

# This month's *Working Fire...*

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**Volume 01- 3: March 2001**  
**Approx. Program Length: 53:16**

## **FIRELINE**

### **McDonald's Fire Deepwater, NJ**

**Approx. length: 8:09**

A McDonald's restaurant had smoke showing from the roof in the rear when firefighters arrived. They began an interior attack to find the seat of the fire but had problems in the kitchen area due to slippery floors and not being able to advance the hose line. With conditions worsening, the hose crew withdrew and the operation went defensive. The other main problem was low water pressure, due to a municipal water tower being off-line. The fire went to three alarms, the third being a tanker task force. The McDonald's playground fence also hindered access to the front. For more information, contact Chief Jeff Hoffman, Deepwater Fire Company, 52 Church Landing Road, Pennsville, NY 08070 or call him at 856-299-6077

### **Trench Collapse Rescue Louisville, KY**

**Approx. length: 10:47**

Louisville, Kentucky has a dedicated trench rescue response team made up of responders from many participating departments. The team responded to a sewer line extrication where no shoring was used in violation of OSHA regulations. The patient was half-buried in clay and conditions were cold and snowy. Rescuers, hampered by a narrow work space, worked toward the patient, shoring as they went. They finally had to use hand garden tools to unearth him. The patient had medical care from EMS including I-Vs. A great learning incident with lots of obstacles. For more information, contact Chief Doug Atwell, Pleasure Ridge Park Fire District, 8504 Terry Road, Louisville, KY 40258 or call him at 502-935-3878.

## **HANDS-ON**

### **Department Grant Writing**

**Approx. length: 9:21**

VFIS of York, Pennsylvania is the largest insurer of volunteer fire departments in America. However, they also offer other services all departments can take advantage of, including a vast amount of safety training education. VFIS also offers a course in grant writing for departments; this segment provides an overview of that course. With about \$23 billion in grant money available, departments would be well-served to learn how to seek out appropriate grant programs and develop a grant. For more information, contact Aaron Shaffer, Grant Resource Coordinator, VFIS, 183 Leader Heights Road, York, PA 17405, call him at 800-233-1957 or email him at [ashaffer@vfis.com](mailto:ashaffer@vfis.com). Visit their web site at [www.vfis.com](http://www.vfis.com).

## **This month's *Working Fire*...**

### **HANDS-ON (cont.)**

#### **Rail Car Fuel Station Simulation**

**Approx. length: 8:36**

Mutually-responding and automatic aid departments from the Houston area journey to Texas A&M University twice a year to train jointly on various scenarios. This segment covers the hose crew attack of a rail car fuel station with simulated gas leaks. Such an exercise is great practice for departments that work together regularly and desire to develop a seamless operational effort. For more information, contact Assistant Chief Maureen Turrentine, Westville Fire Department, 4102 Lauder Rd., Houston, TX 77039 or call her at 281-442-6505.

### **FIRE MEDICS**

#### **High School EMT Certification**

**Approx. length: 11:20**

High School teacher Richard Ulzheimer has also been a paramedic for twenty years. With the help of his school district and the New Jersey Department of Health, he offers an EMT certification course to high school juniors and seniors over the age of 16. The course has met with much success and prepares students for employment following graduation. Many have continued on to nursing and medical school. Others have obtained other positions in the emergency service area including firefighting. Departments might want to consider this as a recruitment tool; it would be an excellent way to identify qualified candidates. For more information, contact Richard Ulzheimer, Woodrow Wilson High School, 3100 Federal Street, Camden, NJ 08015 or call him at 856-966-5300.

### **EVOLUTIONS 2000**

#### **Kramer vs. Kramer High School EMT Program**

**Approx. length: 2:03**

*Working Fire* and Professor/Chief Bill Kramer present our Continuing Education segment that's worth one credit from the University of Cincinnati. Looking at this month's *Fire Medics* segment, Bill debates the pros and cons of certifying high school students for the rigors of emergency medicine. For more information, contact Professor Bill Kramer at the Open Learning Fire Service Program, College of Applied Science, 2220 Victory Parkway, ML #103, Cincinnati, Ohio 45206 or call 513-556-6583.

## **This month's *Working Fire*...**

### ***From the Departments Involved...***

#### **DISCUSSION QUESTIONS FOR THIS MONTH'S INCIDENTS**

The departments involved in this month's incidents pose some discussion questions that you can use as discussion-starters in your own department's training sessions. Let's kick it around!

