A CONCEPT PAPER TO EXPLORE
A COMBINED PUBLIC SAFETY TRAINING CENTER
IN WASHINGTON COUNTY
MAY 2010

Section I. Background and Introduction

This document reports the results of a yearlong initiative to examine the potential for establishing a consolidated public safety training center for Washington County located on the campus of Hagerstown Community College (HCC). The idea for a joint training center, including its potential location on the HCC campus, has been discussed for many years. For example, in the 1998 report, Comprehensive Study of Emergency Fire and Medical Services Delivery for Washington County, Maryland, the “Study Team recommends that the Washington County Board of Commissioners, the Washington County Volunteer Fire and Rescue Association (WCVFRA) and representatives from the Hagerstown Fire Department are encouraged to pursue discussions to determine the direction for development of a training center. College administrators should also be included in the discussion to assess their interest….”

Following the publication of the Buracker and Associates study, the Washington County Board of Commissioners established the Emergency Services Council and asked the Council to review and evaluate the more than 120 Study recommendations. The Council included representatives from the Board of County Commissioners, the public-at large, and the fire and medical services sector and stated as its objective to “help the Board of County Commissioners develop a long term strategy that:

1. Preserves the volunteer component of the fire and emergency medical services system, and
2. Improves the level of fire and emergency medical services provided to the citizens in the most efficient and cost effective manner possible.”

The Emergency Services Council presented its report in February 2001 and reinforced a “key recommendation” of the Buracker and Associates study: “The County, working in conjunction with the WCVFRA should acquire land, plan, design and construct a countywide training facility…..This facility could be utilized by fire, EMS and law enforcement agencies.” At some point after the release of these two studies, Washington County government officials recognized the potential need for a joint training center and included it in the county’s 10-year

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2 The Emergency Council’s Report on the Comprehensive Study of Emergency Fire and Medical Services for Washington County, Maryland: Executive Analysis of Fire and Medical Emergency Services Delivery in Washington County, Maryland. The Emergency Services Council, February 2001, pages 1, 11.
Capital Improvement Plan. Moreover, the need for and feasibility of a training facility for firefighters was discussed by the WCVFRA over the last few years. The discussion evolved to the point that the Association was considering the purchase of land to build a fire training facility. This discussion gave impetus to the move toward developing the concept of a consolidated facility at this time.

The commitment to the current initiative to explore the potential for a joint training center arose from initial discussions in the spring of 2009 involving officials representing local law enforcement, fire, emergency medical services, and HCC. These officials agreed that while existing pre-service and continuing training requirements are being addressed, city and county training facilities, as well as training options, for both career and volunteer personnel, need to be upgraded to keep pace with the county’s growth and increased need for public safety services.

A County in Transition

Washington County is in the midst of transformational change. Between 1990-2000, its population grew at a rate of 8.6%, to 135,500. State projections estimate a 2010 population of 142,500, representing a cumulative 5.29% increase since the year 2000.3 In addition, Census Bureau estimates in advance of the 2010 census have projected the Hagerstown-Martinsburg West Virginia metropolitan area to grow by 18.4%.4

Population growth has both driven and supported other changes in Washington County. The area is continuing its transformation from a largely rural environment to include mixed urban, suburban, and exurban development. Economic development is also becoming more diverse as it expands from its traditional industrial and agricultural base to such areas as financial services, health care, transportation, and the beginning of a bioscience presence. As it makes these transitions, the county’s demographics and development have helped set in motion a shift in alignment from its traditional Western Maryland base to a closer resemblance to similarly expanding counties to the east.

Growth and change result in raised community expectations for all public services, including public safety. As economic development progresses, and additional large employers locate or relocate in the county, contributing to further population growth, these employers and new residents will expect a high level of public safety protection. In the case of these services, county and municipal expenditures have not kept pace with growth. The table below depicts FY 2007 public safety expenditures, the percent of total budget, and per capita expenditures for a number of Maryland counties, including Washington County. Counties were selected either for population and transitioning trends similar to those of Washington County (Calvert, Carroll, Cecil, and St. Mary’s); a county that is part of the traditional Western Maryland alignment (Allegany); or a neighboring county which has experienced recent explosive growth (Frederick).

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3 Maryland Planning Department, Planning Data Services Year 2000-2025 Baltimore and Washington.
As depicted in the table, public safety expenditures as a percentage of the total Washington County budget in FY07 were less than the 8.3% average of all eight counties shown, and its $196 per capita expenditures were less than every county shown in the table, including Allegany County, whose population is declining. Note that FY 07 data was the most complete data available, but the Study Group’s assumption is that information for FY 08 and FY 09 is not substantially different.

**FY 2007 County Expenditures by Function, Percent of Total Budget and Per Capita**

<table>
<thead>
<tr>
<th>County</th>
<th>Police Protection</th>
<th>Fire Protection</th>
<th>Corrections</th>
<th>Other Public Safety</th>
<th>Total Public Safety</th>
<th>%</th>
<th>Per Capita</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allegany</td>
<td>$2,286,720</td>
<td>$1,541,078</td>
<td>$6,218,292</td>
<td>$4,382,617</td>
<td>$14,428,707</td>
<td>5.4</td>
<td>$199</td>
</tr>
<tr>
<td>Calvert</td>
<td>$10,154,470</td>
<td>$4,718,183</td>
<td>$5,536,215</td>
<td>$6,143,341</td>
<td>$26,552,209</td>
<td>7.6</td>
<td>$303</td>
</tr>
<tr>
<td>Carroll</td>
<td>$9,440,902</td>
<td>$8,778,824</td>
<td>$5,987,154</td>
<td>$6,480,898</td>
<td>$30,687,778</td>
<td>5.4</td>
<td>$182</td>
</tr>
<tr>
<td>Cecil</td>
<td>$7,292,558</td>
<td>$7,571,451</td>
<td>$8,052,156</td>
<td>$4,192,729</td>
<td>$27,108,894</td>
<td>8.0</td>
<td>$275</td>
</tr>
<tr>
<td>Frederick</td>
<td>$19,803,681</td>
<td>$38,107,069</td>
<td>$15,817,361</td>
<td>$19,835,937</td>
<td>$93,564,048</td>
<td>11.2</td>
<td>$422</td>
</tr>
<tr>
<td>St. Mary’s</td>
<td>$17,684,865</td>
<td>$2,134,322</td>
<td>$6,916,472</td>
<td>$3,619,941</td>
<td>$30,355,600</td>
<td>9.3</td>
<td>$308</td>
</tr>
<tr>
<td>Washington</td>
<td>$7,621,351</td>
<td>$3,106,981</td>
<td>$9,500,204</td>
<td>$7,784,708</td>
<td>$28,013,244</td>
<td>7.0</td>
<td>$196</td>
</tr>
</tbody>
</table>

The Challenge of Homeland Security and the Movement toward Collaboration and Consolidation

Since 2001, addressing challenges related to assuring homeland security has encouraged and supported action in communities across the nation. One of those challenges- improved, coordinated, and expanded training for public safety personnel- has resulted in local multi-agency collaboration to establish joint training facilities. Communities in, for example, Michigan, Pennsylvania, New York, North Carolina, Iowa, and Maryland, have constructed and now operate combined centers to ensure that public safety training in their jurisdictions is coordinated, efficiently managed, and delivers ongoing and expanded training options that meet high standards. These communities recognize that training is a vital component in achieving a primary goal of all communities: to meet the public safety needs of their citizens and contribute to the nation’s security.

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5 *Local Government Finances in Maryland, Year Ending June 30, 2007.* Department of Legislative Services, Annapolis, Maryland, 2009, pages 309, 330, 349.
Washington County is taking part in the national movement toward collaboration and consolidation. For example, The Hagerstown Police Department (HPD) and the Washington County Sheriff’s Office (WCSO) have established a Special Response Team, whose members participate in joint training exercises. Other joint efforts among public safety agencies include the Western Maryland Regional Crime Lab and the Consolidated 911 Dispatch Center. A Central Booking Facility will be operational in the Spring of 2010.

The Role of Community Colleges

Community colleges have long played important roles in local public safety training. For example, a survey conducted by the American Association of Community Colleges found that 70% of community colleges provide training for first responders. Community colleges across the country, including Hagerstown Community College, have worked with public safety agencies to develop programs and train students for careers in, for example, law enforcement and emergency medical services.

As awareness of the importance of mass emergency and disaster preparedness has grown, community colleges have expanded their partnerships and their work with public safety agencies and issues. For the past several years, for example, HCC has conducted a joint training exercise for its graduating students in Administration of Justice, Paramedic Emergency Services, Nursing, and Radiography. Local public safety and medical personal evaluate student performance and offer suggestions for improvement. These programs also maintain community advisory committees whose members provide guidance to HCC faculty and staff on curriculum, student assessment, equipment, and facility needs. In addition, HCC is targeting computer forensics and cyber security as curriculum development areas and is currently making plans to expand those offerings.

Agreement to Study the Potential for a Joint Training Facility

In the spring of 2009, discussion participants formed a consensus that by pooling resources and combining individual strengths, significant improvements and savings might be realized to the benefit of the county and its constituent communities. Discussion participants further agreed to serve as members of a study group to gather information and report their findings. HCC drafted a Charge Statement to guide the work of the group, and study group members reviewed, modified, and agreed to the Charge Statement. Members of the study group included representatives from the City of Hagerstown fire and law enforcement agencies; the Washington County Sheriff’s Office; Washington County Government; the Washington County Volunteer Fire and Rescue Association; and Hagerstown Community College. Representatives of state-operated correctional facilities located in Washington County were later added to the study group. The Charge Statement is shown in Appendix 1.

The Charge Statement also detailed aspects and expected outcomes of the feasibility study: “The work group will conduct, document, and propose recommendations for further

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action. The final product will be a comprehensive report of all findings, with recommendations and timelines for proceeding. While the group is expected to designate subgroups to undertake specific components of the study, the final document will reflect the views of the entire study work group.\footnote{7} Study group members formed four subgroups to research and make recommendations for the feasibility study: \textit{Current Status and Need; Curriculum and Instruction; Facility Planning;} and \textit{Funding.} A complete list of study group members by subgroup is shown in \textit{Appendix 2.}

\section*{Section II. Current Status and Training-Related Needs}

Members of the study group provided information to document basic elements of the county’s and city’s public safety services, especially as they relate to training. Group members also analyzed current and future training needs. The results of their work are presented in this section.

\textbf{Current Status: Law Enforcement and Corrections}

Law enforcement in Washington County includes the Washington County Sheriff’s Office, with both policing and detention responsibilities; the Hagerstown City Police Department; and police departments in Boonsboro, Hancock, and Smithsburg. Additionally, the Western Maryland State Hospital and Hagerstown Community College have commissioned police departments. In addition to the Washington County Detention Center, Washington County has the following State-operated correctional facilities: Maryland Correctional Institution (MCI), Maryland Correctional Training Center (MCTC), and Roxbury Correctional Institution (RCI).

In its 2008 Comprehensive Plan, the City of Hagerstown reported that its Police Department (HPD) has an authorized strength of 107 sworn officers and 23 civilian staff. Specialized units within HPD include a Street Crimes Unit; Narcotics Task Force; Downtown Squad; and a Criminal Investigation Division. HPD operates from a central headquarters on Burhans Boulevard, as well as a substation on Murph Avenue and Downtown Squad and Police Academy in the University System of Maryland-Hagerstown building.

The Comprehensive Plan reported that calls for service have increased in recent years, from 1,654 calls in 2000 to 1,988 calls in 2005. The report noted that expansion of the City’s boundaries will add to the need for increased resources, including additional officers and a new patrol sector to cover added territory.\footnote{8}

The Washington County Sheriff’s Office reports that the Patrol and Judicial function employs 135 individuals (95 sworn deputies and 40 civilians), including 132 full-time and 3 part-time employees, along with 5 volunteers. The Detention function of the Office includes 131 staff members: 3 Administration; 117 Security; and 11 Civilian staff. In recent years, no

\footnotetext{7}{Charge Statement, p. 2.}
\footnotetext{8}{Community Facilities Element, City of Hagerstown Comprehensive Plan, 2008, p. 9-1, 9-2.}
increase in the number of sworn deputies has occurred, although 3 civilian employees were added in 2008. The Office experienced 71,247 calls for service in 2009. That number includes patrol officer-initiated activity.9

Comprehensive Training Information, including training requirements for Police Officers, Sheriff’s Deputies, and Correctional Officers, is shown in Appendix 3.

