OFFICE OF THE STATE FIRE MARSHAL
STATEWIDE TRAINING AND EDUCATION ADVISORY COMMITTEE
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Date: April 10, 2014 Attachment 5

To: Ronny J. Coleman, Chairman
Statewide Training and Education Advisory Committee
c/o State Fire Training

From: Kevin Conant, Fire Service Training Specialist, State Fire Training

Subject/Agenda Action Item: Chief Fire Officer Standards and Curriculum

Recommended Actions: Motion to approve the new Chief Fire Officer Curriculum

Background Information:

This is the second reading of the Chief Fire Officer 2014 Certification Training Standards and Course Plans that was presented at the January 17, 2014 STEAC meeting.

The legacy Chief Officer certification was established in 1983 and included ten courses. The original courses were recycled from courses that were being offered at the State Fire Academy at Asilomar. In 1998, I-400, Advanced ICS was added as a prerequisite. The only other level of certification higher than Chief Officer was Fire Chief.

In 2009 a cadre was convened to review the entire fire officer certification track that included a review and analysis of the courses for Fire Officer and Chief Officer certification. This cadre recommended, since approved by STEAC and the SBFS, that the Fire Officer level of certification be renamed Company Officer and that the Chief Officer level of certification be split into Chief Fire Officer and Executive Chief Officer. The cadre believed that there were enough significant differences among chief officers to warrant this split. Establishing levels of certification for Chief Fire Officer and Executive Chief Officer is consistent with the approach taken by the National Fire Academy, the International Association of Fire Chief's Officer Development Handbook, and the Center for Public Safety Excellence.

In July of 2013 State Fire Training issued a task order to rewrite the Chief Officer Certification, now known as Chief Fire Officer, through our contract with the Sacramento State University, College of Continuing Education. A Development Cadre was formed with six fire service personnel representing organizations from around the state. The members of the cadre were Deputy Chief Greg Barton, Beverly Hills FD, Fire Chief Mark Bisbee, Watsonville FD, Battalion Chief Kevin Bouillon, Travis AFB FD, Division Chief Scott Henry, Cal Fire Academy, Battalion Chief Antoine McKnight, Los Angeles FD, and Fire Chief Todd McNeal, Twain Harte Fire & Rescue.

The Development Cadre first met in July of 2013 and finished their work after two multi-day meetings concluding in September 2013. The cadre created the Chief Fire Officer Certification Training Standard (CTS) and four Course Plans.

Once the Development Cadre finished their work, a Validation Cadre was convened in November 2013 to review and validate the content of the documents created by the Development Cadre. The Validation Cadre consisted of twelve members of the fire service from throughout the state along with a representative from the community colleges. Validation Cadre members included Deputy Chief Greg Barton, Beverly Hills FD, Fire Chief Mark Bisbee, Watsonville FD, Battalion Chief Kevin Bouillon, Travis AFB FD, Randy Collins, Santa Rosa Junior College, CFTDA, Division Chief Scott Henry, Cal Fire Academy, Battalion Chief Antoine McKnight, Los Angeles FD, Fire Chief Todd McNeal, Twain Harte Fire & Rescue, Fire Chief Mike Mingee, Carpinteria-Summerland FD, Division Chief Stewart Roth, Monterey FD, Battalion Chief Paul Schuller, San Jose FD (ret.), Assistant Chief Jerry Serpa, Spring Valley VFD, Battalion Chief Steve Wood, Brea-Fullerton FD (ret.)

Analysis/Summary of Issue:

The following is an analysis of the legacy Chief Officer Certification program and the new Chief Fire Officer Certification program.

1. Consistent with the 2009 approval by STEAC and SBFS, the title of the certification job function has been changed from Chief Officer to Chief Fire Officer.
2. As established in 1983, the prerequisite Certification for Chief Fire Officer remains to be Company Officer.
3. The Chief Fire Officer certification is based entirely on the NFPA 1021 (2014 Ed.,) Professional Qualifications standard for Fire Officer Level III and NFPA 1051 (2012 Ed.,) Standard for Wildland Fire Fighter Professional Qualifications for Wildland Fire Officer II. While the legacy Chief Officer certification met many (but not all) of the NFPA standard requirements, it was based primarily on course content developed (and since revised) from the curriculum originally delivered at the State Fire Academy at Asilomar. Additionally, any laws or mandates specific to California, not addressed in the NFPA standards, are included in the new Chief Fire Officer CTS.
4. There are now five courses that are designed to provide the information necessary for candidates to meet the job performance requirements for Chief Fire Officer certification:
   - Human Resource Management For Chief Fire Officers..... 26 hours
   - General Administration Functions for Chief Fire Officers..... 24 hours
   - Budget and Fiscal Responsibilities for Chief Fire Officers ..... 18 hours
   - Emergency Service Delivery Responsibilities for Chief Fire Officers ..... 24 hours
   - I-300, Intermediate ICS for Expanding Incidents..... 24 hours
5. Consistent with Homeland Security Presidential Directive-5 requirements for ICS training, the cadre agreed that ICS-300, Intermediate ICS for Expanding Incidents, is appropriate for Chief Fire Officer certification. This course builds upon the ICS requirements identified for Company Officer, and is listed as a requirement for certification, meaning that it needs to be delivered within the Chief Fire Officer program. ICS-400 is now a requirement in the Executive Chief Officer curriculum.

6. Hazardous Materials Incident Commander, as delivered by CSTI, is now a requirement for Company Officer certification since it is mandated by law in the California Code of Regulations, Title 8, Section 5192, and was thus removed from Chief Fire Officer, formerly known as Fire Command 2B.

7. Staff is aware of the concerns of the exclusion of the other risk specific command courses relevant to a Chief Fire Officer, but not required by NFPA. New courses will be developed and made available within the FSTEP series, for example, Command Tactics at Major Fires, High Rise Fire Fighting Tactics, Wildland Fire Management, Special Operations Command Considerations (Collapse, Trench, Confined Space, Water, etc.), and Command & Control of the RIC Deployment.

   The FSTEP program also now enjoys a streamlined approval process that facilitates a more timely, relative and valid curriculum to be developed and delivered in what has been described as a “cafeteria plan” model. Agencies and students alike will be able to select those professional development courses that are specific to the constituent risk and needs, rather than requiring all students to attend a one-size fits all approach.

8. The 2014 edition of NFPA 1021, Professional Qualifications for Fire Officer, Level III, eliminated the previous requirement of the 2009 edition, of meeting the job performance requirements of NFPA 1041, Professional Qualifications for Fire Instructor Level II. Therefore, the Instructor 2: Instructional Development course has been eliminated as a requirement for Chief Fire Officer. However, completion of Instructional Development will continue to be a requirement for Registered Instructors within State Fire Training.

9. In addition to completing the course requirements, the Chief Fire Officer certification candidate will be eligible to receive a certification task book, requiring verification for each job performance requirement for NFPA Fire Officer Level III, and NFPA Wildland Fire Officer Level II, have been satisfactorily completed and signed off by the Fire Chief or their designee.

10. The final component of Chief Fire Officer certification will be achieving a satisfactory passing score on a written certification examination administered by a third party. Test questions for this examination will be taken from the text references utilized for the program courses and questions chosen by the SFT.

11. It should be noted that the new Executive Chief Officer curriculum has been vetted through the Development and Validation process, and consists of five courses containing 122 hours of instruction.

12. A draft Implementation Plan and a draft Procedures Manual page have also been developed and are attached.

DRAFT

Chief Fire Officer

(NFPA Fire Officer III and Wildland Fire Officer II)

Certification Training Standards Guide

[Month Year]

California Department of Forestry and Fire Protection
Office of the State Fire Marshal
State Fire Training

Chief Fire Officer

Certification Training Standards Guide
[Month Year]

This CTS guide utilizes NFPA 1021 Standard for Fire Officer Professional Qualifications (2014) and NFPA 1051 Standard for Wildland Fire Fighter Professional Qualifications (2012) to provide the qualifications for State Fire Training's Chief Fire Officer certification.

State Fire Training coordinated the development of this CTS guide. Before its publication, the Statewide Training and Education Advisory Committee (STEAC) and the State Board of Fire Services (SBFS) recommended this CTS guide for adoption by the Office of the State Fire Marshal (OSFM).

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State Fire Training

Mission

To enable the California Fire Service to safely protect life and property through education, training, and certification.

The California Fire Services Training and Education System

The California Fire Service Training and Education System (CFSTES) was established to provide a single statewide focus for fire service training in California. CFSTES is a composite of all the elements that contribute to the development, delivery, and administration of training for the California fire service. The authority for the central coordination of this effort is vested in the Training Division of the California State Fire Marshal's Office with oversight provided by the State Board of Fire Services.

CFSTES facilitates, coordinates, and assists in the development and implementation of standards and certification for the California fire service. CFSTES:

1. Administers the California Fire Academy System
2. Provides accredited courses leading to certification and approved standardized training programs for local and regional delivery
3. Administers the national accreditation process in California
4. Publishes certification training standards, course plans, and a certification task book for each certified level in the California fire service

CFSTES is a fire service system developed by the fire service, for the fire service. It is only as successful and effective as the people involved in it.

Acknowledgments

State Fire Training appreciates the hard work and accomplishments of those who built the solid foundation on which this program continues to grow.

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Assistant Fire Chief, Spring Valley Volunteer Fire Department

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Partners

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How to Read a CTS Guide

State Fire Training develops a Certification Training Standards (CTS) Guide for a variety of job functions in the fire service such as firefighter, driver/operator, fire instructor, and company officer. The CTS guide lists the requisite knowledge and skills and the job performance requirements a person is expected to complete in order to become certified in a specific function. CTS guides are appropriate for fire service personnel and individuals in related occupations pursuing State Fire Training certification.

Each CTS guide serves as a foundation for the certification programs recommended for adoption by the Office of the State Fire Marshal. Any certification program must be based on job-related knowledge and measurable performance standards. To master the knowledge and skills needed for specialized operations, individuals will require additional training to augment the performance standards included in the CTS guide.

Within the CTS guide, it is impossible to capture the different policies and procedures of each organization in the California fire service. Individuals aspiring to meet State Fire Training's certification training standards must do so in accordance with the codes, standards, regulations, policies, and standard operating procedures applicable within their own departments or jurisdictions.

Format

Each certification training standard included in the CTS guide includes the following:

Section Heading

The section heading describes a general category for a group of training standards. For example, the Fire Marshal CTS includes the following sections: Administration, Risk Management, Community Relations, Professional Development, Regulatory Programs, Fire and Life Safety, and Investigation. Each section contains one or more individual training standards.

Training Standard Title

The training standard title provides a general description of the performance requirement contained within the standard.

Authority

The CTS guide references each standard with one or more paragraphs of the corresponding National Fire Protection Association (NFPA) Professional Qualifications. This ensures that each fire service function within California's certification system meets or exceeds NFPA standards.

When California requirements exceed the NFPA standard, the CTS guide cites the Office of the State Fire Marshal as the authority and prints the corresponding information in *italics*.

Given

This section lists the objects, equipment, materials, or facilities an individual needs in order to acquire the requisite knowledge and skills or to accomplish the job performance requirement(s) within a training standard.

Requisite Knowledge and Skills

This section lists the knowledge and skills that an individual must acquire in order to accomplish the job performance requirement(s) within a training standard.

This section does not include NFPA requisite knowledge or skills that are too general to teach or that individuals should develop through life experiences. For example, a training standard would not list “communicate orally and in writing” or “ability to relate interpersonally” unless they specifically apply to a job performance requirement about acquiring communication skills or developing interpersonal relationships.

Job Performance Requirements

This section includes one or more written statements that describe a specific job-related task and define measurable or observable outcomes. After an individual completes all coursework and requisite requirements, the certification task book process verifies completion of job performance requirements.

Content

In addition to the individual certification training standards, the CTS guide also includes State Fire Training Revisions and Errata pages.

State Fire Training Content

Located at the back of the CTS guide, this table documents any significant revisions made by State Fire Training to the NFPA standards in the development of this CTS guide. This table is used to justify content additions and advise the course plan development team.

Errata

Located at the back of the CTS guide, this page documents any changes made to the CTS guide outside of the five-year NFPA revision cycle.

Chief Fire Officer

Section 1: Definition of Duties

1-1: Definition of Duties for Chief Fire Officer

Authority
1. *Office of the State Fire Marshal*

Given
1. *There are no givens identified for this training standard.*

Requisite Knowledge and Skills
1. *Identify the requirements for Chief Fire Officer certification in California*
2. *Describe the need for Wildland Fire Officer II certification as a co-requisite for Chief Fire Officer certification in California*

Job Performance Requirements
There is no job performance requirement identified for this training standard.