#### ***McDonald's Fire/Deepwater, NJ*** ***Chief Jeffrey Hoffman/Deepwater Fire Company***

1. Should you find yourself in a low water-pressure situation, immediately call for an additional alarm or the backup resources you'll need to lay extra hose line to distant hydrants. More drastic measures such as tankers may be necessary.
2. On an interior fire attack, be sure additional personnel are available to assist the first-in crew should they need help in advancing the hose line. If the seat of the fire can be reached, it must be done as quickly as reasonably possible before the fire progresses.
3. If low water pressure only allows a certain number of hose lines to be used at once, you may have to take turns employing different lines at different times. However, this won't help much to stop an advancing fire. Call for additional water resources right away.

#### ***Trench Collapse Rescue/Louisville, NJ*** ***Chief Doug Atwell/Pleasure Ridge Park Fire District***

1. Conduct trench rescue training in inclement weather to prepare team members for the hardships and obstacles encountered in such circumstances. For example, consider methods for keeping I-Vs — and patients — warm in cold weather where forced air heaters can't be used.
2. Maintaining crowd control around a trench site is an important issue; not only among bystanders (family, media, etc.), but also among the extra rescuers. Appointing a sector officer to monitor crowd activity is a wise move because of the sensitivity of the terrain.
3. Fire departments might want to keep track of building permits in their jurisdiction and pay a pre-plan visit to construction or excavation sites in advance to check for OSHA violations and safety issues. This could avoid having to come back later on an emergency.

# Enhanced Training

## Department Grant Writing

### Objectives

After watching this program, the student shall understand:

1. the need to research and develop grant sources
2. the overview of the VFIS course which teaches grant writing and presentation.

### Standards & Regulations

Not applicable

### Training Outline

#### I. INTRODUCTION

Emergency Service Organizations (ESOs) everywhere have felt the pinch of financial budgets and lack of availability of funds to achieve their objectives. Such organizations, be they municipal or volunteer, are being forced to turn to alternative financial sources, yet few of them know of the \$23 billion dollars available via grants that are available right now.

VFIS of York, Pennsylvania, is America's largest insurer of volunteer and many paid fire departments. However, VFIS also offers many other services to the fire service in the area of public safety, risk control, and resource management. Among its many training offerings, VFIS also offers a course in Grant Writing, so departments may begin to tap into the pool of grant money available to ESOs.

This training segment is an overview of the VFIS course; what it offers and how departments can take advantage of it. There are also additional skills to be learned in the area of organization marketing and coalition-building.

#### II. THE COURSE

##### A. Course strategy and resources

1. The course deals with developing grant sources.
2. It also covers building community support, and
3. developing grant proposals and coalitions.

## Department Grant Writing

### **B. The Program**

1. The course helps ESOs market themselves,
2. plan projects, and
3. attract attention and support.

### **III. GRANT SOURCES**

#### **A. Grant areas for funding**

1. Health
2. Public Benefit
3. Human Services
4. Education

Sixty-five percent of the dollars allocated fall in these four areas.

#### **B. Source #1: Foundations**

1. Outside of government sources, there are approximately 47,000 foundations granting around \$23 billion dollars. They are of four types:
2. Large independent organizations
3. Regional/Local community foundations
4. Corporate community relations
5. Private charitable organizations.

#### **C. Source #2: Granting Corporations**

1. Wal-mart
2. Home Depot
3. Loew's
4. McDonald's Restaurants

#### **D. Source #3: Government Funds**

1. State and Federal
2. Training
3. Haz-mat Prevention
4. Forest Protection
5. Terrorism

#### **E. Source #4: Local Business**

1. In-kind support, including the donation of materials
2. Professional services (accounting, legal, marketing, public relations, etc.)
3. Local civic groups (Kiwanis, Rotary, VFW, etc.)

# Department Grant Writing

## III. THE FIRE ACT

### A. How to apply

1. Departments may apply for funds at the FEMA/USFA web site
2. There are two different grant categories with a \$750,000 limit
3. There is also a required match with funds generated from other sources:
  - a. 10% matching funds with populations under 50,000
  - b. 30% matching funds with populations over 50,000
  - c. Find a matching partner through community coalitions
4. There is also a requirement that various incident information must be provided to the National Fire Incident Reporting System.