The chart below depicts the number of law enforcement officers in Washington County in FY 09 who received mandated training. Though not part of their mandated training, Maryland State Police (40 – 45 assigned officers) may be interested in this training as well.

<table>
<thead>
<tr>
<th>AGENCY</th>
<th># PARTICIPANTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Washington County Sheriff’s Office:</td>
<td>215</td>
</tr>
<tr>
<td>Law Enforcement</td>
<td>95 Patrol/Judicial Deputies</td>
</tr>
<tr>
<td>Detention Center</td>
<td>120 Correctional Officers</td>
</tr>
<tr>
<td>Hagerstown Police Department</td>
<td>106 Sworn Police Officers</td>
</tr>
<tr>
<td>Boonsboro Police Department</td>
<td>4 Police Officers</td>
</tr>
<tr>
<td>Hancock Police Department</td>
<td>5 Police Officers</td>
</tr>
<tr>
<td>Smithsburg Police Department</td>
<td>4 Police Officers</td>
</tr>
<tr>
<td>Hagerstown Community College</td>
<td>None Required Mandated Training*</td>
</tr>
<tr>
<td>TOTAL</td>
<td>334</td>
</tr>
</tbody>
</table>

*In 2010, Hagerstown Community College projects three to four officers who will require training. This training consists of 18 in-service hours that must include: firearms in classroom (2 hours); taser (2 hours, if an officer carries one); interview of sex offense victims/witness (one hour); and legal updates (one hour). The balance to reach 18 hours may be achieved by any special training related to police work.

The Western Maryland Police Academy (WMPA) is authorized by the Maryland Police and Correctional Training Commissions to operate a Police Officer Entrance Level Training (PELT) program to train police officer candidates. The WMPA is the only academy serving Washington, Allegany, and Garrett Counties. Since 1977, the WMPA has trained 775 candidates within its PELT and Comparative Programs. Since 2000, the WMPA has trained an average of

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9 Information for Washington County Sheriff’s Office provided by J. Wolfensberger and T. Shank, March 2010.
10 Washington County Sheriff’s Office; Hagerstown Police Department.
14 candidates per class. The table below shows WMPA-provided entrance level and in-service training information. 11

**WMPA Police Officer Entrance Level Training**

<table>
<thead>
<tr>
<th>Year</th>
<th>Academy</th>
<th># Students Attend/Graduate</th>
<th># Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006/2007</td>
<td>WMPA 40</td>
<td>13/13</td>
<td>875</td>
</tr>
<tr>
<td>2007/2008</td>
<td>WMPA 41*</td>
<td>18/18</td>
<td>1020</td>
</tr>
<tr>
<td>2008/2009</td>
<td>WMPA 42</td>
<td>8/6</td>
<td>1020</td>
</tr>
<tr>
<td>2009/2010</td>
<td>WMPA 43</td>
<td>17/17</td>
<td>1020</td>
</tr>
</tbody>
</table>

*In WMPA 40-2007, the WMPA academy calendar was January to June; however, beginning with WMPA 41, calendar year changed to August to March. Additional hours were added to the curriculum to include additional topics (Terrorism, Gangs, etc.)*

**HPD In Service Training—Coordinated by WMPA**

<table>
<thead>
<tr>
<th>Year</th>
<th># Officers Trained</th>
<th># Hrs Mandated by HPD</th>
<th># Hrs Additional by HPD</th>
<th>Average # Hrs Per Officer</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>97</td>
<td>25</td>
<td>6</td>
<td>29</td>
</tr>
<tr>
<td>2008</td>
<td>107</td>
<td>29</td>
<td>0</td>
<td>27</td>
</tr>
<tr>
<td>2009</td>
<td>103</td>
<td>24</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>2010*</td>
<td>TBD</td>
<td>20</td>
<td>TBD</td>
<td>TBD</td>
</tr>
</tbody>
</table>

* HPD mandates specific training each year with additional training added (which may or may not be completed by all members). The average number of hours per officer was determined by calculating the mandated and additional hours and number of hours completed by the number of officers trained. The 2010 Training is not completed at the time of this report. The MPCTC 1.0 hr Sexual Assault Investigation mandated training is included within the HPD mandated hours.

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11 Information provided by Lt. Margaret Kline, Director, Western Maryland Police Academy, March 2010.
Current Cost of Training: Law Enforcement and Corrections

Budget information from the Western Maryland Police Academy, along with additional training costs and revenue, is shown in the table below.

### WMPA Revenues and Expenditures

<table>
<thead>
<tr>
<th></th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training Academy Budget</td>
<td>$131,942</td>
<td>$159,372</td>
<td>$179,685</td>
</tr>
<tr>
<td>Actual Expenditures</td>
<td>$145,541</td>
<td>$172,015</td>
<td>$142,724</td>
</tr>
<tr>
<td>HPD Instructor Overtime</td>
<td>$18,418</td>
<td>$21,188</td>
<td>$25,711</td>
</tr>
<tr>
<td>Revenue from Tuition</td>
<td>$38,649</td>
<td>$32,007</td>
<td>$18,083</td>
</tr>
</tbody>
</table>

The Washington County Sheriff’s Office reports that its annual training budget totals $24,000 in direct costs, divided between specialized training ($12,000) and certification training ($12,000). Currently all necessary travel expenses associated with training and professional meetings are taken from a separate budget line with an allocation of $12,500. Indirect costs associated with the annual training budget and certification training total $375,000. 12

Identified Future Needs and Gaps in Training Services: Law Enforcement and Corrections

Law Enforcement:

1. There is currently very little joint training among agencies, with the exception of the Special Response Team. If agency training were consolidated to a greater degree, the best instructors would be available for everyone.
2. Varying curricula, training schedules among agencies, e.g. for CPR training, are obstacles to joint training.
3. Within HPD and the Washington County Sheriff’s Office, there is a gap in training between sworn and civilian personnel, who could benefit from training in, e.g. bloodborne pathogens, emergency procedures, and interaction with the public.
4. There is a need for additional 911 training, online training, and training for trainers.
5. There is a need for succession planning to replace and train successors of an increasing number of retirees in a climate of budget contraction, while at the same time not compromising public safety.
6. There are no computer labs for training in police agencies, especially for use in training using simulation, e.g. for firearms and driving. Additionally, agencies do not currently pool resources to purchase and use simulation equipment.
7. There are facility needs, e.g. a house in which to train officers, emergency vehicle operator driving course, and a firearms qualification and training range.
8. K-9 training is needed.

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12 Information provided by James Wolfensberger, Training Coordinator, Washington County Sheriff’s Office.
9. There is a projected need for computer forensics and cyber security in law enforcement.

Corrections:

Washington County Detention Center

1. There is an anticipated need for a larger facility to house training services.
2. There is an anticipated need for a firearms range.

Current Status: Firefighting

The Washington County Volunteer Fire and Rescue Association, Inc. was organized in December 1933 in the midst of the Great Depression. Its first members included ten fire companies—four from Hagerstown and six from the county. Its purpose is to “further enhance the protection of life and property of the citizens of Washington County, Maryland, by disseminating information regarding fire suppression, prevention, EMS, rescue and related subjects, to cultivate fraternal fellowship among its members and to promote the best interests of the volunteer fire, EMS and rescue personnel of Washington County, Maryland.” According to the code of the Public Local Laws of Washington County:

“A person or association may not provide any formally organized fire protection or fire fighting service, rescue, or ambulance service to Washington County unless a volunteer fire department, rescue department, or ambulance department is incorporated, designated, and approved and recognized by the Washington County Volunteer Fire and Rescue Association, Inc., and the County Commissioners.”

The Code also allows the Board of County Commissioners to enforce equipment standards and to provide loans for equipment, land, or buildings.

Currently within Washington County, fire, rescue and emergency medical services (EMS) are provided through 26 volunteer independent corporations. Twenty of the independent corporations provide fourteen fire stations, one substation and ten EMS stations. Some of these stations are either combined or consolidated. In addition to volunteer personnel, all ten EMS stations currently employ both full-time and part-time career personnel. Five of the fire stations also employ career full-time and part-time employees.

The Division of Emergency Services (DES) coordinates oversight responsibilities on behalf of the Board of County Commissioners for fire, rescue and EMS operations by working with the WCVFRA. DES also provides enhanced 911 communications, emergency management / homeland security, air unit, and special operations response. The Special Operations Team is a...

combination career / volunteer organization responsible for hazardous materials incidents, confined space rescues, construction/collapse incidents and technical rescue situations.

The National Firefighting Academy is located in Emmitsburg, Maryland. National statistics on firefighters include:

**Estimated number of firefighters in 2007:**
- 1,148,800 nationally
- Career: 323,350
- Volunteer: 825,450

**By age group:**
- 16-19 (3.5%)
- 20-29 (21.4%)
- 30-39 (28.2%)
- 40-49 (25.9%)
- 50-59 (15.4%)
- 60 and over (5.5%)

- 74% of career firefighters are in communities that protect a population of 25,000 or more.
- 95% of volunteers are in departments that protect a population of less than 25,000 and more than 50% are located in small, rural departments that protect a population of less than 2,500.\(^\text{15}\)
- In 2005, 23.5% of firefighters protecting communities with less than 2,500 people were age 50 and up. This compares with 1987 statistics which showed that 15.9% were age 50 and up.\(^\text{16}\)

Washington County firefighting services are provided by 1,435 volunteers, with an average age of 33 for those who are active fire and rescue personnel. Active field services provided by personnel over the age of 60 appear to decline.\(^\text{17}\) Most Washington County communities protected by volunteer firefighters have populations of less than 2,500.\(^\text{18}\) In 2009, County and City fire and EMS calls for services totaled 8,557.\(^\text{19}\)

The Hagerstown Fire Department operates a combination career / volunteer fire department through six stations / independent corporations of the twenty-six. The mission of the Hagerstown Fire Department is “to improve the quality of life through fire prevention, fire safety education, fire suppression, rescue and other special services to all the people who live, work or invest here.” Hagerstown's career firefighters include full-time uniformed firefighters regardless

\(^{17}\) Information provided via e-mail by C. Kingsley Poole, Regional Coordinator, MFRI, January 29, 2010.
\(^{19}\) Washington County Division of Emergency Services, Kevin Lewis, Director, March 17, 2010.
of assignments, e.g., suppression, prevention/inspection, administrative. Their volunteer firefighters include any active part-time (call or volunteer) firefighters.

According to the City of Hagerstown’s 2008 Comprehensive Plan, the City’s Fire Department (HFD) consisted of six fire stations, with each station including career and volunteer firefighters. During FY 06 and 07, the City added 19 new firefighters to bring fire fighting staffing levels up to desired fire standards. In 2008, there were 69 full-time career firefighters, including four who worked in the fire marshal’s office. In 2008, the City reported 25 volunteer firefighters. The Comprehensive Plan reported that funding for volunteer fire services is based on the number of volunteer companies, rather than the number of volunteer firefighters, since that number fluctuates. For this study, HFD reported in February 2010 that there were 84 full-time employees, along with active volunteers at each station.²⁰

HFD receives approximately 2,000 calls for service each year. According to the 2008 Comprehensive Plan, most of the City’s fire stations are clustered in and around the downtown. “As the city has expanded through annexation, emergency response times to residences and businesses on the City’s periphery have increased. The fire department now considers these times to be unacceptable.” A solution presented in the Plan recommends that two downtown stations be relocated and new stations be opened farther from the downtown or in the Medium-Range Growth Area.²¹

Comprehensive Training Information for Firefighters, including required training, is shown in Appendix 4.