1-2: Definition of Duties for Fire Officer III

Authority

1. NFPA 1021 Standard for Fire Officer Professional Qualifications (2014)
    - Paragraph 6.1
    - Paragraph 6.2
    - Paragraph 6.3
    - Paragraph 6.4
    - Paragraph 6.5
    - Paragraph 6.6
    - Paragraph 6.7
    - Paragraph 6.8
2. *Office of the State Fire Marshal*

Given

1. Sections 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, and 6.8 of NFPA 1021 (2014)

Requisite Knowledge and Skills

1. Identify the prerequisite qualifications of a Fire Officer III
    - Certification at Fire Officer Level II as defined in NFPA 1021
    - *Certification at Fire Instructor Level II as defined in NFPA 1041*
2. Identify the human resource management duties of a Fire Officer III
    - Establishing procedures for hiring, assigning, promoting, and encouraging professional development of members
3. Identify the community and government relations duties of a Fire Officer III
    - Developing programs that improve and expand service and build partnerships with the public
4. Identify the administrative duties of a Fire Officer III
    - Preparing a divisional or departmental budget
    - Developing a budget management system
    - Soliciting bids
    - Planning for resource allocation
    - Working with records management systems
5. Identify the inspection and investigation duties of a Fire Officer III
    - Evaluating inspection programs of the AHJ to determine effectiveness
    - Developing public safety plans
6. Identify the emergency service delivery duties of a Fire Officer III
    - Managing multi-agency planning, deployment, and operations
7. Identify the health and safety duties of a Fire Officer III
    - Developing, managing, and evaluating a departmental health and safety program
8. Identify the emergency management duties of a Fire Officer III

- Developing policies, procedures, and programs for the role of the fire service in the community's emergency management plan
- Identifying the roles of local, state/provincial, and national emergency management agencies

Job Performance Requirements

There is no job performance requirement identified for this training standard.

1-3: Definition of Duties for a Wildland Fire Officer II

Authority

1. NFPA 1051 Standard for Wildland Fire Fighter Professional Qualifications (2012)
    - Paragraph 8.1.1
    - Paragraph 8.4.1
    - Paragraph 8.5.1

Given

1. Sections 8.1.1, 8.4.1, and 8.5.1 of NFPA 1051 (2012)

Requisite Knowledge and Skills

1. Identify the requisite knowledge required of a Wildland Fire Officer II:
    - Authority and responsibility for implementing formal and informal agreements between jurisdictional agencies
    - Incident management system used by the jurisdiction
    - Wildland Fire Officer II's role within *the incident management* system
2. Identify the mobilization duties of a Wildland Fire Officer II
    - Supervising multiple resources so that they are deployed in accordance with the action plan and agency policies and procedures
3. Identify the suppression duties of a Wildland Fire Officer II
    - Commanding resources in the suppression of a wildland fire that exceeds the capability of the Wildland Fire Officer I

Job Performance Requirements

There is no job performance requirement identified for this training standard.

Section 2: Human Resource Management

2-1: Establishing Personnel Assignments

Authority

1. NFPA 1021 Standard for Fire Officer Professional Qualifications (2014)
    - Paragraph 6.2.1

Given

1. Knowledge, training, and experience of the members available

Requisite Knowledge and Skills

1. *Determine* minimum staffing requirements
2. *Identify* available human resources
3. *Apply* policies and procedures
4. Relate interpersonally, both orally and in writing, *when assigning personnel*

Job Performance Requirements

Establish personnel assignments to maximize efficiency in accordance with policies and procedures, using human resources in an effective manner.

2-2: Developing Hiring Procedures

Authority

1. NFPA 1021 Standard for Fire Officer Professional Qualifications (2014)
    - Paragraph 6.2.2
2. *Office of the State Fire Marshal*

Given

1. Policies of the AHJ
2. Legal requirements

Requisite Knowledge and Skills

1. *Identify* applicable regulations and standards; policies and procedures; and federal, state/provincial, and local laws
2. *Evaluate hiring procedures to ensure validity*
3. Communicate *hiring procedures* orally and in writing

Job Performance Requirements

Develop procedures for hiring members, ensuring a valid and reliable process.

2-3: Developing Promotion Procedures

Authority

1. NFPA 1021 Standard for Fire Officer Professional Qualifications (2014)
    - Paragraph 6.2.3
2. *Office of the State Fire Marshal*

Given

1. Applicable policies and legal requirements

Requisite Knowledge and Skills

1. *Identify* applicable regulations and standards; policies and procedures; and federal, state/provincial, and local laws
2. *Evaluate promotion procedures to ensure validity*
3. Communicate *promotion procedures* orally and in writing
4. Encourage professional development and mentor members

Job Performance Requirements

Develop procedures and programs for promoting members, ensuring a valid, reliable, job-related, and nondiscriminatory process.

2-4: Professional Development

Authority

1. NFPA 1021 Standard for Fire Officer Professional Qualifications (2014)
    - Paragraph 6.2.4

Given

1. A professional development model

Requisite Knowledge and Skills

1. *Discuss* interpersonal and motivational techniques
2. *Apply* a professional development model
3. *Implement* goal setting *techniques*
4. *Evaluate* personal and professional goals
5. Evaluate *member* potential
6. Counsel members *on professional development*

Job Performance Requirements

Describe methods of facilitating and encouraging members to participate in professional development to achieve their personal and professional goals.

2-5: Developing Proposals for Improving Employee Benefits

Authority

1. NFPA 1021 Standard for Fire Officer Professional Qualifications (2014)
    - Paragraph 6.2.5

Given

1. Need in the organization

Requisite Knowledge and Skills

1. *Describe* the agency's benefit program
2. Conduct research *as needed to develop a benefit improvement proposal*
3. Communicate orally and in writing *as needed to develop a benefit improvement proposal*

Job Performance Requirements

Develop a proposal for improving an employee benefit, including adequate information to justify the requested benefit improvement.

2-6: Developing Plans for Providing Employee Accommodation

Authority

1. NFPA 1021 Standard for Fire Officer Professional Qualifications (2014)
    - Paragraph 6.2.6

Given

1. An employee need
2. Applicable law and requirements

Requisite Knowledge and Skills

1. *Determine* agency's policies and procedures
2. *Identify* legal requirements for reasonable accommodations
3. Conduct research *as needed to develop plans for providing employee accommodation* and communicate *results* orally and in writing

Job Performance Requirements

Develop a plan for providing an employee accommodation, including adequate information to justify the requested change(s).

2-7: Developing an Ongoing Education Training Program

Authority

1. NFPA 1021 Standard for Fire Officer Professional Qualifications (2014)
    - Paragraph 6.2.7

Given

1. Organizational training requirements

Requisite Knowledge and Skills

1. *Identify* agency mission and goals
2. *Describe* the training program development *process*
3. *Define* needs assessment *components*
4. Perform *an education training program* needs assessment
5. Communicate *ongoing education training program results* orally and in writing

Job Performance Requirements

Develop an ongoing education training program, giving members of the organization appropriate training to meet the mission of the organization.

2-8: Defining the Requirements of the California Firefighters Procedural Bill of Rights Act

Authority

1. *Office of the State Fire Marshal*

Given

1. *The California Firefighters Procedural Bill of Rights Act*

Requisite Knowledge and Skills

1. *Describe the disciplinary process as it relates to the California Firefighters Procedural Bill of Rights Act.*
2. *Describe the components of the notification and interrogation process required by the California Firefighters Procedural Bill of Rights Act.*
3. *Describe the protection of basic rights offered by the California Firefighters Procedural Bill of Rights Act.*
4. *Describe how the California Firefighters Procedural Bill of Rights Act reduces risk and civil and criminal liability*

Job Performance Requirements

Define the requirements of the California Firefighters Procedural Bill of Rights Act as they apply to the roles and responsibilities of the Chief Fire Officer.

Section 3: Community and Government Relations

3-1: Preparing Community Awareness Programs

Authority

1. NFPA 1021 Standard for Fire Officer Professional Qualifications (2014)
    - Paragraph 6.3.1

Given

1. Risk assessment data

Requisite Knowledge and Skills

1. *Describe* community demographics
2. *Determine* resource availability
3. *Determine* community needs
4. *Describe* customer service principles
5. *Discuss* program development
6. Relate interpersonally, *both orally and in writing, when preparing community awareness programs*

Job Performance Requirements

Develop a community risk reduction program to meet *desired* program outcomes.

Section 4: Administration

4-1: Developing a Divisional or Departmental Budget

Authority

1. NFPA 1021 Standard for Fire Officer Professional Qualifications (2014)
    - Paragraph 6.4.1
2. *Office of the State Fire Marshal*

Given

1. Schedules and guidelines concerning budget preparation

Requisite Knowledge and Skills

1. *Identify the operation and maintenance costs associated with existing and new:*
    - programs
    - facilities
    - equipment
    - *fleet*
2. *Determine* personnel costs
3. *Justify capital, operating, and personnel costs*
4. *Interpret* approved *budget management* system
5. Allocate finances *per approved divisional or departmental budget*
6. Relate interpersonally, *both orally and in writing, as needed to develop a budget*

Job Performance Requirements

Develop a divisional or departmental budget, determining and justifying capital, operating, and personnel costs.

4-2: Developing a Budget Management System

Authority

1. NFPA 1021 Standard for Fire Officer Professional Qualifications (2014)
    - Paragraph 6.4.2
2. *Office of the State Fire Marshal*

Given

1. Fiscal and financial policies

Requisite Knowledge and Skills

1. *Describe methods to track relevant financial data, including*:
    - Revenue to date
    - Anticipated revenue
    - Expenditures to date
    - Encumbered amounts
    - Anticipated expenditures
2. Interpret financial data *from budget management system*
3. *Verify expenditures remain within budgetary authority*
4. Communicate *budget management system* orally and in writing

Job Performance Requirements

Develop a budget management system to keep the division or department within the budgetary authority.

4-3: Ensuring Competitive Bidding

Authority

1. NFPA 1021 Standard for Fire Officer Professional Qualifications (2014)
    - Paragraph 6.4.3
2. *Office of the State Fire Marshal*

Given

1. Established specifications
2. Agency's policies and procedures

Requisite Knowledge and Skills

1. *Describe* purchasing laws, policies, and procedures
2. *Identify evaluative methods for ensuring competitive bidding*
3. Communicate *the competitive bidding process* orally and in writing

Job Performance Requirements

Describe the agency's process for ensuring competitive bidding, including developing requests for proposal (RFPs) and soliciting and awarding bids.

4-4: Directing a Department Record Management System

Authority

1. NFPA 1021 Standard for Fire Officer Professional Qualifications (2014)
    - Paragraph 6.4.4

Given

1. Policies and procedures

Requisite Knowledge and Skills

1. *Identify* the principles involved in the acquisition, implementation and retrieval of information by data processing as it applies to the record and budgetary processes
2. *Describe* the capabilities and limitations of information management systems
3. Organize data and use evaluative methods *to ensure the completeness and accuracy of a department record and management system*
4. Communicate orally and in writing *as needed to direct a department record and management system*

Job Performance Requirements

Direct the development, maintenance, and evaluation of a department record and management system, ensuring the achievement of completeness and accuracy.

4-5: Analyzing and Interpreting Records and Data

Authority

1. NFPA 1021 Standard for Fire Officer Professional Qualifications (2014)
    - Paragraph 6.4.5

Given

1. Fire department records system

Requisite Knowledge and Skills

1. *Describe* the principles involved in the acquisition, implementation, and retrieval of information and data
2. Use evaluative methods *to determine the validity of records and data*
3. Communicate *recommended improvements* orally and in writing
4. Organize and analyze data *to determine its validity*

Job Performance Requirements

Analyze and interpret records and data to determine validity and recommend improvements.

4-6: Developing a Model Plan for Continuous Organizational Improvement

Authority

1. NFPA 1021 Standard for Fire Officer Professional Qualifications (2014)
    - Paragraph 6.4.6

Given

1. Resources for an area to be protected

Requisite Knowledge and Skills

1. *Identify* applicable policies and procedures; and local, state/provincial, and federal regulations
2. *Identify* physical and geographic characteristics and hazards
3. *Analyze* demographics
4. *Review* community plans
5. *Determine* staffing requirements
6. *Identify* response time benchmarks
7. *Review* contractual agreements
8. *Evaluate* recognized best practice assessment programs
9. Research *potential improvements*, organize and analyze data, and communicate *findings* orally and in writing
10. Use evaluative methods *to determine effectiveness of model plan*

Job Performance Requirements

Develop a model plan for continuous organizational improvement, maximizing resource utilization.

Section 5: Inspection and Investigation

5-1: Evaluating the Inspection Program of the AHJ

Authority

1. NFPA 1021 Standard for Fire Officer Professional Qualifications (2014)
    - Paragraph 6.5.1

Given

1. Current program goals, objectives, and resources
2. Performance data

Requisite Knowledge and Skills

1. *Identify applicable* policies, procedures, codes, standards, and laws
2. *Describe* accepted inspection practices
3. Use evaluative methods *to* analyze data
4. Communicate *program evaluation findings* orally and in writing

Job Performance Requirements

Evaluate the inspection program of the AHJ, assessing results to determine effectiveness.

