

# NVFC TRAINING SUMMIT

June 21-22, 2024

10th Anniversary

Buffalo, NY

- Health
- Safety



- Recruitment
- Retention

Fire | EMS | Rescue

## Call for Proposals (CFP) Guide

### OVERVIEW

#### About the NVFC Training Summit

The NVFC launched its first Training Summit in 2014 to provide a unique, intimate learning experience for volunteers. The conference is an opportunity for emergency responders from across the U.S. to participate in valuable classroom training and share ideas and best practices with peers and industry leaders. Through general sessions, keynote presentations, and breakout sessions, the event addresses key topics in first responder health, safety, leadership, recruitment, and retention. To deliver this learning experience, the NVFC seeks educational proposals that will advance the industry. Proposals should:

- Be developed by the proposed instructor, or be delivered by an authorized representative of the course developer.
- Explore timely and relevant topics important to emergency response organizations that are diverse in size, geographic location, funding sources, and staffing structure.
- Be informed by sound learning principles, including well-defined learning objectives (*see Appendix for information on writing learning objectives*).
- Demonstrate innovative strategies.
- Challenge attendees to think of new solutions and leave with clear action items.
- Support and reference NFPA standards when applicable, and support instructional claims with research and/or data.
- Facilitate knowledge transfer and development of new competencies.
- Stimulate and provoke discussion, reflection, and audience engagement.

#### About the Proposal Review and Session Selection Process

The NVFC works to be inclusive when reviewing session proposals. We solicit proposals nationwide from a variety of voices and viewpoints to ensure conference content is timely, relevant, and targeted to attendee needs. We know many great ideas are being shared at the local, regional, and state levels. We encourage those new to instructing at a national level to apply! Many well-known national fire service instructors got their start at an NVFC conference. All complete proposals are evaluated by staff and a volunteer review committee comprised of NVFC stakeholders nationwide.

#### Important Dates

- Drop-in [Live Q&A Help Desk](#) on Zoom (optional):
  - Tuesday, September 12 at 2pm ET
  - Tuesday, September 26 at 2pm ET
- Call for Proposals Closes: Sunday, October 1, 2023, at 11:59 p.m. ET

- Conference Session Notifications: By November 10, 2023
- Session Materials Due for Review: Monday, June 10, 2024
- Final Documents Due for Inclusion in Mobile Site: Monday, June 17, 2024
- Conference: June 21-22, 2024, 9:00am-4pm daily (tentative)

## PREPARING YOUR PROPOSAL

As you create your proposal, please consider the following.

### Audience

The following demographics are based on trends from the past 10 years of NVFC training conferences.

- 150 attendees representing 30+ states
- Current and emerging leaders in the fire and emergency services
- Half of attendees represent all-volunteer departments; the remaining are primarily mostly-volunteer or combination (with a small number of attendees from career departments or other organizations)
- Job titles include all ranks, including Chief, officers, R&R coordinators, training officers, administration, fire service instructor, and more
- A third of attendees are from departments serving a population of less than 5,000
- Attendees' years of experience ranges from 0-40+ years
- Ages 18-65+
- 70% male, 30% female

### Target Topic Areas

The 2024 Training Summit will feature 90-minute breakout sessions in three tracks: Recruitment & Retention, Leadership, and Health & Safety. There are numerous topics within these tracks. You will be required to select one of the following topic areas in your submission form. These selections help us guide the balance of course offerings and will be used in the registration form to help attendees select the best courses for their goals.

- |   |   |  |  |
|---|---|--|--|
| <input type="checkbox"/> Effective Training           | <input type="checkbox"/> Working Intergenerationally      | <input type="checkbox"/> Family Engagement           | <input type="checkbox"/> Management                    |
| <input type="checkbox"/> Fireground/Response          | <input type="checkbox"/> Diversity, Equity, and Inclusion | <input type="checkbox"/> Work/Life/Volunteer Balance | <input type="checkbox"/> Long-term Planning            |
| <input type="checkbox"/> Physical Health              | <input type="checkbox"/> Mentorship                       | <input type="checkbox"/> Recruitment                 | <input type="checkbox"/> Data for the Fire Service     |
| <input type="checkbox"/> Behavioral Health            | <input type="checkbox"/> Department Culture               | <input type="checkbox"/> Communication               | <input type="checkbox"/> Finding Funding and Resources |
| <input type="checkbox"/> Fire & Life Safety Education |   |  |  |