The Maryland Fire and Rescue Institute (MFRI) reports that Washington County students participated in MFRI-delivered training during the past three fiscal years at the rates shown in the table below:²²

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Number of Students and Classes</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 07</td>
<td>851 students (52 classes)</td>
<td>100 Firefighter I</td>
</tr>
<tr>
<td>FY 08</td>
<td>737 students (50 classes)</td>
<td>21 Firefighter I</td>
</tr>
<tr>
<td>FY 09</td>
<td>1,142 students (59 classes)</td>
<td>121 Firefighter I</td>
</tr>
</tbody>
</table>

²⁰ Adam Hopkins, Captain and Training and Safety Officer, Hagerstown Fire Department, February 2010.
²² Spreadsheet provided by the Maryland Fire and Rescue Institute, October 2009.
The Length of Service Award Program (LOSAP) of the WCVFRA recorded that in 2008 volunteers reported 9,244 total hours of training. During the same year, the LOSAP reported 117 new volunteers and 64 new responders.23

The Hagerstown Fire Department (HFD) reported that 212 training sessions were held in 2009, an increase of 198.6% over 2008. Training took place in forty-three training topics within the following categories: included fire, rescue, EMS, HAZMAT, and safety. Training goals for 2010 include continued training in NIMS (National Incident Management System); continued weekly training; further training with mutual aid departments; and continuing ongoing efforts to build cohesion between volunteer and career staff.24

**Current Cost of Training: Firefighting**25

Training for both volunteer and career firefighters is provided largely free of charge by the Maryland Fire and Rescue Institute (MFRI). The Hagerstown Fire Department (HFD) operates a multi-acre training facility in the 900 block of Bowman Avenue. It houses a classroom building; burn building; 5-story tower; self-contained breathing apparatus confidence maze; 4 confined space props; drafting pit; dumpster fire prop; gas-fed vehicle fire prop; multiple gas-fed propane fire props; and multiple storage buildings. Within the past year the City spent approximately $13,000 in repairs to the facility, including: painting of all structures; repair of a large crack in the tower; general site clean-up; and new lighting.

According to the Washington County Division of Emergency Services (DES), the Washington County Volunteer Fire and Rescue Association reported the following training costs, excluding EMS training, between FY06 and FY09:26

**Training Costs Reported by Washington County Volunteer Fire and Rescue Association FY 06 –FY09**

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Training Costs</th>
<th>Expenditure Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 06</td>
<td>$83,730</td>
<td>Training Center; Cadet Program; MFRI Courses</td>
</tr>
<tr>
<td>FY 07</td>
<td>$49,215</td>
<td>Training Center; Cadet Program; MFRI Courses</td>
</tr>
<tr>
<td>FY 08</td>
<td>$28,318</td>
<td>Cadet Program; MFRI Courses</td>
</tr>
<tr>
<td>FY 09</td>
<td>$40,724</td>
<td>Cadet Program; MFRI Courses</td>
</tr>
</tbody>
</table>

25 Training Cost and Identified Need Information for HFD provided by Adam Hopkins, Captain, Training and Safety Officer, February 2010.
26 Washington County Division of Emergency Services, March 15, 2010.
Identified Future Needs and Gaps in Training Services: Firefighting

The 1998 Buracker and Associates study recommended that the County “continue with its current volunteer system for the delivery of fire and ambulance services.” At the same time, the study noted that “In volunteer systems, training needs to be convenient and accessible for personnel to relieve the burden of meeting increasing training requirements.” The report went on to state:

“While some training can be conducted in fire and EMS stations, none of the facilities visited by the Study Team offer good logistics for training beyond drills. In almost every interview conducted, personnel expressed the need for a better training facility centrally located in the county.”

Training currently takes place in a variety of locations: at the training center in Hagerstown, at individual fire stations, at the MFRI regional center in Cresaptown, and at the University of Maryland, College Park. Much of the training involves out-of-county travel, for both personnel and at times equipment. While maintaining the largely free of charge MFRI-training, consolidating training at one location would greatly decrease travel time, would keep equipment available for emergencies, and would facilitate joint scheduling to ensure full course enrollments.

Hagerstown Fire Department has reported needs for training in the areas of high-rise firefighting operations that would be conducted in a multi-story structure with the ability to burn and utilize a standpipe system. In addition, many personnel have shown interest in such specialty courses as Swiftwater Rescue and Structural Collapse Rescue. These courses are not presently offered due to costs associated with the courses, for example the need to obtain the services of outside companies because there is a lack of trained instructors available. An additional need to provide training for instructors who would then, by State law, be able to teach specialty courses.

HFD has identified several anticipated future needs: a new burn facility and training tower with standpipe system and the ability to burn on upper levels; flashover simulator; larger classroom facility with locker room amenities, for example lockers and showers; driver simulator; driving course for EVOC; equipment assigned solely for training; and opportunities to earn a degree in Fire Science.

In its 2008 report to the Board of County Commissioners, the WCVFRA contrasted its experience with a dedicated training facility on Elliott Parkway during 2006-2007 with a return to training in fire/EMS stations in 2008. Their report listed the advantages of training in a

30 Working Together Protecting the Citizens of Our County. Washington County Volunteer Fire and Rescue Association, Meeting with County Commissioners, April 22, 2008.
central location, for example:

- Dedicated, properly maintained teaching equipment
- Flexible hours and continuous scheduling
- More cost effective courses (more students per class) with less likelihood of class cancellation
- Held classes for agencies other than Fire/EMS
- Passed classes with higher scores

In contrast, the report noted disadvantages of training in Fire/EMS stations:

- Teaching equipment consists only of what is available at that station
- Limited space
- More difficult to get and keep students
- Each class scheduled separately around fundraising and emergency services operations
- Potentially lower scores
- Greater likelihood of increased dropouts, requiring payment for the course

A recent White Paper published by the National Volunteer Fire Council reports that many volunteer fire companies “are finding it increasingly difficult to attract new members.” As training standards have increased over the years, training has become more time consuming to complete. “Upon completion of the requisite training, additional time is spent being tested for the purpose of acquiring certification and, periodically thereafter, re-certification.” The paper continues: “Even as the time commitment for training has increased the number of individuals with time available to become the next generation of volunteer firefighters is shrinking.”31

Washington County fire companies are facing recruitment issues similar to those reported in the White Paper. The issue was also addressed in the 1998 Buracker and Associates study. Based on multiple interviews, the Study Team recommended a “comprehensive volunteer recruitment program,” and identified retaining volunteers as a priority, perhaps through the establishment of a mentorship program.32 Volunteer firefighting and the training it takes to serve require a major commitment if one is also employed and perhaps raising a family. Moreover, some recruits have difficulty understanding and passing required written tests. Online coursework is also difficult for some, especially for those who have not taken online college-level courses. One approach to recruitment is to work with youths aged 14 or 15 to interest them in and prepare them for volunteer firefighting, and to offer college scholarships.33 Working with high schools and HCC could be a useful recruitment strategy.

Another challenge for volunteer companies is to enroll sufficient numbers in required classes. MFRI requires 15 students for a full class, although it will conduct the class with fewer

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trainees if WCVFRA covers the remaining cost. A centralized scheduling process and training database could help to address this challenge.

**Current Status: Emergency Medical Services**[^34]

Emergency Medical Services (EMS) in Washington County began more than 60 years ago with establishment of the first ambulance company, the Williamsport Ambulance and Rescue Squad in 1949. The second EMS Company in Washington County was founded in 1954 as the Boonsboro Ambulance Club, an auxiliary of the Boonsboro Volunteer Fire Company. The ambulance service stayed with the fire company until 1982 when the Boonsboro Ambulance and Rescue Service (Company 69) was incorporated. Prior to this, personal vehicle or the Bast Funeral Home of Boonsboro, Md. accomplished transportation to the hospital.

Community Rescue Service, Inc. (CRS) provides emergency ambulance and rescue service in Hagerstown. CRS answers approximately 11,000 annual calls for service. CRS was founded in September of 1955 after a building collapse in Hagerstown, an event which left the victims without an expedient way to the Washington County Hospital. At that time, Hagerstown residents depended on police paddy wagons or the Rouzer Funeral Home to transport sick and injured to the hospital. Seventeen original volunteers started the service from the old Maryland Motors Garage (across from the current Hagerstown Post Office on West Franklin Street) with a donated ambulance and equipment. In 1957, CRS moved to the 511 East Franklin Street, a station that had been built by the volunteers. Service in the early 1960's consisted of first-aid and civil defense rescue training. Most rescue squads were formed out of the civil defense World War II units.

In 1968, CRS started a Rescue Squad program. This program was the only heavy-duty rescue squad in the area for more than two decades. The unit was responsible for operating at auto accidents, building fires, and other technical rescue situations. The company operated a 1972 heavy rescue vehicle, which was replaced by a 1982 unit. CRS currently operates a 2000 Model Rescue Squad. In 1981, CRS formed an agreement with Maugansville Goodwill Volunteer Fire Company to operate a substation ambulance at their station. The ambulance is now a Paramedic unit staffed by two career staff members of CRS 24 hours each day.

In 1982, volunteerism was at its peak in the company. CRS hired its first career technicians in 1982 to augment a volunteer force that was responsible for making non-emergency patient transports. By the late 1980's the volunteer force was declining and CRS began staffing its ambulances with part time career technicians. By mid 1990, CRS was keeping paid staff on around the clock. Increased call demands required the company to assure that two advanced life support ambulances were always at the ready. A system of rotating shifts was implemented in 1997 and existed in a 24 hour on and 72 hour off schedule.

[^34]: Information for this section provided by A. Rinker, Paramedic Emergency Services, Hagerstown Community College.
In 1998, CRS moved to its present headquarters building on Eastern Boulevard where it continues to operate a Combination Paid / Volunteer department that will answer an expected 11,000 calls for assistance in the coming year. In 2007, CRS established its second EMS sub-station on Summit Avenue in the Antietam Fire Company Station #2. In the fall of 2007, the downtown sub-station moved to W. Washington Street at the Western Enterprise Fire Station #4. The placement of a downtown – west ambulance has allowed CRS to provide improved response times to the downtown and western portions of Hagerstown.

Today, CRS operates three stations with seven advanced life support ambulances (the addition of the seventh and possibly eighth ambulance is planned for 2010) to handle the increasing call volume associated with the growth of the greater Hagerstown areas. Career shift supervisors are on staff 24 hours each day to handle the daily operational needs of the staff. The EMS supervisors respond on all high priority calls and serve as secondary staffing for the ambulance when call volumes are high. In 1996, the 24 hour on 72 hour off schedule was abandoned in favor of the 24 hour on and 48 hour off with a Kelly day every three weeks. The schedule change was implemented to augment salaries as well as to allow 24-hour shift supervisors to be placed on each shift.

Emergency Medical Service Providers in Washington County

According to the Annual Report 2008-2009 published by the Maryland Institute of Emergency Medical Services Systems (MIEMSS), the number of EMS providers with Washington County as their primary affiliation is shown below.36

<table>
<thead>
<tr>
<th>EMS Providers with Washington County as Their Primary Affiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emergency Medical Dispatchers</td>
</tr>
<tr>
<td>First Responders</td>
</tr>
<tr>
<td>Emergency Medical Technicians-Basic</td>
</tr>
<tr>
<td>Cardiac Rescue Technicians</td>
</tr>
<tr>
<td>Paramedics</td>
</tr>
<tr>
<td>TOTAL</td>
</tr>
</tbody>
</table>

Comprehensive Training Information for EMS, including training requirements, is shown in Appendix 5.

Current Cost of Training: EMS

While most EMS training is provided free of charge by MFRI, Advanced Life Support training, consisting of courses for Advanced Medical Life Support (AMLS); Pre-Hospital Trauma Life Support (PHTLS); Pediatric Education Pre-Hospital Professionals (PEPP); and

Pediatric Advanced Life Support (PALS) may be provided through MFRI or by the county and involves a cost. Cost for these courses is $2,500 per two-day course and includes books, instructors, and supplies. For an Emergency Medical Technician Intermediate (EMTI), Field Internship Student Data Acquisition Project (FISDAP), costs include $3,500 for instructors, $2,500 for labs, $6,000 for books, and the county spends about $10,000 in supplies (for example, paper, manikin repair/supplies, and disposable items).  

**Identified Future Needs and Gaps in Training Services: EMS**

While basic training requirements are largely being met, a need for specialized training exists in such topics as Advanced Airway, 12-Lead ECG, and advanced paramedic training. Community Rescue Service reports that many departments lack the ability to provide in-house training for annual or skills reviews due to inadequate facilities, instructors and materials. There is also no consolidated training database through which compliance can be monitored. An additional training-associated problem is the difficulty in scheduling training time for hands-on practice and evaluation.