5-2: Developing a Plan to Facilitate Approval

Authority

1. NFPA 1021 Standard for Fire Officer Professional Qualifications (2014)
    - Paragraph 6.5.2
2. *Office of the State Fire Marshal*

Given

1. Identified fire safety problem

Requisite Knowledge and Skills

1. *Identify applicable* policies, procedures, codes, ordinances, and standards
2. *Describe* development process for applicable codes, ordinances, and standards
3. *Discuss various consensus-building techniques*
4. Use evaluative methods *to determine effectiveness of approval facilitation plan*
5. Communicate *plan for approval facilitation* orally and in writing

Job Performance Requirements

Develop a plan to facilitate approval for a new program, piece of legislation, form of public education, or fire safety code.

Section 6: Emergency Service Delivery

6-1: Developing and Utilizing an Incident Action Plan

Authority

1. NFPA 1021 Standard for Fire Officer Professional Qualifications (2014)
    - Paragraph 6.6.1
2. NFPA 1051 Standard for Wildland Fire Fighter Professional Qualifications (2012)
    - Paragraph 8.5.2

Given

1. An emergency incident requiring multiple agency operations

Requisite Knowledge and Skills

1. *Identify applicable* policies, procedures, and standards, including the current edition of NFPA 1600
2. Identify values at risk
3. *Determine* agency mitigation priorities based on personnel safety and values at risk
4. *Determine and assess* resources, capabilities, roles, responsibilities, and authority of support agencies
5. *Establish incident* objectives
6. Select correct strategies and tactics
7. Use evaluative methods *to determine plan effectiveness*
8. Organize plans and delegate authority *in accordance with established incident action plan*
9. Communicate *incident action plan* orally and in writing

Job Performance Requirements

Prepare, review, validate, modify, and document an incident action plan for each operational period, determining, assigning, and placing the required resources to mitigate the incident, and applying strategies and tactics according to agency policies and procedures and incident objectives.

6-2: Supervising Multiple Resources

Authority

1. NFPA 1051 Standard for Wildland Fire Fighter Professional Qualifications (2012)
    - Paragraph 8.4.1

Given

1. An assignment
2. Resources

Requisite Knowledge and Skills

1. *Describe* agency policies and procedures covering the movement of multiple resources
2. Assess the readiness of assigned resources *prior to deployment*

Job Performance Requirements

Supervise multiple resources and deploy them in accordance with the *incident* action plan and agency policies and procedures.

6-3: Obtaining Incident Information to Facilitate Transfer of Command

Authority

1. NFPA 1051 Standard for Wildland Fire Fighter Professional Qualifications (2012)
    - Paragraph 8.5.5
2. *Office of the State Fire Marshal*

Given

1. A wildland fire
2. *An ICS 201 Incident Briefing form*

Requisite Knowledge and Skills

1. *Apply* AHJ policies and procedures for *transfer of* command
2. *Participate in transfer of command, including use of an ICS 201 Incident Briefing form*

Job Performance Requirements

Obtain incident information from the outgoing incident commander to ensure the new incident commander has the information necessary to operate and complete the transfer of command.

6-4: Evaluating Incident Facilities

Authority

1. NFPA 1051 Standard for Wildland Fire Fighter Professional Qualifications (2012)
    - Paragraph 8.5.3

Given

1. AHJ policies and procedures

Requisite Knowledge and Skills

1. *Identify the* factors affecting the need for appropriate incident facilities
2. Evaluate and establish incident facilities

Job Performance Requirements

Evaluate the need for and location of incident facilities, so that the location is correctly sited, clearly identified, and communicated to personnel.

6-5: Developing and Conducting a Post-Incident Analysis

Authority

1. NFPA 1021 Standard for Fire Officer Professional Qualifications (2014)
    - Paragraph 6.6.2
2. *Office of the State Fire Marshal*

Given

1. A multi-agency incident
2. Post-incident analysis policies, procedures, and forms

Requisite Knowledge and Skills

1. *Describe the* elements of a *multi-agency* post-incident analysis
2. *Review incident action plan objectives and process*
3. Identify critical issues:
    - Involved agencies' resources and responsibilities
    - Procedures relating to dispatch response
    - Strategy, tactics, and operations
    - Customer service needs
4. Write *post-incident analysis* reports and communicate *results* orally
5. Evaluate skills *and performance of assigned personnel to identify training needs*

Job Performance Requirements

Develop and conduct a post-incident analysis in order to identify and communicate all required critical elements, and complete and process appropriate forms in accordance with policies and procedures.

6-6: Maintaining Incident Records

Authority

1. NFPA 1051 Standard for Wildland Fire Fighter Professional Qualifications (2012)
    - Paragraph 8.5.4

Given

1. Agency policies and procedures
2. Applicable forms

Requisite Knowledge and Skills

1. *Describe* agency incident documentation procedures

Job Performance Requirements

Maintain incident records to document required information.

6-7: Developing an Agency Resource Contingency Plan

Authority

1. NFPA 1021 Standard for Fire Officer Professional Qualifications (2014)
    - Paragraph 6.6.3

Given

1. An unmet need for resources that exceed what is available in the organization
2. *Local, state, and federal cooperative agreements*

Requisite Knowledge and Skills

1. *Describe the* needs assessment and planning *process*
2. Conduct a *resource* needs assessment
3. Evaluate *availability and capability of* external resources
4. Develop a plan *to acquire and utilize external resources*

Job Performance Requirements

Develop a plan for the agency to ensure the mission of the organization is performed in times of extraordinary need.

Section 7: Health and Safety

7-1: Developing a Measurable Accident and Injury Prevention Program

Authority

1. NFPA 1021 Standard for Fire Officer Professional Qualifications (2014)
    - Paragraph 6.7.1

Given

1. Relevant local and national data

Requisite Knowledge and Skills

1. *Identify applicable* policies, procedures, codes, standards, and laws
2. Use evaluative methods *to determine accident and injury prevention program effectiveness*
3. Analyze data and accepted safety practices
4. Communicate *accident and injury prevention program* orally and in writing

Job Performance Requirements

Develop a measurable accident and injury prevention program, evaluating results to determine program effectiveness.

Section 8: Emergency Management

8-1: Developing a Plan for the Integration of Fire Services Resources

Authority

1. NFPA 1021 Standard for Fire Officer Professional Qualifications (2014)
    - Paragraph 6.8.1

Given

1. The requirements of the community
2. Resources available in the fire department

Requisite Knowledge and Skills

1. *Define the* role of the fire service *within the* integrated emergency management system
2. *Assess* preparedness *and* emergency management planning *activities*
3. *Describe the roles and responsibilities of the* emergency operations centers
4. *Describe the* roles of local, state/provincial, and national emergency management agencies
5. Organize *an integrated emergency management* plan
6. Communicate *an integrated emergency management plan* orally and in writing
7. *Demonstrate* familiarity with emergency management inter-agency planning and coordination *process*

Job Performance Requirements

Develop a plan for integrating fire services resources in the community's emergency management plan, ensuring that the role of the fire service complies with local, state/provincial, and national requirements.

Section 9: Incident Command

9-1: Describing NIMS Command and Management

Authority
1. *Office of the State Fire Marshal*

Given
1. *The NIMS Command and Management Component*

Requisite Knowledge and Skills
1. *Describe the Incident Command System element of the NIMS Command and Management Component*
2. *Describe the Multiagency Coordination Systems element of the NIMS Command and Management Component*
3. *Describe the Public Information element of the NIMS Command and Management Component*
4. *Describe how the Incident Command System, Multiagency Coordination Systems, and Public Information elements of the NIMS Command and Management System work together to support the management of an expanding incident*

Job Performance Requirements
Describe how the National Incident Management System (NIMS) Command and Management Component supports the management of an expanding incident.

9-2: Describing the Incident Management Process

Authority
1. *Office of the State Fire Marshal*

Given
1. *The Incident Command System (ICS)*

Requisite Knowledge and Skills
1. *Describe the general role of supervisors in an expanding incident*
2. *Describe the elements of an expanding incident*
3. *Describe the process of organizing and planning for incidents and planned events*

Job Performance Requirements
Describe the incident/event management process for supervisors and expanding incidents as prescribed by the Incident Command System (ICS).

9-3: Implementing the Incident Management Process

Authority

1. *Office of the State Fire Marshal*

Given

1. *A simulated Type 3 incident*
2. *The incident management process*

Requisite Knowledge and Skills

1. *Describe the incident management process*
2. *Identify the characteristics of a simulated Type 3 incident*
3. *Describe the ICS organization appropriate to the complexity of the incident or event*
4. *Use ICS to manage an incident or event*

Job Performance Requirements

Implement the incident management process on a simulated Type 3 incident.

State Fire Training Content

Code Key

Blocks
- G = Given
- RKS = Requisite Knowledge and Skills
- JPR = Job Performance Requirements
- NCTS = New certification training standard

Certification: Chief Fire Officer

CTS	Block	Addition	Justification	Source/Reference
1-1	NCTS	Added a certification training standard to define the requirements for Chief Fire Officer certification in California.	Cadre members wanted to provide context for the different CalFire certification title.	California Health & Safety Code, Section 13157
2-2	RKS	Evaluate hiring procedures to ensure validity	Added to match JPR requirements/clarify NFPA intent.	n/a
2-3	RKS	Evaluate promotion procedures to ensure validity	Added to match JPR requirements/clarify NFPA intent.	n/a
2-8	NCTS	Added a certification training standard to define the impact of the California Firefighters Procedural Bill of Rights on the roles and responsibilities of the Chief Fire Officer.	Cadre members wanted to provide context to the other sections of the CTS guide.	California Firefighters Procedural Bill of Rights Act, (California Government Code, Title 1, Division 4, Chapter 9.6 (Firefighters), Sections 3250-2362)
3-1	JPR	Added /desired/.	Added to clarify NFPA intent.	n/a
4-1	RKS	*Identify the operation and*	Cadre members	n/a

CTS	Block	Addition	Justification	Source/Reference
		maintenance costs associated with existing and new: • programs • facilities • equipment • *fleet*	determined that this language, as changed, provides a clearer explanation of NFPA intent.	
4-1	RKS	Justify capital, operating, and personnel costs	Added to match JPR requirements/clarify NFPA intent.	n/a
4-1	RKS	Added /budget management/.	Added to match language in section 6.4.3/clarify NFPA intent.	n/a
4-2	RKS	Verify expenditures remain within budgetary authority	Added to match JPR requirements/clarify NFPA intent.	n/a
5-2	RKS	Discuss various consensus-building techniques	Added to clarify NFPA intent.	n/a
6-1	RKS	Changed /suppression/ to /*mitigation*/ priorities based on personnel safety and values at risk.	New word choice covers all risk, and is more appropriate given the context of this combined CTS standard/JPR.	n/a
6-3	Given	ICS 201 Incident Briefing form	Required documentation for performance of JPR.	n/a
6-3	RKS	Participate in transfer of command, including use of an ICS 201 Incident Briefing form	Added to clarify NFPA intent.	n/a
6-5	RKS	Review incident action plan objectives and process	Added to clarify NFPA intent.	n/a
6-7	Given	Local, state, and federal cooperative agreements	These are state agreements not specifically identified in NFPA that exceed NFPA standards for mobilization and reimbursement of resources.	• California Master Mutual Aid Agreement • California Fire Assistance Agreement • Assistance by Hire • Cooperative

CTS	Block	Addition	Justification	Source/Reference
				Fire Management Agreement (ICS 900) • Fire Management Assistance Grant
8-1	RKS	Added /an integrated emergency management/.	Added to match JPR requirements/clarify NFPA intent.	n/a
9-1	NCTS	Added a certification training standard to cover the description of how the National Incident Management System (NIMS) Command and Management Component supports the management of an expanding incident.	Required by federal law.	Department of Homeland Security, Presidential Directive 5 & 8
9-2	NCTS	Added a certification training standard to cover the description of the incident/event management process for expanding incidents as prescribed by the Incident Management System (ICS) per ICS 300.	Required by federal law.	Department of Homeland Security, Presidential Directive 5 & 8
9-3	NCTS	Added a certification training standard to incorporate the requirement for implementation of the incident management process on a simulated Type 3 incident per ICS 300.	Required by federal law.	Department of Homeland Security, Presidential Directive 5 & 8

Errata

[Month Year]

Certification:	[Certification Title]		
CTS:	[#-#]	**Block:**	[Given / RKS / JPR]
Change:	[Describe change]		
Task Book Impact:	[None] or [Describe change]		

Certification:			
CTS:		**Block:**	
Change:			
Task Book Impact:			

Certification:			
CTS:		**Block:**	
Change:			
Task Book Impact:			

[Month Year]

Certification:			
CTS:		**Block:**	
Change:			
Task Book Impact:			

Certification:			
CTS:		**Block:**	
Change:			
Task Book Impact:			

Human Resource Management for Chief Fire Officers

Course Plan

Course Details

Certification: Chief Fire Officer

CTS Guide: Chief Fire Officer Certification Training Standard (DATE)

Description: This course provides students with a basic knowledge of the human resources requirements related to the roles and responsiblities of a Chief Fire Officer including developing plans for providing employee accommodation, developing hiring procedures, establishing personnel assignments, describing methods of facilitating and encouraging professional development, developing an ongoing education training program, developing promotion procedures, developing proposals for improving employee benefits, and developing a measurable accident and injury prevention program.