### Tips for a Successful Proposal

- All proposals must be submitted using the online form, no exceptions. Think quality over quantity; you can submit up to three (3) proposals.
- The primary point of contact (POC) is the person submitting the proposal. The NVFC will communicate with the POC for all communications including notifications and deadlines, who must share information as needed with co-instructors. All proposed co-instructors must be listed.
- Use clear, error-free language. Session and workshop proposals require clear and concise titles, persuasive outcomes-focused descriptions, and at least three (3) action-oriented and well-thought-out learning objectives/takeaways that answer the prompt “after this session, participants will be able to...” (see *Appendix for more information on creating objectives*). The NVFC retains the right to modify titles and descriptions during copy editing for marketing purposes.

- Don't underestimate the importance of a clearly defined instructional flow/design. Adult learning theory suggests that the best learning environments are those that are collaborative and utilize a problem-based approach, with content that ties back to the learners' lived experiences.
- Avoid all commercial bias/marketing tone. Any submission that is not educational in nature, neutral and unbiased, replicable by attendees without the author's assistance, and free of commercial motive/intent will not be accepted.

## IF YOUR PRESENTATION IS SELECTED

- All accepted presenters must be committed and responsive to working with the NVFC to deliver an exceptional attendee experience by adhering to deadlines. Key dates include:
  - Session needs (a/v, etc.) sent to staff: May 1, 2024
  - Hotel room requests sent to staff: May 1, 2024
  - Session materials due for review: Monday, June 10, 2024
  - Final documents due for inclusion in mobile site: Monday, June 17, 2024
  - Conference: June 21-22, 2024, 8:30am-4pm daily (tentative)
- All accepted presenters must register for the conference to ensure accurate counts for meals and space planning; registration is complimentary for instructors.
- Selected presenters will be eligible for a nominal stipend to offset your time and expenses. **Please note**, only one instructor per course is eligible for a stipend. You will receive more information if invited to present at the conference.
- For one instructor per course, all travel expenses will be reimbursed within the NVFC's travel policy, including lodging during the conference, transportation fees, and meals. You will receive more information if invited to present at the conference.
- All accepted content leaders must observe intellectual property rights. Presenters must ensure that information, illustrations, images contained in presentations, related materials, or visual aids shall be factual and not be misleading and will not violate the intellectual property or copyrights of any third party. Written documentation of ownership or permission must be provided upon request and is required for all video and television/film related imagery.

## QUESTIONS

Thank you in advance for your time and for sharing your ideas, expertise, and leadership. The NVFC training and education team is here to help. If you have questions, please reach out anytime.

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# Appendix

## Writing Learning Objectives for Adult Learners

Learning objectives (also known as learning outcomes) are a key part of creating a successful training program. Put simply, learning objectives define what participants will learn and how you know that they learned it by the end of instruction. This is your map to a positive learning experience. You don't need a degree in education to write a great objective! Here are some tips for putting together your presentation objectives.

### Use the ABCD Method

The ABCD Method provides a simple acronym for building objectives:

- **Audience** – Who is learning?
- **Behavior** – What will they be able to do differently at the end of instruction?
- **Condition** – Under what conditions will they be expected to achieve these new behaviors?
- **Degree** – How will they need to perform the new behavior?

All proposal submissions should start with, “At the end of the session, attendees will be able to...” which provides the “A” – audience. Now we need to fill in the B, C, and D.

Here's an example of objectives for a course on writing a year-long department training plan:

At the end of the session, attendees will be able to...

- List the 10 steps to creating a year-long training plan.
- Describe the four main training components to include in their plan.
- Locate resources to guide their plan development.

As you can see, these objectives are concise and realistic given the 90-minute timeframe of Training Summit presentations. Achieving these objectives will allow students to return to their organization with actionable next steps.