The ability to house students for multiple-day courses is seen as a need. With the growth in the use of simulation equipment, training could be enhanced through the use of, for example, a crashed car simulator, and a helicopter simulator for flight medics. Moreover, living room and bedroom stages would be useful training situations for rescue personnel. Support for web-based training opportunities would further expand the ability to provide services to emergency medical services personnel.

Reinforcing a need to consider consolidation of training services, the Conclusion to the 2007 *Emergency Medical Services: Plan for the Future*, notes that “ever-increasing demand by taxpayers and consumers for quality services and effective service delivery will focus more and more attention on:

- Certification and standards of personnel;
- EMS company field operations and financial/administrative stability;
- The elimination of duplicate costs for facilities, personnel and equipment; and
- The consistency and standard of care delivered by the system as a whole.”

**Section III. Meeting Current and Future Needs Through a Joint Public Safety Training Center**

This section describes collaborative efforts currently undertaken by public safety agencies in Washington County and explains the importance of pooled resources for public safety training. It reaffirms the study group consensus that a joint training facility will produce a number of benefits for the community and enumerates those potential benefits. Finally, it

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37 Information provided via e-mail by C. Kingsley Poole, MFRI Regional Coordinator, January 29, 2010.
38 The needs discussed below are in addition to applicable needs described for firefighting.
discusses the benefits of housing a joint training center on the campus of Hagerstown Community College.

**Existing Collaborative Initiatives**

In a movement toward collaboration and consolidation, over the past several years public safety agencies in Hagerstown and Washington County have collaborated on several major initiatives to better and more efficiently serve the citizens of the county and city.

**Special Response Team**

On May 25, 1999, the Hagerstown Police Department and the Washington County Sheriff's Department entered into an agreement which created the Washington County Special Response Team. The Washington County Special Response Team is a specially trained and equipped unit of officers and deputies from various units within each agency. It is designed to respond to and resolve situations requiring skills, training, and equipment not typically available to the average police officer. Duties of the Washington County Special Response Team include handling situations such as hostage takers, snipers, executing high risk drug search and seizure warrants, apprehending known violent criminals, and providing protection to V.I.P. 's.

Prior to the establishment of the Special Response Team, only the Hagerstown Police Department operated such a unit. Now, members of both agencies participate as team members. The unit participates in 8 hours of training each month. This enables a pooling of resources and manpower previously unavailable.

**Crime Lab**

A forensic chemist and a forensic laboratory specialist staff the Western Maryland Regional Crime Laboratory. The laboratory staff serve as instructors for the Western Maryland Police Academy. Additionally, they instruct numerous in-service training programs for the department. A wide variety of forensic examinations and analyses is conducted in the laboratory, including the identification of suspected controlled, dangerous substances, fingerprint examinations, special photographic applications, and the evaluation of various types of physical evidence. The laboratory houses a chemical laboratory, biohazard control laboratory, and photographic darkroom. Analyses are performed for the Hagerstown City Police Department, the Washington County Sheriff’s Department, and the Washington County Narcotics Task Force. An integral part of the Department’s Major Felony Team, Crime Lab personnel play a crucial role in the identification, documentation, collection, preservation, and analysis of physical evidence present at crime scenes. The laboratory also prepares court exhibits for use in the adjudication of these cases.
County-wide Joint Communication System

On January 6, 2010, the Consolidated 911 Dispatch Center began operations. Located on Elliott Parkway near Williamsport, the Center has brought together dispatchers for the Hagerstown Police Department, Washington County Sheriff’s department, and fire and emergency medical services. The center allows callers to 911 to stay on the line with a single dispatcher throughout the call. The center includes a new radio system that allows safety-service personnel from across the county and other jurisdictions to communicate in real time.40 The center is the first consolidated 911 center in Maryland.41

Central Booking Facility

This facility is a collaborative project to “provide a more efficient means of using our law enforcement resources than we have in the past.”42 Currently, law enforcement officers must transport a person to their agency’s headquarters, then to the Washington County District Court and often to the Washington County Detention Center. When the Central Booking facility is fully operational, officers will have to transport a person only once. The facility is currently functioning for the Sheriff’s Office and will be operational for all agencies later in the spring of 2010. The County and State jointly funded this collaborative initiative.

These collaborative efforts among public safety agencies have produced and will continue to generate community and local government support. They provide a base from which to build additional collaborative initiatives with the potential to provide significant benefits to an expanding community. As a result of their work over the past year, study group members have reaffirmed their belief that a joint training facility will provide multiple benefits to the community.

Expected Benefits of a Joint Training Facility

A consolidated public safety training facility located on the campus of Hagerstown Community College would allow public safety agencies to pool their resources in support of joint training opportunities. This is especially important in times of economic retrenchment, but the efficient use of resources is also essential as the economic outlook improves. Efficient, pooled use of resources in a joint training center would result in greater coordination of services and training. In the areas of Management, Instruction, and Facility/Fiscal, a joint training center could:

Management

1. Provide an organizational structure and instructional space to facilitate joint scheduling and training operations.
2. Develop and maintain a comprehensive training and compliance database to generate a variety of statistical reports.

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3. Offer most MFRI-conducted training at the site of the joint training center.
4. Offer a central site, scheduling, and equipment for MRFI-certified instructors and courses.
5. Ensure that the best possible courses and instructors are available to trainees.
6. Arrange joint training for major events, including natural and man-made disasters.
7. Provide opportunities for joint training of civilian staff of public safety agencies.
8. Assist in the recruitment of, for example, volunteer firefighters to meet current and future community needs.
9. Assist in the retention of volunteer firefighters through a coordinated mentorship program.
10. Assure full enrollment in MFRI-sponsored courses as well as for specialty courses.
11. Provide a foundation for joint applications for substantial grant and other funding opportunities.

**Instruction**

1. Make available HCC computer lab facilities now lacking for computer-based learning and simulation training.
2. Provide opportunities for college credit, including credit for training and new degree program options, for example, Fire Science.
3. Offer National Incident Management System (NIMS) training. Federal law requires that all personnel have this training, and approximately 125 Washington County personnel are trained each year.\(^ {43}\)
4. Offer Citizens Emergency Response Training (CERT) Currently this training is offered in 6 classes of 25 students each per year.\(^ {44}\)
5. Conduct joint training for county-specific topics, for example 911 training.
6. Make available joint workshops for general topics, for example stress and time management.
7. Monitor and support online learning and simulation training.
8. Offer instructor training and mentor training.

**Facility and Fiscal**

1. Use available land and existing infrastructure and facilities of Hagerstown Community College, thus cutting both development and operational costs.
2. Maintain cost effectiveness with jointly-procured and used supplies and materials.
3. Provide training in a state-of-the-art facility designed especially for public safety training.
4. Accommodate a variety of class sizes and types with flexible spaces.

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\(^ {43}\) Washington County Division of Emergency Services, March 15, 2010.
\(^ {44}\) Ibid.
5. House necessary equipment and materials in secure storage locations.
6. Provide a technology-rich environment to include training simulators.

Benefits of Locating a Joint Training Center on the HCC Campus

Locating a joint training center on the campus of Hagerstown Community College offers a number of advantages. Conveniently located, the campus has ample available land, and with infrastructure in place, including water and sewer service, development costs are greatly reduced. Moreover, HCC’s facilities, for example, computer labs, could be made available to public safety training classes. In many instances, the amount of training provided could be integrated. Not only is this cost effective for the citizenry of Washington County, but public safety professionals will benefit from cross training and strengthening working relationships among and between groups. Additionally, travel time and expense will be saved in one convenient location with such existing campus amenities as parking and food services.

To provide additional support to a joint training center, HCC could coordinate basic and specialized training opportunities linked to college credit and continuing education certifications. HCC offers an Associate degree and two certificate programs in Administration of Justice, including a certificate in Correctional Services. Discussions and planning are currently underway to implement police academy training (the Police Entrance Level Training [PELT] program offered at the Western Maryland Police Academy) at HCC, with the college awarding credit for completed training that could be applied to certificates and degrees. This arrangement is offered by many community colleges across the United States. In Maryland, Anne Arundel Community College, for example, offers several options for prospective law enforcement officers, including its Law Enforcement and Criminal Justice Police Academy, which awards an Associate of Applied Science (AAS) degree, along with a pre-employment certification recommendation to the Maryland Police Training Commission. Prince George’s Community College, working in partnership with the Prince George’s County Police Department, awards up to 18 credits toward an Associate degree to Police Academy graduates. Moreover, graduates of the county’s Correctional Training Academy may receive up to eight credits.

In addition to the ability to award credit for law enforcement, there is also a potential for awarding credit for MFRI-conducted training. HCC could also examine the potential for development of an AAS degree in Fire Science that would incorporate MFRI-delivered training, as well as online training offered by the Emergency Management Institute (EMI) of Federal Emergency Management Agency (FEMA). The AAS degree would articulate with the bachelor’s program at University of Maryland, College Park. Frederick Community College currently awards academic credit for courses taken through EMI, and HCC could provide this service for Washington County residents.

The Paramedic Emergency Services (PES) at Hagerstown Community College can also provide support to a joint training center. As discussed earlier, In addition to MFRI, Hagerstown Community College Paramedic Emergency Services Program is a State Certified Advanced Life Support Educational Program offering both degree and certificate programs in Paramedic Science.
The PES program began offering classes in the fall of 2000. Since that first class, the program has grown to a combined number of 30 first and second year students and a dedicated classroom with state-of-the-art equipment for training. The PES Program offers both Certificate Programs and an Associate of Applied Sciences Degree in Paramedic Emergency Services.

In addition to the 2 year program, HCC also offers a program for individuals who are Emergency Medical Technicians – Intermediate (EMT-I). The EMT-I to EMT-P Programs is a three-semester program that begins during the summer semester, when the EMT-I student enrolls for PES-110 (Human Anatomy and Physiology for Emergency Services) and PES-111 (EMT-I to EMT-P Transition). These classes are designed to prepare the EMT-I student to enter the second year of Paramedic Classes. Following completion of the second year of classes, the EMT-I provider is able to sit for the National Registry Paramedic Written and Practical Examination.

With its experience working closely with Washington County Public Schools (WCPS), HCC could provide assistance through the joint training center in recruiting and retaining volunteer firefighters. For example, there is potential for collaboration between HCC and the Firefighters Career Studies Program (fire and rescue) operated by Washington County Public Schools. Additionally, the College’s ESSENCE (Early Support for Students Entering College Education) program provides tuition discounts for high school students taking college-level coursework that could be used by students in a future Fire Science program. Finally, HCC could provide assistance to volunteer firefighters in their effort to pass written firefighter examinations and in online coursework.

The expected benefits described above will help meet the existing and future needs of public safety training in Washington County. As the county continues to grow and diversify, its citizens can continue to be confident that the county’s first responders and other public safety professionals are trained to up to date and high standards and that they have options for further education. In addition, as other communities have determined, providing a central training location for multiple agencies can result in an even higher level of emergency preparedness.

Section IV. Facility Prospectus and Preliminary Financial Model

Facility Design and Cost

In proposing design options for a public safety training center, and in developing a preliminary financial model for constructing and operating a center, Study Group members had two specific objectives: The citizens of Washington County should be assured that a joint public safety training center would meet the current and future training needs of its public safety professionals; and that a joint public safety training facility, using pooled resources, would provide services that are cost effective and efficiently delivered.

The following space summary requirements were based upon the work of the Facilities Planning subcommittee, which was directed to determine the specific space needs of a training
facility in Washington County that would serve the training needs of fire and rescue agencies, both career and volunteer; Hagerstown Police Department and the Washington County Sheriff’s Office; and emergency services. Members of the Facilities Planning subcommittee spent time discussing the need in Washington County for such a facility and as well as space requirements. The subcommittee worked closely with the Curriculum subcommittee to coordinate space and facility needs with the programmatic needs identified by that group.