Designed For: The certified Company Officer advancing to the Chief Fire Officer classification

Prerequisites: Meet the educational requirements for Company Officer

Standard: Complete all activities and formative tests.

Complete all summative tests with a minimum score of 80%.

Hours: Lecture: 12:45

Activities: 9:45

Testing: 3:30

Hours (Total): 26:00

Maximum Class Size: 25

Instructor Level: Primary Instructor

Instructor/Student Ratio: 1:25

Restrictions: None

SFT Designation: CFSTES

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Required Resources

Instructor Resources

To teach this course, instructors need:

- *Manager's Guide to the California Firefighters Bill of Rights Act* (Martin J. Mayer and Kevin Johnson, 1st edition, Morris Publishing, ISBN: 9780981767222)
- *Pocket Guide to the Firefighters Procedural Bill of Rights Act* (J. Scott Tiedemann, 2nd edition, California Public Employee Relations Program, University of California, Berkeley, Institute of Industrial Relations, http://cper.berkeley.edu/pocketguide/guide15.html)
- *Chief Officer: Principles and Practice*
  (International Association of Fire Chiefs, 1st edition, Jones & Bartlett Learning, ISBN: 9780763779290)
- *Chief Officer: Principles and Practice Instructor's ToolKit* CD-ROM
  (International Association of Fire Chiefs, Cdr edition, Jones & Bartlett Learning, ISBN: 9780763798390)
- *Chief Officer: Principles and Practice Instructor's Test Bank* CD-ROM
  (International Association of Fire Chiefs, Cdr edition, Jones & Bartlett Learning, ISBN: 9780763798406)

Online Instructor Resources

The following instructor resources are available online at http://osfm.fire.ca.gov/training/instructorscorner.php:

- None

Student Resources

To participate in this course, students need:

- *Chief Officer: Principles and Practice*
  (International Association of Fire Chiefs, 1st edition, Jones & Bartlett Learning, ISBN: 9780763779290)

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Unit 1: Introduction

Topic 1-1: Orientation and Administration

Terminal Learning Objective

At the end of this topic, a student will be able to identify facility and classroom requirements and identify course objectives, events, requirements, assignments, activities, resources, evaluation methods, and participation requirements in the course syllabus.

Enabling Learning Objectives

1. Identify facility requirements
    - Restroom locations
    - Food locations
    - Smoking locations
    - Emergency procedures
2. Identify classroom requirements
    - Start and end times
    - Breaks
    - Electronic device policies
    - Special needs and accommodations
    - Other requirements as applicable
3. Review course syllabus
    - Course objectives
    - Calendar of events
    - Course requirements
    - Student evaluation process
    - Assignments
    - Activities
    - Required student resources
    - Class participation requirements

Discussion Questions

1. What is a formative test? What is a summative test?

Activities

1. Student introductions

Topic 1-2: Executive Chief Officer Certification Process

Terminal Learning Objective

At the end of this topic, a student will be able to identify different levels in the Executive Chief Officer certification track, the courses and requirements for Chief Fire Officer certification, and be able to describe the certification task book and testing process.

Enabling Learning Objectives

1. Identify the different levels of certification in the Executive Chief Officer certification track

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- Company Officer
- Chief Fire Officer
- Executive Chief Officer

2. Identify the courses required for Chief Fire Officer
   - Chief Fire Officer 3A: Human Resource Management for Chief Fire Officers
   - Chief Fire Officer 3B: Budget and Fiscal Responsibilities for Chief Fire Officers
   - Chief Fire Officer 3C: General Administration Functions for Chief Fire Officers
   - Chief Fire Officer 3D: Emergency Service Delivery Responsibilities for Chief Fire Officers
3. Identify any other requirements for Chief Fire Officer
4. Describe the certification task book process
   - Complete all prerequisites and course work
   - Submit application and fees to request certification task book
     - Must be employed by a California Fire Agency as a Chief Fire Officer
   - Complete all job performance requirements included in the task book
   - Must have identified evaluator verify individual task completion via signature
   - Must have Fire Chief or authorized representative verify task book completion via signature
5. Describe the certification testing process
   - Complete coursework
   - Schedule online certification test
   - Schedule skills evaluation test

Discussion Questions

1. How many levels are there in the Executive Chief Officer certification track? What are they?

Activities

1. To be determined by the instructor.

Topic 1-3: Definition of Chief Fire Officer

Terminal Learning Objective

At the end of this topic, a student will be able to identify the California-specific requirements for a Chief Fire Officer on a summative exam.

Enabling Learning Objectives

1. Identify the requirements for Chief Fire Officer certification in California
2. Describe the need for Wildland Fire Officer II certification as a co-requisite for Chief Fire Officer certification in California

Discussion Questions

1. What are the skills and abilities required of a Chief Fire Officer in California?

Activities

1. To be determined by the instructor.

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Instructor Notes

1. California Health and Safety Code 13157 gives the State Fire Marshal authority to determine certification requirements.

CTS Guide Reference: CTS 1-1

Topic 1-4: Definition of Duties for Fire Officer III

Terminal Learning Objective

At the end of this topic, a student given Sections 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, and 6.8 of NFPA 1021 (2014) will be able to identify the prerequisite qualifications, and the human resource management, community and government relations, administrative, inspection and investigation, emergency service delivery, health and safety, and emergency management duties of a Chief Fire Officer on a summative exam.

Enabling Learning Objectives

1. Identify the prerequisite qualifications of a Fire Officer III
   - Certification at Fire Officer Level II as defined in NFPA 1021
   - Certification at Fire Instructor Level II as defined in NFPA 1041
2. Identify the general prerequisite knowledge of a Fire Officer III
   - Current national and international trends and developments related to fire service organization, management, and administrative principles
   - Understanding of workers' compensation, civil service system, and role of courts (civil suits, criminal proceedings, appeals, review of administrative decisions)
   - Criminal liability for offenses such as manslaughter and negligent homicide
   - EEO laws and civil rights
   - Open records and open meetings laws
   - Conflicts of interests and ethics
3. Identify the general prerequisite skills of a Fire Officer III
   - Research
   - Use evaluative methods
   - Analyze data
   - Communicate orally and in writing
   - Motivate members
4. Identify the human resource management duties of a Fire Officer III
   - Establishing procedures for hiring, assigning, promoting, and encouraging professional development of members
5. Identify the community and government relations duties of a Fire Officer III
   - Developing programs that improve and expand service and build partnerships with the public
6. Identify the administrative duties of a Fire Officer III
   - Preparing a divisional or departmental budget
   - Developing a budget management system
   - Soliciting bids
   - Planning for resource allocation

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- Working with records management systems

7. Identify the inspection and investigation duties of a Fire Officer III
   - Evaluating inspection programs of the AHJ to determine effectiveness
   - Developing public safety plans
8. Identify the emergency service delivery duties of a Fire Officer III
   - Managing multi-agency planning, deployment, and operations
9. Identify the health and safety duties of a Fire Officer III
   - Developing, managing, and evaluating a departmental health and safety program
10. Identify the emergency management duties of a Fire Officer III
    - Developing policies, procedures, and programs for the role of the fire service in the community's emergency management plan
    - Identifying the roles of local, state/provincial, and national emergency management agencies

Discussion Questions

1. Do Chief Fire Officers interact as leaders, collaborators, or followers?
2. How does a Chief Fire Officer in a new position assess the needs of the organization and keeping pace with emerging trends?

Activities

1. To be determined by the instructor.

CTS Guide Reference: CTS 1-2

Topic 1-5: Definition of Duties for Wildland Fire Officer II

Terminal Learning Objective

At the end of this topic, a student, given Sections 8.1.1, 8.4.1 and 8.5.1 of NFPA 1051 (2012) will be able to identify the prerequisite knowledge and mobilization and suppression duties of a Wildland Fire Officer II.

Enabling Learning Objectives

1. Identify the requisite knowledge required of a Wildland Fire Officer II:
   - Authority and responsibility for implementing formal and informal agreements between jurisdictional agencies
   - Incident management system used by the jurisdiction
   - Wildland Fire Officer II's role within the incident management system
2. Identify the mobilization duties of a Wildland Fire Officer II
   - Supervising multiple resources so that they are deployed in accordance with the incident action plan and agency policies and procedures
3. Identify the suppression duties of a Wildland Fire Officer II
   - Commanding resources in the suppression of a wildland fire that exceeds the capability of the Wildland Fire Officer I

Discussion Questions

1. What are the typical duties of a Chief Fire Officer on a wildland incident?

Activities

1. To be determined by instructor.

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Instructor Notes

1. California Incident Command Certification System (CICCS)
2. *FIRESCOPE 420-1 Field Operations Guide* (FOG)

CTS Guide Reference: CTS 1-3

Unit 2: Managing Personnel

Topic 2-1: Developing Plans for Providing Employee Accommodation

Terminal Learning Objective

At the end of this topic, a student, given an employee need and applicable law and requirements, will be able to develop a plan for providing an employee accommodation, including adequate information to justify the requested change(s).

Enabling Learning Objectives

1. Determine agency's policies and procedures
   - Agency-specific
   - Departmental/internal
   - Collective bargaining agreements
2. Identify legal requirements for reasonable accommodations
3. Conduct research as needed to develop plans for providing employee accommodation and communicate results orally and in writing

Discussion Questions

1. What are some typical reasonable accommodation requests faced by Chief Fire Officers?
2. What different entities would you be required to interact with during the course of developing a plan for reasonable accommodation?

Activities

1. Given a scenario requiring reasonable accommodation, have students list considerations a Chief Fire Officer may be asked to provide on behalf of their agency.
2. Given a sample collective bargaining agreement, have students identify provisions for reasonable accommodation.

CTS Guide Reference: CTS 2-6

Topic 2-2: Developing Hiring Procedures

Terminal Learning Objective

At the end of this topic, a student, given policies of the AHJ and legal requirements, will be able to develop procedures for hiring members, ensuring a valid and reliable process.

Enabling Learning Objectives

1. Identify applicable regulations and standards; policies and procedures; and federal, state/provincial, and local laws
2. Describe hiring procedure components:
   - Job description/minimum qualifications
   - Recruitment

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- Background checks
- Psychological exams
- Medical exams
- Physical abilities testing
- Written test
- Oral interview
- Administrative interview

3. Evaluate hiring procedures to ensure validity:
   - Thorough job task analysis
   - Test only essential functions
   - Job-related
   - Consistent with business necessity
   - No disparate impact on a protected classification
4. Communicate hiring procedures to appointing authority orally and in writing

Discussion Questions

1. How would a Chief Fire Officer determine whether the developed hiring procedures have a disparate impact on any particular classification?
2. How might a department market itself in the community to attract potential candidates and achieve workforce parity?

Activities

1. Given a sample job description, have students develop a job announcement that is compliant with industry best practices.
2. Given a sample job description, have students develop questions for the oral interview process.

Instructor Notes

1. See NFPA 1582, Standard on Comprehensive Occupational Medical Program for Fire Departments (2013)
2. Title VII, Civil Rights Act of 1964 (http://www.eeoc.gov/laws/statutes/titlevii.cfm)

CTS Guide Reference: CTS 2-2

Topic 2-3: Establishing Personnel Assignments

Terminal Learning Objective

At the end of this topic, a student, given knowledge, training, and experience of the members available, will be able to establish personnel assignments, maximizing efficiency in accordance with policies and procedures.

Enabling Learning Objectives

1. Determine minimum staffing requirements of the AHJ
2. Identify available human resources
3. Identify factors to consider when assigning personnel:
   - Work environment
   - Duty assignments
   - Levels of staffing

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        - Emergency response
        - Administrative staff
        - Special projects
    - Professional development
    - Needs of the department
4. Determine how available human resources can best meet operational needs:
    - Qualifications/training
    - Experience
    - Specialized skills
5. Apply policies and procedures
    - To maximize efficiency
    - To ensure a fair and impartial process
6. Relate interpersonally, both orally and in writing, when assigning personnel

Discussion Questions

1. How does a Chief Fire Officer work to integrate civilian and sworn staff?
2. How does a Chief Fire Officer ensure a fair and equitable process when making personnel assignments?
3. What are the benefits and/or fallbacks to bidding versus rotation?

Activities

1. Given a list of organizational vacancies and a list of appropriate personnel and their qualifications, have students fill the vacancies.

