas, Oregon.

Action research was used to gather and evaluate printed information from national fire service organizations as well as information from other states as to the true existence of a national standard for fire service training and certification. This research began at the National Fire Academy's Learning

Resource Center in Emmitsburg, Maryland and was continued at the Resource and Information Center located at the Oregon Public Safety Academy in Monmouth, Oregon.

During the research process it was clear that both the words "national" and "standard" could be ambiguous and required definition. Webster's Third New International Dictionary defines "national" as "affecting, or involving a nation as a whole." Webster's defines "standard" as a synonym which is the "value, quality, level of degree of a thing" (Webster, 1981).

A survey instrument was created to evaluate the implementation of the national standard on a state basis. This survey, located in Appendix A, was sent to all 50 state fire training directors. While each state does not have a specific state agency responsible for fire service training certification, the National Fire Academy, through its Training Resource and Data Exchange Program, recognize the agency serving in that capacity. In some states fire training and certification councils serve this purpose. Yet in others the state fire training program is part of a college or university education system.

The survey asked three very specific questions. First, had the state officially adopted the NFPA 1001 Standard - Professional Qualifications for Firefighter? Second, did the state have certification level which precedes the NFPA 1001 level? Third, what were the number of hours required to deliver a NFPA 1001 Firefighter I class? The results of this survey are located in

Appendix B.

RESULTS

Research Question 1. The first three-day training for firefighters was held at the University of Illinois in 1925. This class led the United States Chamber of Commerce to establish a Fire Service Exchange Committee to encourage such activities in each state (Monigold, 1995). It wasn't until 1966 that the issue of standard and certification for the nation's fire service was discussed at a symposium of national fire service leaders. At this symposium, participants identified the need for professional status and career development in the fire service. Four years later, in 1970, a similar meeting lead to the creation of the Joint Council of National Fire Service Organizations (JCNFSO) which appointed a committee to develop a national system for professional qualifications for the fire service (Thomas, 1990).

The JCNFSO committee completed its work one year later and proposed the creation of a National Professional Qualifications Board. The first meeting of this Board was held in 1972 during which the National Fire Protection Association was designated as the secretary for the newly created group (Thomas, 1990). In 1974, the Board had completed and adopted its first Standard, number 1001, for Firefighter Professional Qualifications. Since that initial standard was adopted, the American fire service had

taken the first step in creating a professional standards and certification system.

Since the initial Wingspread Symposium in 1966, one of the issues that continues to be debated through Wingspread II in 1976, Wingspread III in 1986, and Wingspread IV in 1996, is the professionalism of the fire service through training, standards and certification.

Research Question 2. Since the Joint Council of National Fire Service Organizations created the National Professional Qualifications Board to facilitate the development of nationally applicable performance standards for uniformed fire service personnel, a number of challenges have been met. The four initial Technical Committees addressed the following career areas: Firefighter, Fire Officer, Fire Service Instructor, and Fire Inspector/Investigator. The Committee on Firefighter Professional Qualifications met through 1973 and 1974 and finally adopted the first standard, NFPA 1001, in November of 1974. The other Technical Committees likewise completed their tasks.

Since the maiden voyage, the scope and depth of the professional qualifications standards has grown. The standards now are used and developed for a variety of fire service professionals, not just those in uniformed positions. Of the initial four Technical Committees, Firefighter, Fire Officer, and Fire Service Instructor still exist. The depth of one of these committees, Firefighter, has been expanded to include Fire Vehicle

Driver/Apparatus Operator and Airport Firefighter Standards. The Technical Committee on Fire Investigator/Inspector has been split into two distinct committees. Technical Committees have been created for additional areas including: Public Fire Educator, Wildfire Suppression, Public Safety Telecommunicator, and Rescue Technician.

Research Question 3. Initial survey results were strong with 38 states returning completed surveys. Those twelve states that did not submit a completed survey were contacted through follow-up telephone calls during which time the survey was completed over the phone. Upon conclusion, 49 of the 50 states participated in the survey.

Survey results were very interesting as 38 states had officially adopted the NFPA 1001 professional qualifications standard for firefighter as their state minimum. Three states, Idaho, Kansas, and Nebraska use the NFPA 1001 Standard as the basis for state fire training but they had not formally adopted it through any administrative or legislative mechanism. The South Carolina Fire Academy indicated they utilized portions of the NFPA 1001 Standard but it was not comprehensive. 11 states did not utilize the NFPA 1001 standard for training or certification. 17 states utilized a training and certification standard that was considered to be an entry-level firefighter position that was used before Firefighter I certification was reached. The Rhode Island Fire Academy was the only state not to respond to both written and

telephonic contact.

The survey also identified that there are significant differences in the manner in which states carry out this training. four states, Maryland, Massachusetts, Wisconsin, and West Virginia indicated that the NFPA Firefighter I standard required less than 100 hours of training. Twelve states indicated that the NFPA Firefighter I standard required more than 100, but less than 200 hours. Nine states indicated that the NFPA Firefighter I standard required more than 200 hours of training to complete.