Committee members made fact-finding visits to existing county and city owned training sites to evaluate the condition and availability of these training facilities. Members of the Facility Planning subcommittee serving the various local public safety agencies have determined that memoranda of understanding (MOU’s) could be proposed with the City of Hagerstown for the use of the existing weapons training range in Smithsburg and the existing fire safety training site in the City of Hagerstown located on Bowman Avenue. As this study moves forward, a complete analysis of each training site is recommended to determine how each could be improved and at what cost. In all cases, city and county owned fire and police training facilities lacked state of the art classroom space and bathroom accommodations. The city’s live burn tower would most likely need to be converted to a propane burn tower in the near future. With the rapid advancements in digital computer simulation, fire science and firearms training can now be done in smaller spaces with less practice in traditional burn buildings and firearms ranges.

Committee members visited the newly constructed James N. Robey Public Safety Training Center facility in Howard County, which cost approximately $24 million. This included planning, design, construction, utilities, furnishings, instructional and communications equipment, and electronics. There was no land acquisition cost because the County already owned the site. The Robey Center provided members with a visual model for the Washington County training center. Such a facility in Washington County will be on a smaller scale because the numbers served will be much less than Howard County and will cost much less to build.

Members of the Facilities Planning subcommittee agreed that for the purposes of this concept paper the Howard County plan matched the programmatic needs for a Washington County consolidated public safety training facility. A floor plan for each of the two floors of the main Howard County administration and classroom training building is attached to this document as Appendix 6 for reference purposes only. Several additional buildings were constructed as part of the Howard County project for role playing, event simulation, and training. Auxiliary buildings, however, are not being considered in the Washington County proposal.

Hagerstown Community College will donate four to five acres, estimated in value at $75,000 for the project. The total square footage identified to date to support the specific training programs required by the public safety agencies associated with this study is approximately 24,000 square feet, which includes two phases. Phase I includes 16,000 square feet and 8,000 square feet of additional space would be constructed later as Phase II. Though shared classroom and computer lab space will exist in the proposed Washington County building, specific training needs for fire protection, police, and emergency services personnel will necessitate separate classrooms, instructional spaces, and storage rooms for each discipline.
It is proposed that the building include a small gym space for defensive tactics and physical fitness training as one of the Phase II components.

A simple cost estimate work sheet follows which attempts to assign an approximate cost for funding purposes. The risk associated with the inclusion of a budget number in a concept paper is that it will always be remembered and reflected as the “actual” projected cost of the building. It should be noted that as the program training needs for each agency are more clearly defined, the facility requirements needed to provide that training will become more clearly delineated and more accurate construction cost estimates can be provided. Additionally, essential equipment will need to be identified and cost estimates secured. For the purpose of this estimate, the College used ten to fifteen percent (10% - 15%) of construction and related costs. Recent construction experience on campus supported this as a reasonable estimate.
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<th>Amount</th>
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<tr>
<td>Asbestos Removal: 0 sq ft</td>
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<td>Built-in Equipment: 0</td>
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<td>TOTAL **</td>
<td>$8,318,992</td>
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HAGERSTOWN COMMUNITY COLLEGE
COST ESTIMATE WORKSHEET
Combined Public Safety Training Center - Phase II

26
<table>
<thead>
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<th>Room Type</th>
<th>Number of Rooms</th>
<th>Total Square Feet</th>
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<td>1,200</td>
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<td>Fire</td>
<td>2</td>
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<td>EMS</td>
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<td><strong>Equipment Storage</strong></td>
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<tr>
<td><strong>Total Phase 1</strong></td>
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In developing the cost estimate work sheet for the concept paper, certain assumptions were made. The Public Safety Training facility by nature will be a technology-rich building. The building will house simulation technologies each at a cost of tens of thousands of dollars and complete with service contracts. Most role playing scenarios will be recorded and reviewed for training purposes. For the safety and security of students, a full array of cameras will be required inside and outside of the building. The furniture and equipment costs would be approximately $700,000 in Phase I and $550,000 for Phase II spaces.

Using a modest cost per square foot of $275 and the current estimate for a square foot requirement for the main classroom and administrative building outlined in the Space Requirements Summary listed above, the approximate Phase I cost, including design, construction, equipment and furniture, is $8.2 million excluding donated College land valued at approximately $75,000. The cost range for Phase II would be $4.4 million. In addition, some funds would be needed to make improvements to the Weapons Training Range owned by the City of Hagerstown in Smithsburg and improvements to the Fire Safety Training Facility owned by the City of Hagerstown and located on Bowman Avenue. Additional facilities considerations would need to be identified for Emergency Vehicle Operations Course (EVOC) training, which is not in the above cited cost estimates.

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<tr>
<td>Conference Room</td>
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<td>400</td>
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<td>Locker Rooms</td>
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<td>600</td>
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<td>Defensive Tactics Training</td>
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<tr>
<td>Storage</td>
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<td>325</td>
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<tr>
<td>Simulation Room</td>
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<tr>
<td>Additional Office Spaces</td>
<td>4</td>
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<td>Janitor Closet</td>
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<tr>
<td>Restrooms</td>
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<td>Circulation</td>
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<td><strong>Total Phase 2</strong></td>
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Cost of Operations

The chart on the following page summarizes the estimated direct cost of operations for the training center. It shows both revenues and general operating expenditure projections. Most central to this model is that it proposes that local government establish a public safety training fund, which would be dedicated to support training public safety personnel who work in Washington County. Current estimates would require an annual contribution of $250,000 - $350,000. This type of special allocation is comparable to the set-aside scholarship program the Garrett County Commissioners have with Garrett College. A special allocation is made outside and independent of the College’s operating budget. Hagerstown Community College will contribute approximately $135,000 annually to support faculty members utilized in the facility.

The tuition and fee revenue was derived using data supplied by the various constituent groups. This data was converted to contact hours and fiscal year 2010 credit and non-credit tuition rates were applied. Tuition and fee revenue will be paid directly by the student, if self-sponsored, or the public safety agency. Most of this revenue will be generated by training provided to police and corrections personnel. This model also assumes that training will continue to be offered by the Maryland Fire and Rescue Institute free of charge to firefighters and emergency medical services personnel.

Salaries and benefits for a combination of full-time faculty and adjunct instructors will total $270,000. Existing College faculty in the Administration of Justice and Paramedic Emergency Services programs will provide support to the combined public safety training center. Additional personnel costs include administrative support and custodial services.

Information was not readily available to support expenditure projections for other operating costs such as general office supplies, materials of instruction, and service and maintenance contracts for new equipment. The College’s annual operating budget for allied health programs was used as a baseline to establish these line item projections.

While the facility cost estimates include a projection for the initial purchase of equipment, this model assumes an annual contribution to a renewal and replacement fund to enable the training center to maintain state-of-the-art equipment.

These numbers are estimates and may change as details continue to be refined. Additionally, as enrollments are more clearly defined and curriculum further developed the projections will be impacted.
Revenue:
Tuition & Fees - Student/Agency 2 $ 58,864
HCC Contribution 1 $ 35,000
Local Government Allocation 2 $ 50,863
TOTAL 6 $ 44,727

Expenses:
Staff: Training and Coordination 2 $ 70,000
Custodial Costs 2  $ 9,096
Administrative Assistance 3  $ 7,631
MFRI Training Cost 40,000
Office Supplies 3  $ ,000
Materials of Instruction 3  $ 0,000
Service & Maintenance Contracts 3  5,000$
Equipment Renewal & Replacement 2 00,000$
TOTAL 6 44,727$

Section V. Recommendations, Next Steps, and Conclusion

Recommendations

As a result of their yearlong study, information-gathering, and deliberation, members of the Study Group have reached consensus on recommendations to advance public safety training in Washington County. To meet current and future training needs of public safety career and volunteer professionals, and to help fulfill government and citizen expectations for public safety services, the Study Group recommends that:

1. A joint public safety training center be developed, constructed, and operated on the campus of Hagerstown Community College. (Phase I - $ 8.2 million; Phase II - $ 4.4 million; Total - $ 12.6 million)

2. The training center be developed and operated as part of a formal public safety training partnership, with an appropriate governance model. Partners would include the Hagerstown Mayor and City Council, the Washington County Board of Commissioners, the Hagerstown Police Department, the Hagerstown Fire Department, the Washington County Sheriff’s Office, the Washington County Division of Emergency Services, the
Washington County Volunteer Fire and Rescue Association, and Hagerstown Community College.

3. The public safety training partnerships adopt a cost-effective and sustainable funding model for the joint training center as noted above. The proposed annual operating budget would be approximately $650,000.

4. Established partnerships be maintained with State entities that include, but are not limited to: Maryland Fire and Rescue Institute (MFRI); the Maryland Institute for Emergency Medical Services Systems (MIEMSS); the Maryland State Police (MSP); Maryland State Firemen’s Association (MSFA); Maryland State Fire Marshal’s Office; Maryland Fire Chief’s Association; Marshal’s Office the Maryland Police Training Commission; Maryland Division of Correction; Maryland Department of Public Safety and Correctional Services; and the Governor’s Office of Crime Control and Prevention.

5. County and City governments commit to continuing support for public safety training.

6. Hagerstown Community College work with the public safety training partnership to develop programs that provide a hierarchy of training options for volunteer and career public safety professionals.

Next Steps

To move toward the realization of a joint public safety training center, members of the Study Group have determined that, as a first step, a number of actions should be taken as soon as possible. Study Group partners will:

1. Report Study Group findings and recommendations to their respective governing bodies.
2. Seek endorsement of the concept and general plan for a joint public safety training center.
3. Return to the Study Group to report their findings.
4. Formalize the public safety training partnership.
5. Locate resources to fund the joint public safety training center.
6. Begin to establish a time line for the construction and operation of the joint public safety training center.

Conclusion

As noted at the beginning of this concept paper, development of a consolidated public safety training center has been discussed and recommended at various times over the past several years. The Study Group responsible for this current initiative, with its broad participation,
information-gathering, and consensus on conclusions, has moved the topic beyond general discussion and into the area of public policy. Their willingness to work together as partners for the benefit of the citizens of Washington County should not go unnoticed or be underestimated. It is policymakers who now must deliberate and act on the Study Group’s recommendations.

As they work to prepare for the county’s continued growth and development, policymakers will have an extraordinary opportunity to examine the delivery of public safety services at the same time they are able to reflect on the experience of counties that have dealt with the consequences of rapid growth. For example, neighboring Frederick County has experienced explosive growth over the last decade. In 2001, facing a severe shortage of volunteer fire and rescue personnel, Frederick County government began hiring paid personnel (the starting salary for new firefighters is $65,000 including benefits) and imposed a “fire tax” on city and suburban residents. By FY07, as shown earlier, Frederick County spent $38 million on fire protection alone, and the county projects that by 2013 it will face a $20 million deficit in fire tax revenues.45

Washington County’s tradition of fire and rescue volunteerism extends from the area’s settlement to the present, and the comprehensive 1998 Buracker and Associates study and follow-up studies have reinforced the importance of maintaining that strong volunteer component of public safety service delivery. Studies also recommended that improvements could be made to strengthen volunteer services. Those recommendations included measures to enhance and expand training options.

With the concerns, noted earlier, that volunteer recruitment and retention is becoming more difficult, expanding and improving training for volunteer public safety professionals is now even more critical. If the volunteer tradition is to thrive as the county continues to grow, current and prospective volunteers willing to give their time and effort in the service of the county will need exceptional support. For example:

- Training should take place in a joint training facility that is specifically designed for public safety training, with state-of-the-art equipment and a high standard of instruction. In conjunction with the training center, a recruitment and retention program should be established.

- Both career and volunteer personnel should have opportunities to participate in joint training activities with other public safety professionals, and have options for advanced training and education.

- Training for volunteer fire and rescue personnel, as it is currently provided by MFRI-certified instructors, should continue to be provided largely free of charge.

45 “Commissioners argue over expected $20 million deficit in fire taxes.” www.gazette.net, Maryland Community Newspapers Online (for Frederick), March 11, 2010.
The city and county alone cannot provide funding for this ambitious but important agenda. State and federal funding opportunities must be explored and pursued. As planning continues and applications for funding are completed, the county will have an exceptional advantage. Entering funding competitions as a strong partnership among local government, law enforcement, fire and emergency services organizations, and the community college, will strengthen proposals. The breadth and strength of the partnership will also enhance the ability of the county’s General Assembly delegation, as well as its Congressional representatives, to support the partnership’s efforts.