CTS Guide Reference: CTS 2-1

Topic 2-4: Defining the Requirements of the California Firefighters Procedural Bill of Rights Act

Terminal Learning Objective

At the end of this topic, a student will be able to define the requirements of the California Firefighters Procedural Bill of Rights Act as they apply to the roles and responsibilities of the Chief Fire Officer.

Enabling Learning Objectives

1. Describe the disciplinary process as it relates to the California Firefighters Procedural Bill of Rights Act.
2. Describe the components of the notification and interrogation process required by the California Firefighters Procedural Bill of Rights Act.
3. Describe the protection of basic rights offered by the California Firefighters Procedural Bill of Rights Act.
4. Describe how the California Firefighters Procedural Bill of Rights Act reduces risk and civil and criminal liability

Discussion Questions

1. How has your agency implemented the requirements of the California Firefighters Procedural Bill of Rights Act?

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2. How does a Chief Fire Officer ensure their subordinates are complying with the California Firefighters Procedural Bill of Rights Act?
3. How does the California Firefighters Procedural Bill of Rights Act affect the Chief Fire Officer's supervisory duties?

Activities

1. Instructor shall determine an appropriate activity given the case studies in the Pocket Guide to the Firefighters Procedural Bill of Rights Act.

CTS Guide Reference: CTS 2-8

Unit 3: Professional Development

Topic 3-1: Describing Methods of Facilitating and Encouraging Professional Development

Terminal Learning Objective

At the end of this topic, a student, given a professional development model, will be able to describe methods of facilitating and encouraging members to participate in professional development to achieve their personal and professional goals.

Enabling Learning Objectives

1. Discuss interpersonal and motivational techniques
2. Apply a professional development model
3. Implement goal setting techniques
4. Evaluate personal and professional goals
5. Evaluate member potential
   - Performance reviews
   - Qualifications
   - Areas of skills or interests
6. Counsel members on professional development
   - Goals for individual development
   - Organizational needs and succession planning
   - Opportunities for continuing education/career growth
   - Involvement with professional and community organizations

Discussion Questions

1. How can you best align an employee's professional development with organizational needs?
2. Does your current performance evaluation process create pathways for encouraging professional development?

Activities

1. Given a description of an employee's qualifications and areas of skills or interest, have students conduct a mock professional development counseling session.

CTS Guide Reference: CTS 2-4

Topic 3-2: Developing an Ongoing Education Training Program

Terminal Learning Objective

At the end of this topic, a student, given organizational training requirements, will be able to develop an ongoing education training program, giving members of the organization appropriate training to meet the mission of the organization.

Enabling Learning Objectives

1. Identify agency mission and goals
2. Define needs assessment components
   - Evaluation of requirements
   - Outcome evaluation
   - Reoccurring proficiency training
   - One-time certification training
   - Mandated training
   - Skills assessment
3. Describe the training program development process
   - Identify the current training program elements
   - Perform an education training program needs assessment
   - Perform a gap analysis between current training program and needs assessment results
   - Identify resources required to close recognized gap
     - Human
     - Technological
     - Educational
   - Make recommendations for improvement
4. Communicate ongoing education training program results orally and in writing

Discussion Questions

1. What technology does your department have available to assist in creating an ongoing education training program?
2. What external entities could you collaborate with to enhance your education training program?

Activities

1. Perform an education training program needs assessment by developing a survey to distribute to members.

Instructor Notes

1. Consider reviewing the *Training Mandates Study for the California Fire Service* (www.cafsti.org/imageuploads/media-60.pdf)

CTS Guide Reference: CTS 2-7

Topic 3-3: Developing Promotion Procedures

Terminal Learning Objective

At the end of this topic, a student, given applicable policies and legal requirements, will be able to develop procedures and programs for promoting members, ensuring a valid, reliable, job-related, and nondiscriminatory process.

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Enabling Learning Objectives

1. Identify applicable regulations and standards; policies and procedures; and federal, state/provincial, and local laws
2. Describe promotion procedure components:
   - Job description/minimum qualifications
   - Written test
   - Performance assessment/practical exam
   - Oral interview
   - Administrative interview
3. Evaluate promotion procedures to ensure validity:
   - Thorough job task analysis
   - Test only essential functions
   - Job-related
   - Consistent with business necessity
   - No disparate impact on a protected classification
4. Coordinate with stakeholders:
   - Labor groups
   - Employee organizations
   - Hiring authority
5. Communicate promotion procedures orally and in writing
6. Encourage professional development and mentor members

Discussion Questions

1. How does a Chief Fire Officer encourage participation in the promotion process?
2. What methods might be used to ensure the validity and reliability of promotion procedures?
3. What are current industry best practices for promotion procedures?

Activities

1. Facilitate a mock focus group of stakeholders in order to blueprint promotion procedures.

Instructor Notes

1. Title VII, Civil Rights Act of 1964 (http://www.eeoc.gov/laws/statutes/titlevii.cfm)

CTS Guide Reference: CTS 2-3

Unit 4: Employee Benefits

Topic 4-1: Developing Proposals for Improving Employee Benefits

Terminal Learning Objective

At the end of this topic, a student, given a need in the organization, will be able to develop a proposal for improving an employee benefit, including adequate information to justify the requested benefit improvement.

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Enabling Learning Objectives

1. Describe the agency's benefit program
   - Types of benefits available (monetary and non-monetary)
2. Conduct research as needed to develop a benefit improvement proposal
   - Review/analyze current benefits
   - Gather information regarding proposed benefits
3. Communicate orally and in writing as needed to develop a benefit improvement proposal
   - Collaborate with Human Resources department and affected employee groups
   - Create new benefit proposal including justification and cost/benefit analysis

Discussion Questions

1. Discuss your agency's current benefit program.
2. Is your organization recruiting and retaining the desired employees? Why or why not?
3. Are you getting the desired job performance from your employees? Why or why not?

Activities

1. Create a mock presentation to stakeholders, proposing and justifying a benefit improvement.

CTS Guide Reference: CTS 2-5

Unit 5: Employee Safety

Topic 5-1: Developing a Measurable Accident and Injury Prevention Program

Terminal Learning Objective

At the end of this topic, a student, given relevant local and national data, will be able to develop a measurable accident and injury prevention program, evaluating results to determine program effectiveness.

Enabling Learning Objectives

1. Identify applicable policies, procedures, codes, standards, and laws
2. Use evaluative methods to determine accident and injury prevention program effectiveness
   - Analyze injuries/illnesses to look for patterns or trends
3. Analyze data and accepted safety practices
   - Compare agency data with local/national statistics
   - Establish acceptable thresholds
4. Communicate accident and injury prevention program orally and in writing
   - Identify gaps and provide recommendations for improvement

Discussion Questions

1. Describe your agency's accident and injury/illness prevention program.
2. How does one determine whether an accident and injury prevention program is effective and compliant with applicable law?
3. Do you think that incentive or punitive accident and injury prevention programs are more effective in improving program effectiveness? Why?

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Activities

1. Given an accident or injury/illness scenario, have students set an agenda for a mock peer review board.

Instructor Notes

1. Consider reviewing the *Training Mandates Study for the California Fire Service* (www.cafsti.org/imageuploads/media-60.pdf)

CTS Guide Reference: CTS 7-1

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Time Table

Segment	Lecture Time	Activity Time	Total Unit Time
Unit 1: Introduction			
Topic 1-1: Orientation and Administration			
Lecture	00:30		
Activity 1-1: See suggested activity		1:30	
Topic 1-2: Executive Chief Officer Certification Process			
Lecture	00:30		
Activity 1-2: To be determined by instructor		00:00	
Topic 1-3: Definition of Chief Fire Officer			
Lecture	00:30		
Activity 1-3: To be determined by instructor		00:00	
Topic 1-4: Definition of Duties for Fire Officer III			
Lecture	00:30		
Activity 1-4: To be determined by instructor		00:00	
Topic 1-5: Definition of Duties for Wildland Fire Officer II			
Lecture	00:30		
Activity 1-5: To be determined by instructor		00:00	
Unit 1 Totals	**2:30**	**1:30**	**4:00**
Unit 2: Managing Personnel			
Topic 2-1: Developing Plans for Improving Employee Accommodation			
Lecture	00:45		
Activity 2-1: See suggested activity		00:45	
Topic 2-2: Developing Hiring Procedures			
Lecture	1:30		
Activity 2-2: See suggested activity		1:00	
Topic 2-3: Establishing Personnel Assignments			
Lecture	1:00		
Activity 2-3: See suggested activity		00:30	
Topic 2-4: Defining the Requirements of the California Firefighters Procedural Bill of Rights Act			

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Segment	Lecture Time	Activity Time	Total Unit Time
Lecture	1:00		
Activity 2-4: See suggested activity		1:00	
Unit 2 Totals	**4:15**	**3:15**	**7:30**
Unit 3: Professional Development			
Topic 3-1: Describing Methods of Facilitating and Encouraging Professional Development			
Lecture	1:30		
Activity 3-1: See suggested activity		1:00	
Topic 3-2: Developing an Ongoing Education Training Program			
Lecture	1:00		
Activity 3-2: See suggested activity		1:30	
Topic 3-3: Developing Promotion Procedures			
Lecture	1:30		
Activity 3-3: See suggested activity		1:00	
Unit 3 Totals	**4:00**	**3:30**	**7:30**
Unit 4: Employee Benefits			
Topic 4-1: Developing Proposals for Improving Employee Benefits			
Lecture	00:30		
Activity 4-1: See suggested activity		00:30	
Unit 4 Totals	**00:30**	**00:30**	**1:00**
Unit 5: Employee Safety			
Topic 5-1: Developing a Measurable Accident and Injury Prevention Program			
Lecture	1:30		
Activity 5-1: See suggested activity		1:00	
Unit 5 Totals	**1:30**	**1:00**	**2:30**
Lecture, Activity, and Unit Totals:	**12:45**	**9:45**	**22:30**

Course Totals

Total Lecture Time (LT)	12:45
Total Activity Time (AT)	9:45
Total Testing Time (TT)	3:30
Total Course Time	**26:00**

DRAFT

Budget and Fiscal Responsibilities for Chief Fire Officers

Course Plan

Course Details

Certification: Chief Fire Officer

CTS Guide: Chief Fire Officer Certification Training Standard (DATE)

Description: This course provides students with a basic knowledge of the budgeting requirements related to the roles and responsiblities of a Chief Fire Officer including developing a budget management system, developing a division or departmental budget, and describing the process for ensuring competitive bidding.

Designed For: The certified Company Officer advancing to the Chief Fire Officer classification

Prerequisites: Meet the educational requirements for Company Officer

Standard: Complete all activities and formative tests.

Complete all summative tests with a minimum score of 80%.

Hours: Lecture: 7:30

Activities: 8:30

Testing: 2:00

Hours (Total): 18:00

Maximum Class Size: 25

Instructor Level: Primary Instructor

Instructor/Student Ratio: 1:25

Restrictions: None

SFT Designation: CFSTES

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Required Resources

Instructor Resources

To teach this course, instructors need:

- *Little Budget Book: A Portable Budgeting Guide for Local Government* (Len Wood, 2nd Ring edition, Training Shoppe, ISBN: 9780963437457)
- *Chief Officer: Principles and Practice* (International Association of Fire Chiefs, 1st edition, Jones & Bartlett Learning, ISBN: 9780763779290)
- *Chief Officer: Principles and Practice Instructor's ToolKit* CD-ROM (International Association of Fire Chiefs, Cdr edition, Jones & Bartlett Learning, ISBN: 9780763798390)
- *Chief Officer: Principles and Practice Instructor's Test Bank* CD-ROM (International Association of Fire Chiefs, Cdr edition, Jones & Bartlett Learning, ISBN: 9780763798406)

Online Instructor Resources

The following instructor resources are available online at http://osfm.fire.ca.gov/training/instructorscorner.php:

- None

Student Resources

To participate in this course, students need:

- *Little Budget Book: A Portable Budgeting Guide for Local Government* (Len Wood, 2nd Ring edition, Training Shoppe, ISBN: 9780963437457)
- *Chief Officer: Principles and Practice* (International Association of Fire Chiefs, 1st edition, Jones & Bartlett Learning, ISBN: 9780763779290)

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Unit 1: Introduction

Topic 1-1: Orientation and Administration

Terminal Learning Objective

At the end of this topic, a student will be able to identify facility and classroom requirements and identify course objectives, events, requirements, assignments, activities, resources, evaluation methods, and participation requirements in the course syllabus.

Enabling Learning Objectives

1. Identify facility requirements
    - Restroom locations
    - Food locations
    - Smoking locations
    - Emergency procedures
2. Identify classroom requirements
    - Start and end times
    - Breaks
    - Electronic device policies
    - Special needs and accommodations
    - Other requirements as applicable
3. Review course syllabus
    - Course objectives
    - Calendar of events
    - Course requirements
    - Student evaluation process
    - Assignments
    - Activities
    - Required student resources
    - Class participation requirements

Discussion Questions

1. What is a formative test? What is a summative test?

Activities

1. Student introductions

Topic 1-2: Executive Chief Officer Certification Process

Terminal Learning Objective

At the end of this topic, a student will be able to identify different levels in the Executive Chief Officer certification track, the courses and requirements for Chief Fire Officer certification, and be able to describe the certification task book and testing process.