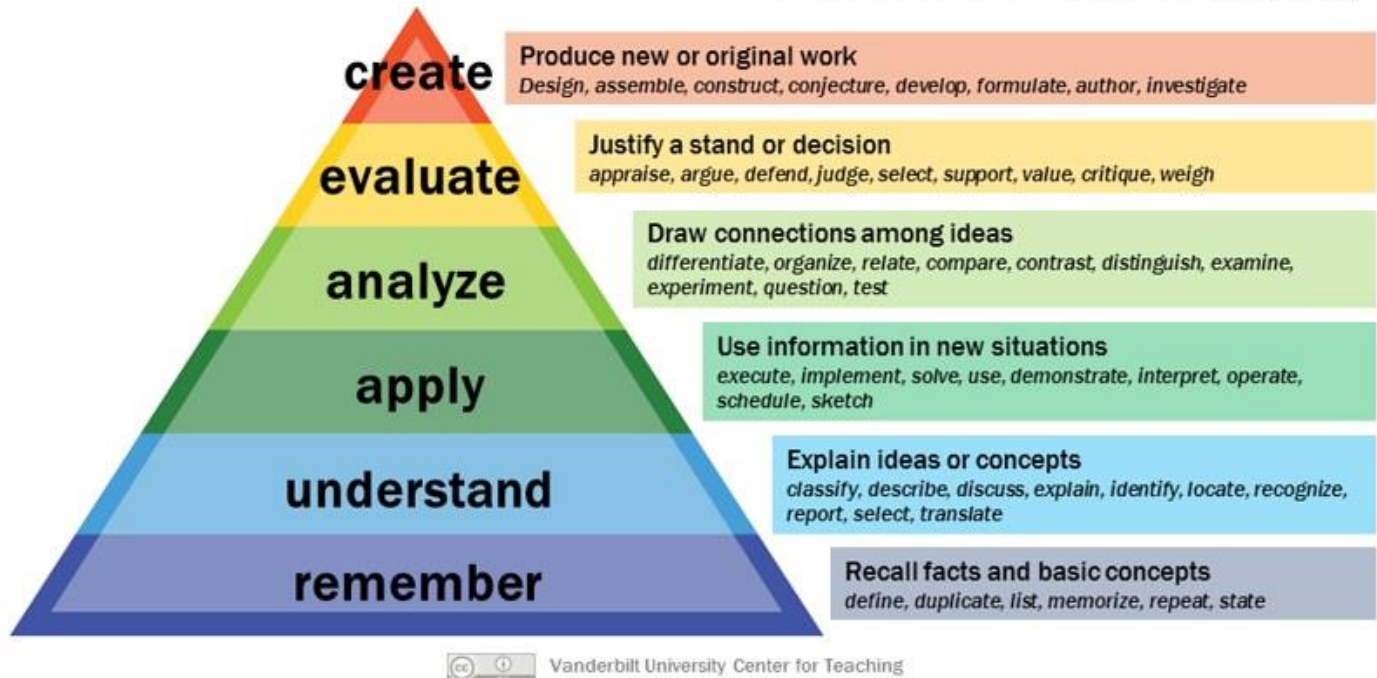
### Incorporate Active Verbs

Notice that in the example objectives above, three active verbs are used: *list*, *describe*, and *locate*. These are all observable behaviors; the instructor can ask volunteers to demonstrate the objective to check understanding. Attendees can look at the objectives at the end of the course and see that they have learned everything that was promised. You can end your presentation by going back to the objectives slide and reviewing each one and what you've learned together.

It's tempting to write objectives using the term “understand” (i.e., ...Understand how to write a year-long training plan). Avoid using this vague verb in your objectives as it's not measurable, there are many levels of understanding, and individuals might have different ideas of what “understanding” a topic is. In contrast, you can ask an attendee to list the 10 steps to creating a year-long training plan and listen to them tick off the 10 steps. This shows you as the instructor – as well as the attendee – that learning has taken place.

A widely used source for active verbs is Bloom's Taxonomy. As you can see in the image, this divides verbs into six general levels of learning. For a 90-minute program, you'll likely want to utilize the action verbs suggested for the bottom two tiers – “remember” (words such as define, list, repeat) and “understand” (verbs such as describe, explain, locate).

# Bloom's Taxonomy



Source: Armstrong, P. (2010). Bloom's Taxonomy. Vanderbilt University Center for Teaching. Retrieved August 17, 2023, from <https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>.