In April 2009, public safety professionals, both career and volunteer, from city, county, and state organizations, such as MFRI, came together with community college staff, to serve as members of a study group to examine and report on the need for and benefits of a joint public safety training facility. As a result of their work, Study Group members agree that, to meet 21st century expectations for public safety services, the county must seize the opportunity to transform training for public safety personnel, as the county itself transforms.
APPENDICES
APPENDIX 1

FEASIBILITY STUDY FOR THE DEVELOPMENT AND OPERATION
OF A CONSOLIDATED PUBLIC SAFETY TRAINING FACILITY AT
HAGERSTOWN COMMUNITY COLLEGE

CHARGE STATEMENT

AUGUST 6, 2009

I. Background and Purpose of Charge Statement

A. In contrast to most other counties in Maryland, Washington County’s facilities, and to a lesser extent program options, for law enforcement, fire and emergency medical services (EMS) training are inefficient for a rapidly growing county and must be improved in a cost effective manner.

B. Over the last several years, some very positive discussions have occurred about a potential collaborative effort, involving local law enforcement, fire, EMS, and Hagerstown Community College (HCC) officials, to plan, finance, and build a combined public service training facility on the HCC campus. County government is particularly supportive of these exploratory discussions.

C. In April 2009, representatives of all city and county law enforcement and fire organizations met at HCC to further discuss the concept of a joint training center and the related question of the location for such a facility. The outcome of the meeting was a group consensus to conduct a study to determine the feasibility for the establishment and operation of a consolidated training center on the campus of Hagerstown Community College.

D. A follow-up meeting was held at HCC on June 8, 2009. At that meeting, the representative group discussed the proposed feasibility study and agreed that a charge statement should be developed to guide the work of the study. HCC volunteered to draft for discussion a charge statement and to share it with the core group members before their July 9, 2009 meeting.
E. Consequently, the purpose of this document is to:

   a. Present a suggested charge statement to the feasibility study work group;

   b. Describe expected aspects and outcomes of the feasibility study;

   c. Identify the membership of the feasibility study core work group and four subgroups and the related reporting relationships;

   d. Describe the process the feasibility study work group will use to accomplish its task; and

   e. Establish timelines and benchmarks for the feasibility study.

II. Summary Charge Statement

   A work group with representation from: the City of Hagerstown fire and law enforcement agencies; the Washington County Sheriff’s Department; Washington County Government; the Washington County Volunteer Fire and Rescue Association; and Hagerstown Community College will conduct a study to determine the feasibility of establishing and operating a consolidated law enforcement, fire, and EMS training facility on the campus of Hagerstown Community College.

III. Expected Aspects and Outcomes of the Feasibility Study

   The work group will conduct, document, and propose recommendations for further action. The final product will be a comprehensive report of all findings, with recommendations and timelines for proceeding. While the group is expected to designate subgroups to undertake specific components of the study, the final document will reflect the views of the entire study work group. The final document will incorporate the following aspects:

   A. Current Status and Need

      a. Fully research and describe the current status of required and expanded pre- and in-service training opportunities for law enforcement, fire and EMS personnel in Washington County.

      b. Define current and future needs for training, including gaps in training services, including opportunities to secure college certificates and degrees.

      c. Support and document findings with comprehensive needs statistics.
B. Facility Planning

a. Examine, and where appropriate, visit existing models of consolidated training centers located at community colleges, including but not limited to: Westmoreland County Community College (PA); Monroe Community College (NY); and Onondaga Community College (NY). Describe the benefits of operating consolidated training centers on community college campuses. Report findings, including those from centers that have not been successful, best practices, and aspects of the models that would be appropriate for Washington County.

b. Research all aspects of the precise location of a training facility on the campus of HCC, with perhaps off-campus locations for a firearms range, driving facility, and burn building. As is the case with the Washington County Senior Center now being planned, the HCC trustees’ policy is that the College will maintain ownership rights on the land upon which any structure is built on its campus, inclusive of cooperative ventures between the College and other entities. This would need to be the case with any public service training facility.

c. Investigate the current status and future needs related to the existing burn building and firing range. Research options to meet those needs.

d. Describe the potential benefits of a consolidated training center on the HCC campus. Discuss potential barriers and suggest potential strategies to overcome barriers.

C. Funding

a. Determine estimated funding levels needed to both build and operate the training center.

b. Conduct a cost benefit analysis that compares existing training options with potential consolidated facilities. Also, determine what funds could be redirected from existing uses to support a new training facility.

c. Investigate potential opportunities for funding the construction of a consolidated training center, including State Capital Improvement Projects (CIP), as well as state and federal grants and private funding. Begin to explore with both the Washington County Legislative Delegation and the Maryland Congressional Delegation opportunities for funding for this initiative.

d. Investigate options for acquiring operating funds for a training center, including potential federal, state, county, municipal, and private resources.

D. Curriculum and Instruction
a. Fully describe the current relationship to the State of Maryland in supporting and setting standards for public safety training. Also explore the best model for continuing to interface with the Maryland Police and Corrections Training Commission and the Maryland Fire and Rescue programs now offered free of charge to local citizens. Describe how the training is now conducted, who conducts the training, and gaps in training services provided by these groups. Describe how a proposed consolidated training facility in Washington County could address these historically strong components as well as gaps that should be addressed.

b. Describe how a training facility located on the HCC campus could support state-provided training opportunities, and how the College could contribute to educational opportunities that expand upon and enhance entrance-level training with ongoing continuing education and advanced training.

c. Discuss a potential process that could be used to award college credit for training that could be applied to certificates and degrees.

d. Describe staffing needs for a consolidated training center, including the use of existing certified instructors, and the potential use of current and future HCC faculty resources.

IV. Membership and Reporting Relationship

The membership of the feasibility study work group includes representatives of the Hagerstown City Police Department; the Washington County Sheriff’s Department; the Washington County Volunteer Fire and Rescue Association; the Washington County Department of Emergency Services and the Department of Public Works; and Hagerstown Community College. Other organizations and agencies may be asked to serve as resources to the work group as needed.

The feasibility study core work group will report on a regular basis to: the Hagerstown City Council; the Washington County Board of County Commissioners; the leadership of the Washington County Volunteer Fire and Rescue Association; the Washington County Municipal League; and the Hagerstown Community College Board of Trustees.

V. Process Components

The feasibility study work group will set a schedule for regular meetings to coordinate the work of the study. The work group will also determine its operating procedures. The work group will designate four subgroups: (A) Current Status and Need (B) Facility Planning; (C) Funding; and (D) Curriculum and Instruction, to meet on a more frequent basis to accomplish the tasks identified in III above. Each work group will identify co-chairs and using email techniques, to the extent possible, establish a procedure for the group to report its findings to the main working body and the lead writer. Based on conclusions determined by the core work group, HCC will take the lead in preparing
various drafts of the full feasibility study results and a plan of action that in its final draft would be shared with all interested parties and serve as a basis for securing support from all the major stakeholders and to move the initiative ahead.

**Timeline and Benchmarks**

The feasibility study work group is expected to complete its work and produce the final document by April 2010. Benchmarks to be met include:

A. Organization of the work and designation of subgroups: July 2009

B. Meeting of full group and subgroups: August 2009

C. Completion of research and reporting by subgroups: October 2009

D. Consensus of study content and findings: November 2009

E. First draft of study completed: January 2010

F. Second draft of study completed: February 2010

G. Final draft completed and presented to oversight bodies: April and May 2010

H. Begin to implement the plan, assuming support by all major stockholders: July 2010
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**APPENDIX 2**

MEMBERSHIP FOR CONSOLIDATED PUBLIC SAFETY TRAINING FACILITY STUDY
APPENDIX 3

TRAINING INFORMATION FOR POLICE OFFICERS, SHERIFF’S DEPUTIES, AND CORRECTIONAL OFFICERS

Information for this section provided by: M. Kline, Director, Western Maryland Police Academy; T. Shank, Washington County Sheriff’s Office; J. Wolfensberger, Washington County Sheriff’s Office; and the Maryland Police and Correctional Training Commissions (www.mpctc.state.md.us).

Maryland Police and Correctional Training Commissions

As the oversight agency for all law enforcement, the Maryland Police and Correctional Training Commissions (MPCTC) are authorized by law to conduct as well as regulate training. The mission of the MPCTC is to ensure the quality of law enforcement and correctional services through the establishment and enforcement of standards and training objectives for all personnel newly hired as law enforcement and correctional officers and the facilitation and delivery of training, education and prevention programs. The MPCTC also maintains training records, mandates in-service training for those already certified in law enforcement in Maryland, and operates a training academy.

The Maryland Police and Correctional Training Commissions are vested with the authority to set standards of initial selection and training for all governmental law enforcement, correctional, parole and probation, and juvenile justice officers in the State of Maryland, and to upgrade the professionalism of these officers. Training/education and prevention programs offerings for law enforcement and correctional officers include, but are not limited to:

- Executive Development Institute
- Emergency Vehicle Operation
- Firearms Training,
- Community Crime Prevention Institute
  - Residential
  - Commercial
- Drug Abuse Resistance Education
- Police Entrance Level Training
- Comparative Compliance Certification Training
- Mandated Police and Correctional Training
- Instructor Certification Training

The Public Safety Education and Training Center, located in Sykesville, Carroll County, administers the academic program. The Center meets a variety of needs, including the training of police recruits, emergency vehicle operations, correctional entrance level, inmate transportation, firearms, administration, supervision, instruction, crime prevention, D.A.R.E., executive development, emergency care, and other specialized uses. Academies for Parole and Probation, State Police, Forest and Park Service, and Natural Resources are also located at the Center.
Additional training sites include the Firearms and Driver Training facilities in Sykesville, as well as trips to a correctional facility, the Medical Examiner’s Office, and the National Guard training site at Gunpowder State Park.

**Police Officer Certification**

Certification, the legal authority under Public Safety Article, 3-209, Annotated Code of Maryland, conferred by the commission, authorizing an individual to exercise law enforcement powers and enforce the criminal laws of Maryland, is required to be a police officer in the State of Maryland. The certification process is facilitated by the MPCTC as dictated in Maryland’s Code of Maryland Regulations (COMAR). As part of the certification process, the MPCTC sets the minimum standards for Police Entrance Level Training, the Annual In-Service Training and Qualification requirements to maintain certification as a police officer, and the minimum standards for Police Officer First Line Supervisor and Administrator Training.

Initial certification requires that an individual meet all selection standards, complete applicable training, and complete a Field Training Program. Renewal of certification (or re-certification) requires that the individual remains employed with the law enforcement unit and continues to meet the Commission’s standards (i.e., completion of a minimum of 18 hours of In-Service Training and Firearms Qualification every year, etc).

**Police Entrance Level Training Program**

Sheriff’s deputies and police officers receive the same Police Entrance Level Training. The MPCTC mandates that the training be a minimum of 800 hours and incorporate all MPCTC training topics/objectives. Program delivery, however, is flexible, especially as it relates to who delivers training and how it is delivered. The Commission must approve all academies, programs of instruction, and instructors. The Commission certifies instructors, who must participate in a 40-hour specialized training program. For all programs, the Commission conducts periodic audits to assure that standards are being met.

The Police Entrance Level Training Program (PELT) is a basic curriculum comprised of 16 categories of mandated subject areas, as required by COMAR 12.04.01.09C in calendar year 2007 and as required by MPCTC. The previous 517 objectives have been assigned to one of the 16 categories with the identification as a “terminal” or “enabling” objective. This has resulted in 213 “terminal” objectives requiring successful completion by each student and 367 “enabling” objectives, which support the completion of terminal objectives. With the exception of the addition of gang-related topics, the process did not change the overall entry level police curriculum, and all essential tasks identified by the 1995 Job Task Analysis continue to be covered. In addition, academies have the option adding additional terminal and enabling objectives.

The MPCTC requires that testing be conducted on all areas of instruction. Testing can be by written examination or demonstration. Successful completion is determined by an overall score of 70 per cent in each subject area or a Pass/Fail for demonstrative objectives. Individual academies may place their successful completion higher than 70 per cent.
Comparative Compliance Training Program

Sheriff’s deputies and police officers receive the same Comparative Compliance Training. The MPCTC mandates that training be a minimum of 100 hours and incorporate MPCTC training topics/objectives. As with other mandated training, program delivery is flexible, especially as it relates to who delivers training and how it is delivered. Testing requirements are identical to those described above.