Enabling Learning Objectives

1. Identify the different levels of certification in the Executive Chief Officer certification track

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- Company Officer
- Chief Fire Officer
- Executive Chief Officer

2. Identify the courses required for Chief Fire Officer
   - Chief Fire Officer 3A: Human Resources Management for Chief Fire Officers
   - Chief Fire Officer 3B: Budget and Fiscal Responsibilities for Chief Fire Officers
   - Chief Fire Officer 3C: General Administration Functions for Chief Fire Officers
   - Chief Fire Officer 3D: Emergency Service Delivery Responsibilities for Chief Fire Officers
3. Identify any other requirements for Chief Fire Officer
4. Describe the certification task book process
   - Complete all prerequisites and course work
   - Submit application and fees to request certification task book
     - Must be employed by a California Fire Agency as a Chief Fire Officer
   - Complete all job performance requirements included in the task book
   - Must have identified evaluator verify individual task completion via signature
   - Must have Fire Chief or authorized representative verify task book completion via signature
5. Describe the certification testing process
   - Complete coursework
   - Schedule online certification test
   - Schedule skills evaluation test

Discussion Questions

1. How many levels are there in the Executive Chief Officer certification track? What are they?

Activities

1. To be determined by the instructor.

Unit 2: Budget Management

Topic 2-1: Developing a Budget Management System

Terminal Learning Objective

At the end of this topic, a student, given fiscal and financial policies, will be able to develop a budget management system to keep the division or department within the budgetary authority.

Enabling Learning Objectives

1. Identify types of budgeting systems, including:
   - Planning programming budgeting system (PPBS)
   - Line item budgets
   - Zero-based budgeting (ZBB)
   - Program budgeting

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- Performance budgeting
- Matrix budgets

2. Describe methods to track relevant financial data, including:
   - Revenue to date
   - Anticipated revenue
   - Expenditures to date
   - Encumbered amounts
   - Anticipated expenditures
3. Interpret financial data from budget management system
4. Verify expenditures remain within budgetary authority
5. Communicate budget management system orally and in writing

Discussion Questions

1. What percentage of the general fund is allocated to public safety in your jurisdiction?
2. What are the other sources of revenue for your agency's budget beyond the general fund?
3. What types of budgeting systems are utilized in your agency?

Activities

1. To be determined by instructor.

Instructor Notes

1. Require students to provide an example of their own divisional or departmental budget for purposes of class discussion.

CTS Guide Reference: CTS 4-2

Topic 2-2: Developing a Divisional or Departmental Budget

Terminal Learning Objective

At the end of this topic, a student, given schedules and guidelines concerning budget preparation, will be able to develop a divisional or departmental budget, determining and justifying capital, operating, and personnel costs.

Enabling Learning Objectives

1. Identify the operation and maintenance costs associated with existing and new:
   - programs
   - facilities
   - equipment
   - fleet
2. Determine personnel costs
   - Salary
   - Benefits
   - Staffing levels
   - Training costs
   - Furniture, fixture, and equipment costs for new positions
3. Define capital expenses
   - Amortized costs of equipment/apparatus replacement value

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- Capital improvement projects

4. Justify capital, operating, and personnel costs
   - Identify applicable policies, procedures, rules, and/or regulations requiring the expense
   - Demonstrate impact of expenditure on the ability to sustain or enhance service levels
5. Interpret approved budget management system
6. Allocate finances per approved divisional or departmental budget
7. Relate interpersonally, both orally and in writing, as needed to develop a budget
   - Identify budget stakeholders
   - Complete required documentation (ie budget change proposal, budget enhancement)
   - Abide by budget cycle calendars and deadlines
   - Attend meetings with legislative and regulatory authorities

Discussion Questions

1. What is the relationship between your budget and the determination of service levels?
2. How do operating expenses differ from capital expenses?
3. What role might the cyclical nature of the economy play in developing an agency's budget?

Activities

1. Given a budget, make a mock presentation to a governing body proposing and justifying a change in expenditures.

Instructor Notes

1. Identifying required supplies and equipment is covered at the project and divisional level under the Company Officer certification. This standard expands upon that instruction.
2. Require students to provide an example of their own divisional or departmental budget for purposes of class discussion.

CTS Guide Reference: CTS 4-1

Unit 3: Competitive Bidding

Topic 3-1: Describing the Process for Ensuring Competitive Bidding

Terminal Learning Objective

At the end of this topic, a student, given established specifications, and the agency's policies and procedures, will be able to describe the agency's process for ensuring competitive bidding, including developing requests for proposal (RFPs) and soliciting and awarding bids.

Enabling Learning Objectives

1. Describe purchasing laws, policies, and procedures
2. Identify evaluative methods for ensuring competitive bidding
   - Minority, Woman, or Disabled Veteran Business Enterprise (MWDVBE) requirements
   - Local/regional vendors
   - Vendor capacity to fulfill the required task

- Responsive vs nonresponsive bids
- Prequalification documentation
- Quality of product/service vs lowest bid

3. Communicate the competitive bidding process orally and in writing
   - Developing requests for proposal (RFPs)
   - Soliciting vendors
   - Awarding bids

Discussion Questions

1. What evaluative methods are utilized within your agency to ensure competitive bidding?
2. What are the components of an RFP for a given product or service?
3. Does your agency have a minimum number of required bidders?

Activities

1. Given established specifications for a product, agency policies and procedures for purchasing, and three (3) bids, have students use evaluative methods to award a purchase contract.

Instructor Notes

1. Consider the discussion of sole source vendors.

CTS Guide Reference: CTS 4-3

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Time Table

Segment	Lecture Time	Activity Time	Total Unit Time
Unit 1: Introduction			
Topic 1-1: Orientation and Administration			
Lecture	00:30		
Activity 1-1: See suggested activity		1:30	
Topic 1-2: Executive Chief Officer Certification Process			
Lecture	00:30		
Activity 1-2: To be determined by instructor		00:00	
Unit 1 Totals	**1:00**	**1:30**	**2:30**
Unit 2: Budgets			
Topic 2-1: Developing a Budget Management System			
Lecture	1:30		
Activity 2-1: To be determined by instructor		1:00	
Topic 2-2: Developing a Divisional or Departmental Budget			
Lecture	4:00		
Activity 2-2: To be determined by instructor		4:00	
Unit 2 Totals	**5:30**	**5:00**	**10:30**
Unit 3: Competitive Bidding			
Topic 3-1: Describing the Process for Ensuring Competitive Bidding			
Lecture	1:00		
Activity 3-1: See suggested activity		2:00	
Unit 3 Totals	**1:00**	**2:00**	**3:00**
Lecture, Activity, and Unit Totals:	**7:30**	**8:30**	**12:00**

Course Totals

Total Lecture Time (LT)	7:30
Total Activity Time (AT)	8:30
Total Testing Time (TT)	2:00
Total Course Time	**18:00**

DRAFT

General Administration Functions for Chief Fire Officers

Course Plan

Course Details

Certification: Chief Fire Officer

CTS Guide: Chief Fire Officer Certification Training Standard (DATE)

Description: This course provides students with a basic knowledge of the administration requirements related to the roles and responsiblities of a Chief Fire Officer including directing a department record management system, analyzing and interpreting records and data, developing a model plan for continuous organizational improvement, developing a plan to facilitate approval, preparing community awareness programs, and evaluating the inspection program of the AHJ.

Designed For: The certified Company Officer advancing to the Chief Fire Officer classification

Prerequisites: Meet the educational requirements for Company Officer

Standard: Complete all activities and formative tests.

Complete all summative tests with a minimum score of 80%.

Hours: Lecture: 11:00

Activities: 10:00

Testing: 3:00

Hours (Total): 24:00

Maximum Class Size: 25

Instructor Level: Primary Instructor

Instructor/Student Ratio: 1:25

Restrictions: None

SFT Designation: CFSTES

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Required Resources

Instructor Resources

- *Chief Officer: Principles and Practice*
  (International Association of Fire Chiefs, 1st edition, Jones & Bartlett Learning, ISBN: 9780763779290)
- *Chief Officer: Principles and Practice Instructor's ToolKit* CD-ROM
  (International Association of Fire Chiefs, Cdr edition, Jones & Bartlett Learning, ISBN: 9780763798390)
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Online Instructor Resources

The following instructor resources are available online at http://osfm.fire.ca.gov/training/instructorscorner.php:

- None

Student Resources

To participate in this course, students need:

- *Chief Officer: Principles and Practice*
  (International Association of Fire Chiefs, 1st edition, ISBN: 9780763779290)

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Unit 1: Introduction

Topic 1-1: Orientation and Administration

Terminal Learning Objective

At the end of this topic, a student will be able to identify facility and classroom requirements and identify course objectives, events, requirements, assignments, activities, resources, evaluation methods, and participation requirements in the course syllabus.

Enabling Learning Objectives

1. Identify facility requirements
    - Restroom locations
    - Food locations
    - Smoking locations
    - Emergency procedures
2. Identify classroom requirements
    - Start and end times
    - Breaks
    - Electronic device policies
    - Special needs and accommodations
    - Other requirements as applicable
3. Review course syllabus
    - Course objectives
    - Calendar of events
    - Course requirements
    - Student evaluation process
    - Assignments
    - Activities
    - Required student resources
    - Class participation requirements

Discussion Questions

1. What is a formative test? What is a summative test?

Activities

1. Student introductions

Topic 1-2: Executive Chief Officer Certification Process

Terminal Learning Objective

At the end of this topic, a student will be able to identify different levels in the Executive Chief Officer certification track, the courses and requirements for Chief Fire Officer certification, and be able to describe the certification task book and testing process.

Enabling Learning Objectives

1. Identify the different levels of certification in the Executive Chief Officer certification track

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- Company Officer
- Chief Fire Officer
- Executive Chief Officer

2. Identify the courses required for Chief Fire Officer
   - Chief Fire Officer 3A: Human Resources Management for Chief Fire Officers
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   - Complete all job performance requirements included in the task book
   - Must have identified evaluator verify individual task completion via signature
   - Must have Fire Chief or authorized representative verify task book completion via signature
5. Describe the certification testing process
   - Complete coursework
   - Schedule online certification test
   - Schedule skills evaluation test

Discussion Questions

1. How many levels are there in the Executive Chief Officer certification track? What are they?

Activities

1. To be determined by the instructor.

Unit 2: Records and Data

Topic 2-1: Directing a Department Record Management System

Terminal Learning Objective

At the end of this topic, a student, given policies and procedures, will be able to direct the development, maintenance, and evaluation of a department record management system, ensuring the achievement of completeness and accuracy.

Enabling Learning Objectives

1. Determine agency needs for development of record management system:
   - Legal
   - Financial
   - Personnel
   - Administrative

- Emergency and non-emergency activities

2. Development of record management system should address:
   - Compliance with legal requirements and best practices
   - Provision of data to assist with well-informed decision-making
   - Justification for resource allocation to fulfill the agency's fiduciary responsibility
3. Identify the principles involved in the acquisition, implementation and retrieval of information by data processing as it applies to the record and budgetary processes
   - Development of policy to ensure proper documentation and production of meaningful reports
   - Complete and accurate data entry
   - User-friendly hardware and software
   - Frequent user training to ensure compliance with procedural guidelines
4. Describe the capabilities and limitations of information management systems
   - User entry determines accuracy of data
   - Computer system operation
   - Data retrieval
5. Organize data and use evaluative methods to ensure the completeness and accuracy of a department record management system
   - Routine inspection of system to verify and validate data
6. Communicate orally and in writing as needed to direct a department record management system

Discussion Questions

1. How do you utilize your agency's record management system to produce meaningful reports?
2. How does your record management system provide the data to improve customer service?
3. What improvements could you make to your record management system?
4. How do you identify gaps in the interoperability of your record management system?

Activities

1. Have students identify which stakeholders might be involved in developing a record management system.
2. Assemble a mock stakeholders' group, and have students develop a list of elements necessary for a complete and accurate record management system.

CTS Guide Reference: CTS 4-4

Topic 2-2: Analyzing and Interpreting Records and Data

Terminal Learning Objective

At the end of this topic, a student, given a fire department records system, will be able to analyze and interpret records and data to determine validity and recommend improvements.