### B. Grants awarded

1. Training
2. Wellness/fitness
3. Vehicles
4. Equipment
5. Personal protective equipment
6. Prevention programs

## IV. GRANT PROPOSAL ELEMENTS

### A. Components of a grant submission

1. Long-narrative variety
2. Short-form applications
3. Strategic cover letter
4. Supporting documents:
  - a. 501(c)(3) tax status
  - b. Financial information
  - c. Letters of support

## V. PLANNING

### A. Identify your needs

1. Specify a specific funding project
2. Identify grant providers who grant funds for your project

Answers to the questions on Page 8:

1. False
2. True
3. False
4. b.
5. d.

## Department Grant Writing

### **B. Use Marketing/Public relations**

1. Build coalitions and identify partners and with mutual needs and goals
2. Establish matching funding goals

## **VI. FOR MORE INFORMATION ABOUT GRANT-WRITING COURSE**

### **A. Contact VFIS:**

1. 800-233-1957
2. Visit VFIS' web site at: [www.vfis.com](http://www.vfis.com)

## Department Grant Writing: Quiz

Date \_\_\_\_\_

Chief/T.O. \_\_\_\_\_

Firefighter (print) \_\_\_\_\_

Education Credits/  
Hours/Units \_\_\_\_\_

Signature \_\_\_\_\_

### Select the best answer:

1. True or False      There are funds available for cops but not fire departments
2. True or False      Planning is essential in developing a grant request.
3. True or False      Grants are given out by lottery.
4. In which area are grants **NOT** awarded?
  - a. Wellness/Fitness
  - b. Recliners for TV room
  - c. Vehicles
  - d. Equipment
  - e. All of the above
5. Which of the following indicate foundations which give grants?
  - a. Regional/local community foundations
  - b. Corporate community relations
  - c. Private Charitable organizations
  - d. All of the above
  - e. None of the above

*(See answers at the top of page 7)*

# Enhanced Training

## Objectives

After watching this program, the student shall understand:

1. the procedure and technique for extinguishing leaking tank car valve fires
2. the importance of coordinated training among mutually-responding departments.

## Standards & Regulations

This training is consistent with NFPA 1500, NIOSK and appropriate OSHA regulations.

## Training Outline

### I. INTRODUCTION

Mutually-responding and automatic-aid departments from the Houston area journey to Texas A&M University twice a year to train jointly on various scenarios.

This segment covers the hose crew attack of a rail car fuel station with simulated gas leaks. Such an exercise is great practice for departments that work together regularly and desire to develop a seamless operational effort.

### II. CLASSROOM BRIEFING

#### A. Simulation strategy

1. Multiple attack crews advance with different responsibilities.
2. Certain tactics must be accomplished before others can be initiated.
3. Various nozzle patterns must be employed.
3. The development of teamwork is essential for fighting a fire of this type.

#### B. Safety issues

1. No shorts or jewelry must be worn under turnout gear

### III. LIVE SCENARIO

#### A. Tactic #1

1. Team A attacks the gasoline pit below the structure. This fire must be extinguished before the simulation can continue in order to protect the teams who will be moving to the upper levels.

## Petroleum Rail Car Fire Simulation

2. Team B and C cool the stairway and catwalk leading to the upper level. This may have to be done occasionally during the exercise.
3. Team D cools the rail tank car for exposure protection for the remainder of the exercise.

### B. Tactic #2

1. Once the pit fire is out, Team A splits in to two squads: one maintaining a stream on the pit; the other helping to cool the tank car.
2. Team B and C advance up the stairway. Team B's objective is the first leaking valve on the first upper level.
3. Once that valve has been secured, Team C will slide by Team B and advance to the second upper level and secure both leaking valves there.
4. Finally, Team B will also attack the gasoline feeder arm over the tank car and extinguish the fire from that valve leak.

### C. Tactic #3

1. Teams B and C will **back down** the stairway, facing the stairs. Firefighters must never go up or down stairs facing out! At the bottom of the stairs, back away from the fire — never turn your back on a fire until you are off the fire ground.
2. In a real incident, firefighting would continue on the tank car itself until extinguished.