In-Service Training Program

Sheriff’s deputies and police officers must receive a minimum 18 hours of in-service training each year. The MPCTC does not mandate the training topics, and training delivery is flexible as it relates to which topics are taught. An MPCTC- mandated class topic (Sexual Assault Investigations) requires a minimum of one (1) hour of training every three (3) years. The Commission must approve all programs of instruction and instructors. Instructors of topics that include instruction of three hours or greater must be certified by the commission. The Commission conducts periodic audits to assure that standards are being met. The same testing requirements (70% passing score) apply for the in-service training program. Locally, the Washington County Sheriff’s Office (WCSO) requires each deputy to complete 30-35 hours of in-service training per year, and a training committee develops in-service training topics.

Specialized Training Program

Sheriff’s deputies and police officers have the option of receiving specialized training programs as part of their career progression. The MPCTC mandates some specialized training programs and other training is at the option of the law enforcement agency.

MPCTC requires/offers specialized training for the following:

**Police Officer First Line Supervisor** (Minimum 70 hours of MPCTC approved Supervisor Training within one year of promotion)

**Police Officer Administrator Training** (Minimum 70 hours of MPCTC approved Administrator Training within one year of promotion)

**Instructor Certification** (Minimum 49 hours of MPCTC approved Enhanced Instructor Training within one year of Provisional Instructor status)

**Emergency Vehicle Operations Instructor** (Minimum 75 hours of MPCTC approved training program)

**Defensive Tactics Instructor** (Minimum 35 hours of MPCTC approved training program)

**Firearms Instructor** (Minimum 80 hours of MPCTC approved training program)
**Electronic Control Device (Taser) Instructor** (Minimum 16 hours of MPCTC approved training program)

Agency sponsored specialized programs of instruction and instructors must be approved by MPCTC, if the agency wants it to be considered part of the yearly in service training record. As with other programs, the Commission must approve all programs of instruction and instructors. Testing for these programs follows the guidelines described above.

**Western MD Police Academy**

The Western Maryland Police Academy (WMPA), established in 1977, is a Maryland Police and Corrections Training Commission (MPCTC) sanctioned training facility. The WMPA, operated by the Hagerstown Police Department (HPD), operates its training from its facilities. It is the only academy west of Frederick and serves police agencies in Washington, Allegany, and Garrett Counties. The WMPA provides Police Entrance Level Training Programs (PELT), In-Service Training, and Specialized Training.

The WMPA’s current PELT Program is a 30 week, 1020 hour course of instruction offered to members of small and medium sized municipal police departments, county sheriff’s offices, school and university police departments, local and state Fire Marshal offices, Department of Corrections Investigative Services, and voluntary (self sponsored) students. The program has a class size limit of 25.

The PELT Program, approved by the MPCTC, provides training in the previously listed training topics (i.e., 213 “terminal objectives” and 367 “enabling objectives”) and requires all police officer candidates to master all objectives covered during the program. The program is constructed and delivered in a "stair-case approach" that builds on previous instructed topics and is blended into scenario-based learning. Delivery is via adult learning based approach through classroom instruction and practical/demonstrative instruction.

Upon successful completion of the WMPA’s PELT Program, the graduate is required to successfully complete a Field Training Officer Program (FTO) at their home agency. Once that training is completed the officer is moved from provisional certification status to full certification status per MPCTC requirements.

Since 2003, the WMPA has accepted voluntary (self sponsored) students into its academy. This allows someone, not employed by an agency, to pay their own tuition while receiving the PELT program. Although employment is not guaranteed at the end of the training, the academy staff is the coordinator between the students and agencies seeking new hires. Of the 27 graduating self supported students, all have obtained full-time employment within one year of graduation with the exception of one student who was unable to obtain employment due to an inability to comply with a background investigation requirement.

The WMPA also provides Comparative Compliance Training for out-of-state officers who want to be certified in Maryland. Only officers hired by an agency can participate in this
training session which is currently a 174 hour course over several months and operates in conjunction with the PELT Program. This type of training can also be conducted over consecutive weeks as long as 174 hours are completed. Like the PELT Program, the Comparative Compliance Program has objectives mandated by the MPCTC and all objectives must be mastered by written exam or practical demonstration.

The WMPA does not offer specific specialized training each year. It is responsible, however, for coordinating any specialized training that is requested, either at its facility or at another training site. Topics are varied and standard MPCTC requirements are followed, in order for officers to receive in-service credit for the training.

Additional information concerning WMPA training is shown in the tables below.

<table>
<thead>
<tr>
<th>WMPA Comparative Compliance Training*</th>
<th>Year</th>
<th>Academy</th>
<th># Officers</th>
<th># Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>WMPA 41CC</td>
<td>3</td>
<td>120</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>WMPA 42CC</td>
<td>4</td>
<td>120</td>
<td></td>
</tr>
<tr>
<td>2009/10</td>
<td>WMPA 43CC</td>
<td>1</td>
<td>174</td>
<td></td>
</tr>
</tbody>
</table>

* In WMPA 41CC and 42CC, the WMPA calendar was within a five week period; however, beginning with WMPA 43CC, it became a training program to overlap with the PELT program.

<table>
<thead>
<tr>
<th>HPD Firearms Qualification-Coordinated by WMPD*</th>
<th>Year</th>
<th># Officers Trained/Qualified</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>97</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>103</td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>102</td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td>TBD</td>
<td></td>
</tr>
</tbody>
</table>

* Number of Officers Trained may be different from standard In Service Training due to number of officers on active status at time of Firearms Qualification (Sept/Oct of each year)
### Correctional Officer Training

MPCTC mandates a 194-hour entry-level Correctional Academy for correctional officers, including county detention officers as well as state correctional facility officers. The five-week Academy is offered at Roxbury Correctional Institution. In addition, the Maryland Commission on Correctional Standards directs that officers be trained in blood borne pathogens; right to know; CPR; first aid; and fire extinguisher and evacuation procedures.

For Washington County Detention Center officers, 40 hours of training are required annually. This training includes such topics as: security procedures and regulations; supervision of inmates; signs of suicide risk; suicide prevention; use-of-force regulations and tactics; report writing; key control; rights and responsibilities of inmates; interpersonal relations; cultural diversity; communication skills; and counseling techniques.
APPENDIX 4
TRAINING INFORMATION FOR FIREFIGHTERS

Information for this section provided by: A Hopkins, Captain and Training Officer, HFD; R. Blair, Treasurer, WCVFRA; and by the Maryland Fire and Rescue Institute (www.mfri.org)

Maryland Fire and Rescue Institute

The Maryland Fire and Rescue Institute (MFRI) is the State’s comprehensive training and education system for fire, rescue, and emergency medical training for providers in the State of Maryland. It plans, researches, develops, and delivers programs to enhance the ability of emergency service providers to protect life, the environment, and property. MFRI is an entity of the University of Maryland at College Park with headquarters facilities and an academy located on the College Park Campus, as well as six regional training centers located at Aberdeen, Cresaptown, Mt. Airy, Centreville, Princess Anne, and LaPlata.

MFRI services are provided by over 60 full-time faculty and staff members, as well as over 500 state-certified instructors who serve as adjunct faculty, to present programs through site-specific mobile training or at any one of MFRI’s regional training centers. Many of MFRI’s programs have college-level recognition by the American Council on Education, which enables students to apply training toward a college degree.

The MFRI has five distinct, but interrelated components:

- **Institute Development Section** - The Institute Development Section (IDS) is responsible for development and revision of all MFRI programs.
- **Field Programs** - The Field Programs Section (FPS) is responsible for implementing and delivering programs for the Maryland emergency services community. Regional centers coordinate this delivery. In addition to the offices, training centers with facilities to perform evolutions in structural fire fighting and special fire fighting activities are located at MFRI headquarters in College Park and at regional centers.
- **Advanced Life Support Program** - The Advanced Life Support (ALS) Program is responsible for the Institute’s development and delivery of continuing education.
- **Terrorism Response Training** - Terrorism Response Training teaches first responders to handle terrorism and weapons of mass destruction incidents. MFRI offers a variety of classes, from equipment training sessions to seminars such as Western Maryland Incident Management/Unified Command.
- **Certification** - MFRI serves as the administrative arm for the Maryland Fire Service Personnel Qualifications Board (MFSPQB). All certifications are produced and
maintained through MFRI, which also serves as the data repository of the Maryland Voluntary Fire Service Certification System.

Currently, **required/mandated training** for firefighters in Maryland includes: Blood borne Pathogens (BBP); Hazardous Materials (HM) Operations and Refreshers; National Incident Management System (NIMS); Emergency Medical Technician, Basic and Refreshers; Cardiopulmonary Resuscitation (CPR); Firefighter Training; and Driver/Operator Training.

- **Pre-service training for career firefighters includes:** Firefighter I & II, HM Operations, Rescue Technician-Vehicle and Machinery; Rescue Technician-Confined Space; Firefighter Survival and Rescue; Emergency Vehicle Operations Course (EVOC); Emergency Medical Technician-Basic; NIMS Levels 100, 200, 300, 400, 700, 800; BBP; CPR; and Standard Operating Guidelines (SOG) Familiarization Course. For those promoted to Fire Apparatus Operator: Pump Operator; Aerial Operator; Tiller Operations; and Class A Driver’s License.

- **Pre-service training for volunteer firefighters includes:** HM Operations; BBP; CPR; NIMS Levels 100, 200, 700; SOG Familiarization Course. Additional pre-service training includes one of the following: Pre-Basic Riding Course; Protective Envelope and Foam (PEAF); or completion of the Firefighter I midterm exam. This qualifies volunteers to ride as a Probationary, Non-Entry Firefighter. To become an Entry Firefighter, volunteers must complete Firefighter I. To operate vehicles, volunteers must also complete EVOC.

- **Required in-service training for career firefighters includes:** HM Refresher; BBP; CPR; Confined Space Refresher; EMT Refresher; EVOC Refresher; and for those who drive, Pump Operator Refresher; and Aerial Operator Refresher.

- **Required in-service training for volunteer firefighters includes:** Completion of Firefighter I within the first year of membership; CPR, BBP, and HM Refreshers; for those who drive, EVOC Refresher; and for those who have EMT certification, EMT Refresher.

- **Firefighter I (FIRE-101)**  
  **Instructional Hours:** 108

  The objective of this course is to provide students with the knowledge and skills to safely and effectively perform basic firefighting operations as part of a firefighting team.

  Upon successful completion of the course, the student will be able to understand and apply the principles of fire behavior; building construction; water distribution systems; fixed fire protection systems; ventilation; hose streams; fire prevention; and inspections, ladders, and rescue techniques. (National Fire Protection Association Standard 1001 for Fire Fighter Professional Qualifications).
Major topics covered in the course include: fire department organization; communications; incident command system; ropes and knots; fire behavior; safety; fire prevention; personal protective equipment; fire extinguishers; respiratory protection; ventilation; hose lines; forcible entry; search and rescue procedures; and ladder and sprinkler systems.

Methods of instruction include: lecture; discussion; classroom exercises; audio/visual material; graded practical exercises; midterm and final examinations; a series of practical examinations; and skills check off and homework assignments. All work is evaluated by the instructor for satisfactory completion. The minimum passing score on mid-term and final exams is 70%, with a 100% satisfactory completion of required skills and satisfactory evaluation by instructor. The American Council on Education (ACE) recommendation for this course is in the vocational certificate or lower division baccalaureate/associate degree category, 3 semester hours in Fire Science Technology.
### APPENDIX 5

**TRAINING INFORMATION FOR EMERGENCY MEDICAL SERVICES TRAINING**

Information for this section was provided by A. Rinker, Paramedic Emergency Services Program, Hagerstown Community College.