Seven states indicated that the number of hours required for the training was irrelevant as the state training and certification program has implemented a competency based training and evaluation program. Through this program the number of hours is not an issue as the ability of the student/candidate is measured through that person's ability to perform the task of a firefighter. If the person can demonstrate the ability to perform the tasks to the state's evaluation standard, they are considered to be eligible for certification. One state, Oregon, indicated that they were in the process of reviewing the NFPA firefighter standard for possible adoption.

The research for this project, as well as the survey, revealed useful information, but also areas of concern. Useful information was gathered which strengthened the belief that a national standard, the Professional Qualifications System of the National Fire Protection Association, was indeed viable and used

throughout the country. Of concern was the information regarding the time required to train a Firefighter to meet the standard varied greatly across the country.

DISCUSSION

While state fire training programs have played a dynamic role in the picture of the nation's fire service since 1937, (Monigold, 1995) the first nationally applicable performance standards for uniformed fire service were not adopted by the National Fire Protection Association (NFPA) until November of 1974. The initial discussion regarding the need for such a system began in 1966 when a symposium was held of national fire service leaders.

Since this initial standard, NFPA 1001, was adopted in 1974, a number of other professional qualifications standards have been adopted for Fire Service Instructor, Fire Officer, Fire Apparatus Driver/Operator, Fire Investigator, Fire Inspector, Public Fire Educator, Airport Firefighter, and Rescue Technician. While the majority of the state fire training programs have adopted the NFPA 1001 Standard, the adoption of these other standards varies from state to state.

A 1990 review of fire certification issues created by the National Association of State Directors of Fire Training and Education appropriately summed-up the issue as follows "some fire service training organizations train to the standards but do not

issue certificates and are not accredited; some fire service training organizations train to the standards and issue certificates but are not accredited; and some fire service training organizations train to the standards, issue certificates and are accredited."

The survey gained valuable information, while also highlighting areas of concern. The survey identified that the number of hours required to training a firefighter to the NFPA 1001 training varied from state to state. The lowest number of hours was reported by West Virginia which required a minimum of 30 hours for the Firefighter I course. The highest state was Florida which required 360 hours of training for their combined Firefighter I and II academy. The Alabama Fire Training Academy was in second place with 320 hours required to deliver the NFPA Firefighter I course. Many states indicated on their completed surveys that their reported hours did not include various training requirements such as hazardous materials awareness and operations which were considered a prerequisite in their state certification system. The fact that the format used to provide this training varies from state to state makes it very difficult to determine the true number of hours actually required to deliver the NFPA 1001 Firefighter training.

The research used to determine if a national standard for fire service professionals, as well as the results of the survey are a strong indication that Oregon is heading in the right

direction as it updates its training and certification standards and looks to include national standards, especially those adopted by the NFPA.

In the area of NPFQ and IFSAC, the number of state fire training programs varies. 28 state training programs are currently members of the International Fire Service Accreditation Congress while 16 states are members of the NPFQ. This is a significant increase from 1993 when a survey done by Gerald Monigold of the University of Illinois, Fire Service Training Program, identified 15 states as being accredited. While both of these organizations use the NFPA professional qualifications standards to evaluate the fire service candidate, the acceptance of these accreditation systems has been slow to spread nationally. Current discussion, encouraged by the North American Fire Training Directors Association, is asking that IFSAC and NPFQ seriously explore merging into one (Edwards, 1999).

This information was both useful and encouraging to me as I conducted the research for this paper. Useful in that it indicates that a number of state fire training agencies are participating in the process of being accredited. Encouraging as it demonstrates that the system is gaining acceptance among states and the fire service community.

Research also uncovered that Oregon was one of three states to participate as a pilot-test agency for the initial venture of the NPFQ in 1980 (FSAB Annual Report, 1980). This successful

pilot-test lead to Oregon being nationally accredited as a certifying agency in the NPFQ system (Randleman, 1989). DPSST was not aware that such accreditation was ever granted and as a result will research why NPFQ accreditation was discontinued.

RECOMMENDATIONS

Over the past three years DPSST has begun the process of updating the training standards used to certify fire service professionals in Oregon. The research completed during this project clearly indicates that a national standard does exist for firefighter training and certification. While the survey conducted during this project indicated widespread adoption it also indicated significant differences in the number of hours required to accomplish the required training needed to meet the standard. The current process being used to update Oregon standards should continue and all current Oregon standards need to be updated. As standards are reviewed and updated, they should be compared to and evaluated against the NFPA professional qualifications standards. If the NFPA standard meets the needs of Oregon's fire service they should be adopted by reference. If the NFPA standard does not meet Oregon's needs or if there are no NFPA standards for a specific certification area/level, than Oregon should establish and maintain it's own standard for that specific issue.

DPSST should also implement an on-going evaluation system through which it evaluates, and if necessary updates, the state standard. This process should be designed so that it is timely and should be completed soon after the specific NFPA standard is updated. Through this process standards will be maintained on a five-year cycle.

The Department should continue to work on these training and certification standards issues through its Fire Advisory Committee. The Department should also continue to use task forces made up of subject matter experts to assist in the review, comparison, and adoption of various professional qualifications standards. This process bring those with the occupational expertise to the table and allow them to share their personal and professional views on the standards affecting their profession.