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Enabling Learning Objectives

1. Describe the principles involved in the acquisition, implementation, and retrieval of information and data (see Instructor Notes)
2. Describe the processes required for the analysis and interpretation of records and data
   - Acquisition
   - Implementation
   - Retrieval
3. Organize and analyze data. Use evaluative methods to determine validity:
   - Gather quality information
   - Put the information in a usable format
   - Complete an evaluation
   - Identify what is working well and what needs to be improved, deleted, or added (consider pitfalls of misinterpreted statistics)
   - Explore alternatives
4. Communicate recommended improvements orally and in writing
   - Implement the best alternative given current and future circumstances

Discussion Questions

1. What are some possible repercussions of misinterpreted data?
2. How can data justify a proposal or build a framework for a message? Consider both the advantages and disadvantages of applying interpreted data.
3. Given that reports are value-neutral, where is the balance between the sensitivity and transparency of data interpretation?

Activities

1. Divide class into groups, and have each group analyze and interpret a given set of data to defend and justify opposing viewpoints.

Instructor Notes

1. Enabling Learning Objective #1, above, was covered in Topic 2-1 Directing a Department Record Management System. Instructor can choose to build upon this enabling learning objective or remove from this topic.

CTS Guide Reference: CTS 4-5

Unit 3: Standards of Cover

Topic 3-1: Developing a Model Plan for Continuous Organizational Improvement

Terminal Learning Objective

At the end of this topic, a student, given resources for an area to be protected, will be able to develop a model plan for continuous organizational improvement, maximizing resource utilization.

Enabling Learning Objectives

1. Identify applicable policies and procedures; and local, state/provincial, and federal regulations
   - NFPA 1710 or 1720

- Locally established performance standards

2. Identify physical and geographic characteristics and hazards
   - Community risk matrix (hazard inventory)
   - Service/response zones
     - Urban
     - Suburban
     - Rural
     - Wilderness/hard-to-serve
3. Analyze demographics
4. Review community plans
   - Local hazard mitigation plan, if applicable
   - General Plan
5. Identify response time benchmarks
6. Determine staffing requirements
   - Critical task analysis
   - Resources
     - Distribution
     - Concentration
     - Reliability
7. Review contractual agreements
   - Auto aid
   - Mutual aid
   - Special agreements
8. Evaluate recognized best practice assessment programs
   - Commission on Fire Accreditation International (CFAI) Self-Assessment Model
   - Insurance Service Organization (ISO) Fire Suppression Rating Schedule
9. Research potential improvements, organize and analyze data, and communicate findings orally and in writing
10. Use evaluative methods to determine effectiveness of model plan

Discussion Questions

1. What is your community's performance standard for emergency service delivery?
2. How does one determine whether an agency's response capabilities are appropriate?
3. How would you improve emergency service delivery incrementally?
4. How do the CFAI Self-Assessment Model and the ISO Fire Suppression Rating Schedule affect your agency's model plan?

Activities

1. Given a Standards of Cover study, develop a five (5) minute presentation articulating the effectiveness of emergency service delivery.

Instructor Notes

1. An internet search for "Standards of Cover" should yield an assortment of studies to use for the recommended activity.

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CTS Guide Reference: CTS 4-6

Unit 4: Community Risk Reduction

Topic 4-1: Developing a Plan to Facilitate Approval

Terminal Learning Objective

At the end of this topic, a student, given an identified fire safety problem, will be able to develop a plan to facilitate approval for a new program, piece of legislation, form of public education, or fire safety code.

Enabling Learning Objectives

1. Identify applicable policies, procedures, codes, ordinances, and standards
2. Describe development process for applicable codes, ordinances, and standards
3. Discuss various consensus-building techniques
   - Enabling community involvement and outreach
   - Obtaining stakeholder input
   - Facilitating discussion to obtain support
4. Use evaluative methods to determine effectiveness of approval facilitation plan
   - Stakeholder survey
   - Improvement of relationships
   - Achievement of desired outcome
5. Communicate plan for approval facilitation orally and in writing
   - Marketing
   - Consensus building
   - Message mapping

Discussion Questions

1. Which is more important - outcome or process? Why?
2. How do you address the concerns of dissatisfied stakeholders when developing your plan to facilitate approval?

Activities

1. Given an identified fire safety problem and a proposed plan to address it, have students use consensus-building techniques to gain plan approval.

CTS Guide Reference: CTS 5-2

Topic 4-2: Preparing Community Awareness Programs

Terminal Learning Objective

At the end of this topic, a student, given risk assessment data, will be able to develop a community risk reduction program to meet desired program outcomes.

Enabling Learning Objectives

1. Identify community demographics
2. Determine community needs

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- Assess risks for targeted demographic
- Community priorities
- Identified issues

3. Determine resource availability
   - Personnel
   - Funding
   - Existing programs/materials
4. Describe customer service principles
   - Timeliness
   - Quality
   - Customer satisfaction
5. Discuss program development
6. Relate interpersonally, both orally and in writing, when preparing community awareness programs

Discussion Questions

1. How do you receive customer feedback after implementing a community awareness program?
2. What are some nontraditional services that could be addressed by your agency?

Activities

1. Have students prepare a ten (10) minute presentation geared towards a mock community stakeholder panel in order to generate support for a given community awareness program.

Instructor Notes

1. Consider using responses from Discussion Question #2 as a starting point for the suggested activity.

CTS Guide Reference: CTS 3-1

Topic 4-3: Evaluating the Inspection Program of the AHJ

Terminal Learning Objective

At the end of this topic, a student, given current program goals, objectives, performance data, and resources, will be able to evaluate the inspection program of the AHJ, assessing results to determine effectiveness.

Enabling Learning Objectives

1. Identify applicable policies, procedures, codes, standards, and laws
2. Describe accepted inspection practices
   - Meet mandated/advisory requirements
   - Provide public education/information
3. Use evaluative methods to analyze data
   - Track average inspection time
   - Quantify number of initial inspections & reinspections
   - Consider resources allocated for inspection program
   - Evaluate complexity of occupancies

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- Measure effectiveness of inspection program

4. Communicate program evaluation findings orally and in writing

Discussion Questions

1. Is your inspection program enforcement-driven or education-driven? Which do you think is more effective and why?
2. How does your agency determine inspection program effectiveness?
3. How do you address dissatisfied customers?

Activities

1. To be determined by the instructor.

CTS Guide Reference: CTS 5-1

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Time Table

Segment	Lecture Time	Activity Time	Total Unit Time
Unit 1: Introduction			
Topic 1-1: Orientation and Administration			
Lecture	00:30		
Activity 1-1: See suggested activity		1:30	
Topic 1-2: Executive Chief Officer Certification Process			
Lecture	00:30		
Activity 1-2: To be determined by instructor		00:00	
Unit 1 Totals	**1:00**	**1:30**	**2:30**
Unit 2: Records and Data			
Topic 2-1: Directing a Department Record Management System			
Lecture	1:30		
Activity 2-1: To be determined by instructor		1:00	
Topic 2-2: Analyzing and Interpreting Records and Data			
Lecture	1:30		
Activity 2-2: See suggested activity		1:00	
Unit 2 Totals	**3:00**	**2:00**	**5:00**
Unit 3: Standards of Cover			
Topic 3-1: Developing a Model Plan for Continuous Organizational Improvement			
Lecture	3:00		
Activity 3-1: See suggested activity		1:30	
Unit 3 Totals	**3:00**	**1:30**	**4:30**
Unit 4: Community Risk Reduction			
Topic 4-1: Developing a Plan to Facilitate Approval			
Lecture	1:00		
Activity 4-1: See suggested activity		1:00	
Topic 4-2: Preparing Community Awareness Programs			
Lecture	1:30		
Activity 4-2: See suggested activity		2:00	

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Segment	Lecture Time	Activity Time	Total Unit Time
Topic 4-3: Evaluating the Inspection Program of the AHJ			
Lecture	1:30		
Activity 4-3: To be determined by instructor		2:00	
Unit 4 Totals	**4:00**	**5:00**	**9:00**
Lecture, Activity, and Unit Totals:	**11:00**	**10:00**	**21:00**

Course Totals

Total Lecture Time (LT)	11:00
Total Activity Time (AT)	10:00
Total Testing Time (TT)	3:00
Total Course Time	**24:00**

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Emergency Service Delivery Responsibilities for Chief Fire Officers

Course Plan

Course Details

Certification: Chief Fire Officer

CTS Guide: Chief Fire Officer Certification Training Standard (DATE)

Description: This course provides students with a basic knowledge of the emergency service requirements related to the roles and responsiblities of a Chief Fire Officer including developing a plan for the integration of fire services resources, developing an agency resource contingency plan, evaluating incident facilities, supervising multiple resources, developing and utilizing an incident action plan, obtaining incident information to facilitate transfer of command, developing and conducting a post-incident analysis, and maintaining incident records.

Designed For: The certified Company Officer advancing to the Chief Fire Officer classification

Prerequisites: Meet the educational requirements for Company Officer

Standard: Complete all activities and formative tests.

Complete all summative tests with a minimum score of 80%.

Hours: Lecture: 10:30

Activities: 9:30

Testing: 4:00

Hours (Total): 24:00

Maximum Class Size: 25

Instructor Level: Primary Instructor

Instructor/Student Ratio: 1:25

Restrictions: None

SFT Designation: CFSTES

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Required Resources

Instructor Resources

To teach this course, instructors need:

- Incident Response Pocket Guide,
  (2010 edition, ISBN: NFES 001077)
- FIRESCOPE Field Operations Guide, ICS 420-1, Incident Command System Publication
  (December 2012 edition, www.firescope.org)
- NFPA 1051 Standard for Wildland Fire Fighter Professional Qualifications
  (NFPA, 2012 edition, ISBN: 9781455903047)
- NFPA 1021 Standard for Fire Officer Professional Qualifications
  (NFPA, 2009 edition, ISBN: 9781616653330)
- www.FEMA.gov
- National Incident Management System
  (http://fema.gov/pdf/emergency/nims/NIMS_core.pdf)
- FIRESCOPE ICS Forms
  (www.firescope.org)
- *Chief Officer: Principles and Practice*
  (International Association of Fire Chiefs, 1st edition, Jones & Bartlett Learning,
  ISBN: 9780763779290)
- *Chief Officer: Principles and Practice Instructor's ToolKit* CD-ROM
  (International Association of Fire Chiefs, Cdr edition, Jones & Bartlett Learning,
  ISBN: 9780763798390)
- *Chief Officer: Principles and Practice Instructor's Test Bank* CD-ROM
  (International Association of Fire Chiefs, Cdr edition, Jones & Bartlett Learning,
  ISBN: 9780763798406)

Online Instructor Resources

The following instructor resources are available online at
http://osfm.fire.ca.gov/training/instructorscorner.php:

- None

Student Resources

To participate in this course, students need:

- *Chief Officer: Principles and Practice*
  (International Association of Fire Chiefs, 1st edition, ISBN: 9780763779290)

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Unit 1: Introduction

Topic 1-1: Orientation and Administration

Terminal Learning Objective

At the end of this topic, a student will be able to identify facility and classroom requirements and identify course objectives, events, requirements, assignments, activities, resources, evaluation methods, and participation requirements in the course syllabus.

Enabling Learning Objectives

1. Identify facility requirements
    - Restroom locations
    - Food locations
    - Smoking locations
    - Emergency procedures
2. Identify classroom requirements
    - Start and end times
    - Breaks
    - Electronic device policies
    - Special needs and accommodations
    - Other requirements as applicable
3. Review course syllabus
    - Course objectives
    - Calendar of events
    - Course requirements
    - Student evaluation process
    - Assignments
    - Activities
    - Required student resources
    - Class participation requirements

Discussion Questions

1. What is a formative test? What is a summative test?

Activities

1. To be determined by the instructor.

Topic 1-2: Executive Chief Officer Certification Process

Terminal Learning Objective

At the end of this topic, a student will be able to identify different levels in the Executive Chief Officer certification track, the courses and requirements for Chief Fire Officer certification, and be able to describe the certification task book and testing process.

Enabling Learning Objectives

1. Identify the different levels of certification in the Executive Chief Officer certification track

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- Company Officer
- Chief Fire Officer
- Executive Chief Officer

2. Identify the courses required for Chief Fire Officer
   - Chief Fire Officer 3A: Human Resources Management for Chief Fire Officers
   - Chief Fire Officer 3B: Budget and Fiscal Responsibilities for Chief Fire Officers
   - Chief Fire Officer 3C: General Administration Functions for Chief Fire Officers
   - Chief Fire Officer 3D: Emergency Service Delivery Responsibilities for Chief Fire Officers
3. Identify any other requirements for Chief Fire Officer
4. Describe the certification task book process
   - Complete all prerequisites and course work
   - Submit application and fees to request certification task book
     - Must be employed by a California Fire Agency as a Chief Fire Officer
   - Complete all job performance requirements included in the task book
   - Must have identified evaluator verify individual task completion via signature
   - Must have Fire Chief or authorized representative verify task book completion via signature
5. Describe the certification testing process
   - Complete coursework
   - Schedule online certification test
   - Schedule skills evaluation test

Discussion Questions

1. How many levels are there in the Executive Chief Officer certification track? What are they?

Activities

1. To be determined by the instructor.

Unit 2: Emergency Service Resources

Topic 2-1: Developing a Plan for the Integration of Fire Services Resources

Terminal Learning Objective

At the end of this topic, a student, given the requirements of the community and resources available in the fire department, will be able to develop a plan for integrating fire services resources in the community's emergency management plan, ensuring that the role of the fire service complies with local, state/provincial, and national requirements.