**MFRI Training – Basic Life Support, Refreshers and Support Classes**

<table>
<thead>
<tr>
<th>Course and Contact Hours</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Responder Basic -45 Contact Hours</strong></td>
<td>Provide skills necessary to begin, at the emergency location, assessment and care for injured or ill patients.</td>
</tr>
<tr>
<td><strong>First Responder Refresher- 15 Contact Hours</strong></td>
<td>Provide skills necessary to begin assessment and care for injured or ill individuals at the emergency location. (Required for recertification)</td>
</tr>
<tr>
<td><strong>Emergency Medical Technician- 131 Contact Hours</strong></td>
<td>Provide necessary knowledge and skills to perform emergency medical care in a pre-hospital environment at the basic life support level.</td>
</tr>
<tr>
<td><strong>Emergency Medical Technician Refresher- 24 Contact Hours</strong></td>
<td>Prepare a certified Emergency Medical Technician Basic (EMT-B) to demonstrate through an examination process, the proficiency of his/her knowledge and application of emergency medical skills.</td>
</tr>
<tr>
<td><strong>Emergency Medical Technician Skills-12 Contact Hours</strong></td>
<td>Provide the necessary review and practice of skills, which fulfill the skill requirements toward recertification of an EMT-B.</td>
</tr>
<tr>
<td><strong>Emergency Vehicle Operators Course-39 Contact Hours</strong></td>
<td>Provide information on sensible and safe emergency vehicle driving procedures and collision avoidance and to develop basic skills in the operation of fire and rescue service apparatus.</td>
</tr>
<tr>
<td><strong>Haz Mat Operations-24 Contact Hours</strong></td>
<td>Provide knowledge and skills to perform hazardous materials first response.</td>
</tr>
<tr>
<td><strong>Pre-Emergency Response Training- 57 Contact Hours</strong></td>
<td>Provide an introduction to the fire service in the areas of ropes and knots, fire behavior, personal protective equipment and respiratory protection, hose lines, and appliances.</td>
</tr>
<tr>
<td><strong>Protective Envelop and Foam- 9 Contact Hours</strong></td>
<td>Provide training necessary for rescue and emergency care providers to achieve the level of skills necessary to mitigate a hazardous materials incident.</td>
</tr>
</tbody>
</table>
EMS TRAINING COURSES: CONTACT HOURS, OBJECTIVES, EXPECTED OUTCOMES

First Responder Basic – 45 Contact Hours

The objective of this course is to provide skills necessary to begin, at the emergency location, assessment and care for injured or ill patients. Upon successful completion of this course, the student will be able to provide immediate medical care to critically ill or injured patients until personnel with advanced training arrive and to assist those personnel.

First Responder Refresher – 15 Contact Hours

The objective of this course is to provide skills necessary to begin assessment and care for injured or ill individuals at the emergency location. This course is the 15 hours of continuing education required for First Responder recertification. Upon successful completion of this course, the student will be able to provide immediate medical care to critically ill or injured patients until personnel with advanced training arrive, and the student will be able to assist those personnel in caring for the patient.

Emergency Medical Technician – 131 Contact Hours

The objective of this course is to provide students with the necessary knowledge and skills to perform emergency medical care in a pre-hospital environment at the basic life support level. Upon successful completion of this course, the student will be able to recognize, assess, and manage medical and trauma signs and symptoms in patients of emergencies.

Emergency Medical Technician Refresher – 24 Contact Hours

The objective of this course is to prepare a certified Emergency Medical Technician Basic (EMT-B) to demonstrate through an examination process, the proficiency of his/her knowledge and application of emergency medical basic skills. Upon successful completion of this course, the student will be able to perform all the roles and responsibilities of the EMT-B required for the emergency care of medical and trauma patients including assessing the patient, managing the airway, recognizing signs and symptoms, providing care for adults and children with medical conditions, trauma injuries, and for conditions of emergency childbirth.

Emergency Medical Technician Skills – 12 Contact Hours

The objective of this course is to provide the necessary review and practice of skills, which fulfill the skill requirements toward recertification of an EMT-B. Upon successful completion of this course, the student will be able to assess, recognize, and manage medical and trauma signs and symptoms in patients in emergency situations and to determine and use appropriate equipment for patient management and care.
Emergency Vehicle Operators Course – 39 Contact Hours

The objective of this course is to provide students with information on sensible and safe emergency vehicle driving procedures and collision avoidance and to develop basic skills in the operation of fire and rescue service apparatus. Upon successful completion of this course, the student will be able to describe the major concepts of emergency vehicle driving including safety, legal issues, communications, vehicle inspection and preparation, physical forces affecting driving and the operation of an emergency vehicle; and demonstrate basic competency as a driver of an emergency vehicle.

Haz Mat Operations – 24 Contact Hours

The objective of this course is to provide the student with the knowledge and skills to perform hazardous materials first response. Upon successful completion of this course, the student will be able to analyze a hazardous materials incident, plan an initial response, implement the response, and evaluate the progress of the actions taken.

Pre-Emergency Response Training – 57 Contact Hours

The objective of this course is to provide the student with an introduction to the fire service in the areas of ropes and knots, fire behavior, personal protective equipment and respiratory protection, hose lines, and appliances. Upon successful completion of this course, which is the same as the first half of the Firefighter I course, the student will have a basic knowledge and understanding of protective clothing and self-contained breathing apparatus, fire behavior, the use of ropes and knots, and firefighter safety.

Protective Envelop and Foam – 9 Contact Hours

The objective of this course is to provide the student with the training necessary for rescue and emergency care providers to achieve the level of skills necessary to mitigate a hazardous materials incident. Upon successful completion of the course, students will be able to understand and apply the skills necessary to protect themselves in a hazardous materials situation and apply foam to hazardous materials based on standards found in NFPA 472, Standard for Professional Competence of Responders to Hazardous Materials Incidents, 1997 edition.

Instructor I Training – 30 Contact Hours

The objective of this course is to teach instructors and trainers how to organize and teach a course effectively, using existing lesson plans.

Upon successful completion of this course, the student will be able to plan instruction, using a variety of instructional methods; teach diverse learners; evaluate course outcomes; and address the critical issues of safety and the legal issues of training.
**Instructor II Training – 36 Contact Hours**

The objective of this program provides instructor candidates the opportunity to develop individual lesson plans for a specific topic including learning objectives, instructional aides, and a educationally sound, objective-based certification course that addresses the Job Performance Requirements (JPR's) of NFPA 1041, Standard for Fire Service Instructor's Professional Qualifications, Chapters 5 and 6, 2002 edition.

Major topics covered in the course are planning instruction, five-step process for planning and training management; needs analysis; course objectives; task analysis; lesson plan components; formats; crating, modifying, adapting, and using lesson plans; testing and evaluation; management and supervision of training; policies records, scheduling, and standards; recruiting and selecting instructors; and budget and resource management. Methods of instruction include lecture, discussion, classroom exercises audio/visual material, learner presentations/reports, a research paper, observations, development and presenting a training program.

**MFRI – Advanced Life Support Program**

**Acute Coronary Syndrome Course – 8 Contact Hours**

Objective: The Acute Coronary Syndromes Course is designed for paramedics, nurses and other professionals that need to be able to acquire and interpret the 12-lead ECG for the development of a clinical treatment plan.

ACS is an eight (8) hour course offered as two four (4) hour sessions or as a one-day workshop. The first portion of the course focuses on the role of the 12-Lead ECG in prehospital medicine, basic interpretation, acquisition and transmission. The second portion takes what was learned in the previous session and applies it to the assessment and management of the patient with an acute coronary syndrome.

**Advanced Burn Life Support Course – 8 Contact Hours**

Objective: The Advanced Burn Life Support Provider Course is an eight-hour course for physicians, nurses, physician assistants, nurse practitioners, therapists and paramedics.

The ABLS course provides guidelines in the assessment and management of the burn patient during the first 24 hours post injury. Following a series of lectures, case studies are presented for group discussions. An opportunity to work with a simulated burn patient to reinforce the assessment, stabilization and the American Burn Association transfer to a Burn Center will be given.
Advanced Medical Life Support Course – 16 Contact Hours

Objective: To provide the student with the knowledge and skills required to successfully assess and manage a patient in medical crisis. This course addresses the most common medical complaints and offers a pragmatic method of assessment and management utilizing the scene size-up, history and physical examination to systematically rule-out and rule-in possibilities and probabilities in the medical patient.

Learning Outcomes: Upon successful completion of this course, the student will be able to apply critical thinking skills to integrate pathophysiology with assessment and history findings to determine actual and potential patient problems, and apply appropriate emergency medical treatment.

Basic Disaster Life Support – 8 Contact Hours

Objective: Basic Disaster Life Support (BDLS) is targeted to multiple disciplines including: emergency medical service (EMS) personnel, hazardous materials personnel, public health personnel, and health care providers. By teaching multiple disciplines simultaneously, a commonality of approach and language will develop, improving the care and coordination of response in WMD disaster and public health emergencies.

Instruction: The curricula includes overview and disaster paradigm; natural and man-made disasters; traumatic and explosive events; nuclear and radiological weapon attacks; biological events; chemical events; the public health system and the psychosocial aspects of disasters.

Geriatric Education for Emergency Medical Services (GEMS) – 12 Contact Hours

Objective: To provide the student with the knowledge and skills required to successfully assess and manage a geriatric patient in the pre-hospital environment.

Learning Outcomes: Upon successful completion of this course, the student will be able to discuss the social aspects of aging; explain the special needs of older patients and the changes that the aging process brings about in physical structure, body composition and organ function; discuss and recognize communication challenges in the older person and describe principles that should be employed when assessing and communicating with an older patient; discuss the appropriate management of a terminally ill older patient; compare the assessment of the older person with that of a younger adult patient; discuss the assessment and management trauma, respiratory distress, chest pain, neurological emergencies, psychiatric emergencies, and other medical emergencies in the older adult; discuss physiological changes in older people; define and recognize the signs and symptoms of elder abuse or neglect; and discuss the role of the prehospital professional as an advocate for the older adult.
**Paramedic Refresher Course – 40 Contact Hours**

Objective: The Paramedic Refresher Course is a forty (40) hour, ten-module course that consists of interactive lectures, hands-on skills and simulation sessions and small group scenarios.

**Pediatric Education for Prehospital Professionals – 16 Contact Hours**

Objective: To provide the student with the knowledge and skills required to successfully assess and manage ill or injured children in the prehospital environment.

Learning Outcomes: Upon successful completion of this course, the student will be able to describe key growth and development characteristics for each of the following groups: infants, toddlers, preschoolers, school-aged children, adolescents, and children with special health care needs; describe and apply the pediatric assessment triangle; describe the assessment and management of respiratory emergencies, cardiovascular emergencies, toxic exposures, trauma, and other medical emergencies in the pediatric patient; describe the preparation for a delivery and the post-delivery care of the mother and child; discuss important modifications of field assessment techniques for children with special health care needs; describe sudden infant death syndrome; describe and recognize child maltreatment and describe the proper management of these patients; and discuss the role of the prehospital professional as an advocate for children.

**Pediatric Education for Prehospital Professionals Renewal – 8 Contact Hours**

Objective: The Pediatric Education for Prehospital Professionals Renewal (PEPPR) Course is designed to renew the knowledge and skills required to assess and manage ill or injured children in the prehospital environment.

**Prehospital Trauma Life Support (PHTLS) – 16 Contact Hours**

Prehospital Trauma Life Support (PHTLS) is a nationally recognized continuing education program for prehospital emergency health professionals that focuses on the care of the trauma patient. The PHTLS course provides a prehospital trauma care philosophy, stressing the need to treat the multi-system trauma patient as a unique entity with specific needs that requires an approach to treatment that varies from traditional treatment modalities.

Objective: To provide the practicing prehospital care provider with a specific body of knowledge related to the prehospital assessment and care of the trauma patient. As a continuing education program, it contains information that may be a review for some or all participants. The uniqueness of this program rests not with an entirely new body of information, but instead with advances in prehospital trauma intervention techniques. Students will learn to use new combinations and applications of existing skills and knowledge to better the patient's chances at surviving traumatic events.
Prehospital Trauma Life Support Refresher – 8 Contact Hours

Objective: Prehospital Trauma Life Support Refresher (PHTLSR) is a nationally-recognized continuing education program for prehospital emergency health professionals’ that focuses on the care of the trauma patient. The PHTLSR course provides a prehospital trauma care philosophy, stressing the need to treat the multi-system trauma patient as a unique entity with specific needs that requires an approach to treatment that varies from traditional treatment modalities.
APPENDIX 6

JAMES N. ROBEY PUBLIC SAFETY TRAINING CENTER FLOOR PLANS