## IV. NOZZLE & PATTERN TECHNIQUE

### A. Wide and narrow patterns - “freezing the leaking valves”

1. Depending upon how many streams can be trained on a leaking valve will determine the kind of nozzle pattern to use.
2. In this scenario, single attack teams were used.
  - a. How many teams should be used depends on the size of the leak and the amount of resultant flame.
  - b. In this case, the technique must be to narrow the stream as the hose team approaches the valve. This increases wind velocity over the valve and blows the flame away from the team.
  - c. As the valve-closer reaches through the stream, the increased velocity of the stream prevents flame blow-back through the opening created by the valve-closer's hand and arm. This narrowed stream is maintained on the valve to “freeze” it, until the valve is closed.
  - d. However, the narrowed stream doesn't afford as much protection for the hose team. This fact has to be weighed in view of the size of the leak and fire resulting from it. Multiple teams might have to be employed — see #3.

Answers to the questions on Page 12:

1. False
2. False
3. True
4. d.
5. b. (This is tough one!)

## Petroleum Rail Car Fire Simulation

3. If two or more teams were available, wider patterns could be employed.
  - a. For example, as two teams begin to advance with a wider pattern, their streams would intersect at some point.
  - b. Using this technique, teams should try to position themselves so the intersection of the stream occurs right at the leaking valve.
  - c. The additional weight of the streams and additional water at the point of intersection will prevent blow-back as the valve is capped, yet affording the hose crews with more protection with the wider pattern.

To recap, a single crew can handle a smaller leak, but must use a narrowed pattern to maintain velocity. But this stream will afford less protection to the crew.

A larger leak and flame will need multiple crews that can and should use a wider pattern which will render sufficient velocity through the multiple streams (though, with less pattern “strength”), yet will afford more protection to crews.

### V. TEAMWORK & COORDINATION

#### A. Dangerous scenarios particularly need a coordinated effort.

1. As can be seen, a complicated scenario demands smooth coordination among crews because of the many steps involved to achieve the objective. This demands coordinated training among departments who will respond together.
2. All automatic- and mutual-aid departments should invest in the time necessary to train at higher level facilities such as these at Texas A&M or other state or local fire academies with appropriate facilities. Larger evolutions with more partners must be orchestrated in advance to reduce the chance of error or injury.

## Petroleum Rail Car Fire Simulation: Quiz

Date \_\_\_\_\_

Chief/T.O. \_\_\_\_\_

Firefighter (print) \_\_\_\_\_

Education Credits/  
Hours/Units \_\_\_\_\_

Signature \_\_\_\_\_

### Select the best answer:

1. True or False      Nozzle patterns are unimportant for this exercise.
2. True or False      What firefighters do or don't wear under their turnout gear is nobody else's business.
3. True or False      Mutual aid training on complicated scenarios is a plus.
4. Blow-back can be avoided with:
  - a. increased stream velocity
  - b. more bubble gum
  - c. less stream velocity but more force through more water
  - d. two of the above
  - e. All of the above
5. Which of the following **best** determines the nozzle pattern to be used?
  - a. size of the leak/flame and number of crews available
  - b. size of the leak/flame vs. protection of the crews
  - c. intersection of the streams and the length of the valve-closer's arm
  - d. The fact that a fog pattern should be used when it's foggy.
  - e. None of the above

*(See answers at the top of page 11)*

# **Evolutions 2000**

## **University of Cincinnati Continuing Education Program**

### **High School EMT Program**

If you're enrolled in the **Open Learning Fire Service Program** at the **University of Cincinnati**, here's your opportunity this month to earn one college credit hour for watching *Working Fire*.

#### **VOLUME 01-3**

#### **Kramer vs. Kramer: High School EMT Program**

**Complete written responses to the following three essay questions:**

1. Explain why you think it is wise, or unwise, for Fire Departments to involve High School students in explorer or apprentice programs which teach firefighting skills?
2. Explain why you think it is wise, or unwise, for Fire Departments to involve High School students in explorer or apprentice programs which teach emergency medical skills?
3. Why are your answers to the above two questions similar — or — why are they different?

**Send your responses to:**

**Mr. Bill Kramer  
University of Cincinnati  
College of Applied Science  
2220 Victory Parkway, ML #103  
Cincinnati, OH 45206**

#### **ENROLLMENT INFORMATION:**

For more information on enrolling in the Open Learning program to gain college credit, call *Working Fire* at 800-516-3473 for a brochure or, to register directly, call the University of Cincinnati at 513-556-6583. Associates and Bachelors programs are available. Call to have your transcripts evaluated.