As mentioned in the introduction, the Fire Advisory Committee established a strategic plan over three years ago. This plan contains several significant goals and issues which affect Oregon's fire training and certification system. This plan needs to updated to reflect the current goals, objectives, values, and philosophies of Oregon's fire service community.

Proposed changes to the plan, increased training and certification standards need to consider the various impacts they may have on Oregon's volunteer fire service. State fire training programs can have a devastating impact when you consider that roughly 80% of the fire service is made up of volunteers who take

time away from home and work to complete increased training requirements (Arwood, 1998).

Finally, the Department should seriously consider the need to seek membership in either the Pro-Board or IFSAC. The organizations provide a valuable resource to the agency as they evaluate the training, testing, evaluation, and certification system used by the state to train fire service personnel.

Although not a topic of this paper, the question of IFSAC and NPFQ accreditation should be evaluated further to determine its possible costs versus benefits once Oregon's fire certification system is completely updated. Additional investigation through state archives and personal contacts must be conducted to find out more about Oregon's pilot-test of the NPFQ and why the NPFQ accreditation was discontinued. Department records, with the exception of the 1980, 1981 and 1982 Annual FSAB report, are silent on the matter. This could be the result of FSAB being administered by three agencies during this decade, the Office of State Fire Marshal, Executive Department, and the Department of Commerce.

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APPENDIX A

On Department Letterhead

Date

Dear State Fire Training Director:

The Oregon Department of Public Safety Standards and Training (DPSST) is responsible for establishing minimum training and certification standards for Oregon's 12,000 career and volunteer firefighters. Currently we have a task force working to update our structural firefighter standards.

Our task force would like to find out what certification standards other states have, and how this training is delivered. Enclosed please find a questionnaire which we kindly ask you to complete and return by _____. We would also be interested in obtaining a copy of the firefighter certification and training standards used by your state.

If you would like a copy of our task force report, or if I can be of assistance, please feel free to call me at (503) 378-2100 ext 255.

Thank you for your time and cooperation.

Sincerely,

Eriks J. Gabliks, Assistant Director
State Fire Service Training Manager

State of Oregon
Department of Public Safety Standards and Training
Fire Service Training Section
Firefighter Standards Task Force

Firefighter Training & Certification Standards State Survey

State:

Name:

Phone:

E-Mail:

1. Has your state adopted the NFPA 1001 Standards for Firefighter training?

   _____ YES _____ NO

2. Does your state have a basic level of firefighter training that is a segment or a part of the NFPA Firefighter I?

   _____ YES _____ NO

3. What are the number of training hours (or estimated time) required to qualify as a Firefighter I, Firefighter II in your state?

*****

Thank you for your time and participation. Let us know if you would like a copy of our survey results. Please feel free to attach any information which we may find useful in our process.

Please return completed survey to:

Eriks Gabliks
DPSST - State Fire Service Training
550 N. Monmouth Avenue
Monmouth, OR 97361

APPENDIX B

Survey Results

State	NFPA 1001 Adopted	Pre-1001	Recommended Hours
Alabama	YES	YES	320
Alaska	YES	NO	190
Arizona	YES	NO	190
Arkansas	YES	NO	N/A
California	YES	NO	259
Colorado	YES	--	---
Connecticut	YES	--	158
Delaware	NO	YES	96
Florida	YES	--	360 **
Georgia	YES	--	140-250
Hawaii	NO	--	---
Idaho	YES *	NO	COMPETENCY BASED
Illinois	YES	--	260-280
Indiana	YES	YES	COMPETENCY BASED
Iowa	YES	YES	COMPETENCY BASED
Kansas	YES *	--	160
Kentucky	YES	--	---
Louisiana	YES	--	---
Maine	YES	YES	150
Maryland	YES	YES	93
Massachusetts	YES	YES	90
Michigan	YES	__	147
Minnesota	NO	--	122
Mississippi	YES	--	200-240
Missouri	YES	--	---
Montana	YES	YES	COMPETENCY BASED
Nebraska	NO *	--	100
Nevada	YES	YES	COMPETENCY BASED
New Hampshire	YES	NO	184
New Jersey	NO	__	84
New Mexico	YES	YES	---
New York	NO	YES	139
North Carolina	YES	YES	234
North Dakota	NO *	NO	COMPETENCY BASED
Ohio	YES	--	240 *
Oklahoma	YES	--	---
Oregon	NO	YES	---
Pennsylvania	NO	YES	COMPETENCY BASED
Rhode Island	NO RESPONSE	--	---
South Carolina	NO ***	YES	120
South Dakota	YES	YES	120
Tennessee	NO	NO	---
Texas	YES	--	---
Utah	YES	YES	COMPETENCY BASED
Vermont	YES	--	184

Virginia	YES	--	135	
Washington	YES	YES	256	
West Virginia	YES	--	30 hours minimum	
Wisconsin	YES	YES	96	
Wyoming	NO	NO	150	

* NFPA 1001 is used but not adopted by statute or policy.

** Hours include Firefighter I and II.

*** Portions of NFPA 1001 are covered but not in a comprehensive format.