Enabling Learning Objectives

1. Define the role of the fire service within the integrated emergency management system
   - Mitigation
   - Preparedness
   - Response

- Recovery

2. Assess preparedness and emergency management planning activities
   - Plan
   - Organize
   - Staff
   - Direct
   - Control
   - Evaluate
3. Describe the roles and responsibilities of the emergency operations centers (EOCs)
   - Coordination and processing of intelligence between emergency operations center and incident command post (ICP)
   - Mutual aid, interagency coordination, and cooperative agreements
   - Emergency Support Functions (ESFs)
4. Describe the roles of local, state/provincial, and national emergency management agencies
   - Local emergency management agency
   - Operational Area Coordinator
   - State Office of Emergency Services (OES)
   - Federal Emergency Management Agency (FEMA)
5. Organize an integrated emergency management plan
   - Local, state, and federal emergency operations plan (EOP)
6. Communicate an integrated emergency management plan orally and in writing
7. Demonstrate familiarity with emergency management inter-agency planning and coordination process
   - Systems and processes for ordering, tracking, and utilizing resources
   - Local, regional, state, and federal operational areas

Discussion Questions

1. How would your agency obtain a resource that is not part of the mutual aid system?
2. What are the respective roles of the EOC and the incident command post and from where do they obtain their authority?
3. What thresholds must be reached in order to trigger the opening of an EOC in your community?

Activities

1. Given a non-fire incident scenario, have students develop a plan for integrating fire service resources to support the incident.

CTS Guide Reference: CTS 8-1

Topic 2-2: Developing an Agency Resource Contingency Plan

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Terminal Learning Objective

At the end of this course, a student, given an unmet need for resources that exceed what is available in the organization, and local, state, and federal cooperative agreements, will be able to develop a plan for the agency to ensure the mission of the organization is performed in times of extraordinary need.

Enabling Learning Objectives

1. Describe the needs assessment and planning process
   - Identify local hazards and events that may require outside resources
   - NIMS planning process
2. Conduct a resource needs assessment
   - Situation status
   - Tactical assignments
   - Resource needs
3. Evaluate availability and capability of external resources
   - Create NIMS-compliant emergency resource directory
   - Resource status
4. Develop a plan to acquire and utilize external resources
   - FIRESCOPE (ICS 900)
     - California Master Mutual Aid Agreement (MMA)
     - Cooperative Fire Protection Agreement (CFPA)
     - California Fire Assistance Agreement (CFAA)
     - Assistance by Hire (ABH)
     - Fire Management Assistance Grant (FMAG)

Discussion Questions

1. What type and kind of resources do your mutual aid agreements provide?
2. How do you access reimbursement funds for mutual aid?

Activities

1. Using a emergency incident that exceeds their local capabilities as an example, have students break into groups and develop a resouce contingency plan for their agency.

CTS Guide Reference: CTS 6-7

Unit 3: Emergency Service Response

Topic 3-1: Evaluating Incident Facilities

Terminal Learning Objective

At the end of this topic, a student, given AHJ policies and procedures, will be able to evaluate the need for and location of incident facilities, so that the location is correctly sited, clearly identified, and communicated to personnel.

Enabling Learning Objectives

1. Identify the factors affecting the need for appropriate incident facilities
   - Environmental
   - Access

- Logistical requirements

2. Evaluate and establish incident facilities
   - Incident complexity, size, and potential
   - Ability to expand
   - Pre-identified locations with agreements
   - Mobile vs fixed locations

Discussion Questions

1. What are the pre-identified incident facility locations in your jurisdiction?
2. What are some collateral issues you might expect to encounter when establishing incident facilities?

Activities

1. Given an example of an expanding incident, evaluate the need for and location of appropriate incident facilities.

CTS Guide Reference: CTS 6-4

Topic 3-2: Supervising Multiple Resources

Terminal Learning Objective

At the end of this topic, a student, given an assignment and resources, will be able to supervise multiple resources and deploy them in accordance with the incident action plan and agency policies and procedures.

Enabling Learning Objectives

1. Describe agency policies and procedures covering the movement of multiple resources
   - California Master Mutual Aid Agreement (MMA)
   - California Mobilization Guide
2. Assess the readiness of assigned resources prior to deployment
   - Availability and capability of resources
   - Configuring resources for tactical assignments
     - Single resource
     - Task force
     - Strike team
     - Branch/division/group
   - Briefings:
     - Operational
     - Assignment
     - Tailgate safety
     - Rendezvous

Discussion Questions

1. How would you address an assigned resource that did not meet minimum standards for deployment and utilization?
2. How do you ensure the safety and proper briefing for initial attack resources?

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Activities

1. Given a sample incident assignment, have students demonstrate the process of negotiating proper refusal of risk from both the supervisor and subordinate perspectives.

Instructor Notes

1. California Mobilization Guide, http://gacc.nifc.gov/oncc/mob_guide/index.html

CTS Guide Reference: CTS 6-2

Topic 3-3: Developing and Utilizing an Incident Action Plan

Terminal Learning Objective

At the end of this topic, a student, given an emergency incident requiring multiple agency operations, will be able to prepare, review, validate, modify, and document an incident action plan for each operational period, determining, assigning, and placing the required resources to mitigate the incident, and applying strategies and tactics according to agency policies and procedures and incident objectives.

Enabling Learning Objectives

1. Identify applicable policies, procedures, and standards, including:
    - Current edition of NFPA 1600
    - Incident Briefing Form, ICS 201
    - NIMS planning process
    - Other applicable ICS documents
2. Identify values at risk
3. Determine agency mitigation priorities based on personnel safety and values at risk
4. Determine and assess resources, capabilities, roles, responsibilities, and authority of support agencies
    - Authority:
        - Jurisdictional authority
        - Unified command
        - Formal delegation of authority letter
    - Roles/responsibilities of:
        - Participating agencies
        - Cooperating agencies
5. Establish incident priorities and objectives
6. Select correct strategies and tactics
7. Organize plans and delegate authority in accordance with established incident action plan
    - Assignments by objective
8. Communicate incident action plan orally and in writing
9. Use evaluative methods to determine plan effectiveness
    - Direct observation
    - Periodic reporting
    - Benchmark comparison

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10. Modify plan as needed

Discussion Questions

1. How do you determine who will participate in unified command?
2. At what point in time should incident action planning begin? What types of considerations should be involved in preplanning for emergency events?
3. What is your agency's threshold for establishing a written incident action plan?

Activities

1. Given an expanding wildland fire scenario, have students break into groups and develop an incident action plan.
2. Using the IAPs developed by students in Activity #1, have groups exchange their work, evaluate each plan, and modify as necessary based upon changing conditions provided by instructor.

Instructor Notes

1. See NFPA 1051 Standard for Wildland Fire Fighter Professional Qualifications (2012), paragraph 8.5.2

CTS Guide Reference: CTS 6-1

Topic 3-4: Obtaining Incident Information to Facilitate Transfer of Command

Terminal Learning Objective

At the end of this topic, a student, given a wildland fire, will be able to obtain incident information from the outgoing incident commander to ensure the new incident commander has the information necessary to operate and complete the transfer of command.

Enabling Learning Objectives

1. Identify AHJ policies and procedures for transfer of command
   - Incoming Incident Commander (IC) should, if at all possible, personally perform an assessment of the incident situation with the outgoing IC.
   - The incoming IC must be adequately briefed
     - IRPG Briefing Checklist
     - ICS 201
     - Other applicable ICS documents
   - Incoming IC should determine appropriate time for transfer of command
   - At the appropriate time, notice of a change in incident command should be made.
   - Incoming IC may give the outgoing IC another assignment on the incident.

Discussion Questions

1. Who should be notified of the change in incident command and how is that notification accomplished?
2. What are the advantages of giving the outgoing IC a new assignment on the incident?

Activities

1. Given a wildland fire scenario, have students break into pairs and conduct a transfer of command briefing.

Instructor Notes

1. National Wildfire Coordinating Group (NWCG) Wildland Fire Incident Management Field Guide PMS 210 (April 2013 edition, www.nwcg.gov/pms/pubs/pms210.pdf)
2. See NFPA 1051 Standard for Wildland Fire Fighter Professional Qualifications (2012), paragraph 8.5.5
3. See ICS I-300, Transfer of Command

CTS Guide Reference: CTS 6-3

Topic 3-5: Developing and Conducting a Post-Incident Analysis

Terminal Learning Objective

At the end of this topic, a student, given a multi-agency incident and post-incident analysis policies, procedures, and forms, will be able to develop and conduct a post-incident analysis in order to identify and communicate all required critical elements, and complete and process appropriate forms in accordance with policies and procedures.

Enabling Learning Objectives

1. Describe the elements of a multi-agency post-incident analysis
   - Conduct as soon as possible
   - Ensure skilled facilitation
   - Reinforce that respectful disagreement is acceptable
   - Keep focused on the *what*, not the *who*
   - End the post-incident analysis on a positive note
2. Review incident action plan objectives and process
   - Commander's intent
     - What was planned?
     - What actually happened?
     - Why did it happen?
     - What can we do next time?
3. Identify critical issues:
   - Involved agencies' resources and responsibilities
   - Procedures relating to dispatch response
   - Strategy, tactics, and operations
   - Customer service needs
4. Write post-incident analysis reports and communicate results orally
5. Evaluate skills and performance of assigned personnel to identify training needs

Discussion Questions

1. What are some inter-agency considerations you may want to account for when facilitating a post-incident analysis?
2. How would you mitigate the performance issues identified during a post-incident analysis?

Activities

1. To be determined by the instructor.

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CTS Guide Reference: CTS 6-5

Topic 3-6: Maintaining Incident Records

Terminal Learning Objective

At the end of this topic, a student, given agency policies and procedures and applicable forms, will be able to maintain incident records to document required information.

Enabling Learning Objectives

1. Describe agency incident documentation procedures
    - National Fire Incident Reporting System (NFIRS)
    - Unit log (ICS 214)
    - Chief Officer's narrative, if applicable
    - Archived incident command system documents

Discussion Questions

1. What are your agency's document retention policies?
2. Who may need to access incident records?

Activities

1. To be determined by the instructor.

CTS Guide Reference: CTS 6-6

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Time Table

Segment	Lecture Time	Activity Time	Total Unit Time
Unit 1: Introduction			
Topic 1-1: Orientation and Administration			
Lecture	00:30		
Activity 1-1: See suggested activity		1:30	
Topic 1-2: Executive Chief Officer Certification Process			
Lecture	00:30		
Activity 1-2: To be determined by instructor		00:00	
Unit 1 Totals	**1:00**	**1:30**	**2:30**
Unit 2: Emergency Service Resources			
Topic 2-1: Developing a Plan for the Integration of Fire Services Resources			
Lecture	1:30		
Activity 2-1: See suggested activity		1:00	
Topic 2-2: Developing an Agency Resource Contingency Plan			
Lecture	1:30		
Activity 2-2: See suggested activity		1:00	
Unit 2 Totals	**3:00**	**2:00**	**5:00**
Unit 3: Emergency Service Response			
Topic 3-1: Evaluating Incident Facilities			
Lecture	1:00		
Activity 3-1: See suggested activity		00:30	
Topic 3-2: Supervising Multiple Resources			
Lecture	1:00		
Activity 3-2: See suggested activity		1:00	
Topic 3-3: Developing and Utilizing an Incident Action Plan			
Lecture	1:30		
Activity 3-3: See suggested activity		2:00	
Topic 3-4: Obtaining Incident Information to Facilitate Transfer of Command			
Lecture	1:00		
Activity 3-4: See suggested activity		00:30	
Topic 3-5: Developing and Conducting a Post-Incident Analysis			

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Segment	Lecture Time	Activity Time	Total Unit Time
Lecture	1:30		
Activity 3-5: To be determined by instructor		1:30	
Topic 3-6: Maintaining Incident Records			
Lecture	00:30		
Activity 3-6: To be determined by instructor		00:30	
Unit 3 Totals	**6:30**	**6:00**	**12:30**
Lecture, Activity, and Unit Totals:	**10:30**	**9:30**	**20:00**

Course Totals

Total Lecture Time (LT)	10:30
Total Activity Time (AT)	9:30
Total Testing Time (TT)	4:00
Total Course Time	**24:00**

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CHIEF FIRE OFFICER

Overview

1. Chief Fire Officer covers the full range of duties and skills necessary to lead fire companies in an assigned battalion or shift or assist in the management of a major bureau or division (such as a training division or fire prevention bureau) within the fire agency. Skills include human resource management, community and government relations, administrative activities, fire prevention activities, emergency services delivery, and health and safety regulations.

History

1. Established
    - July 1, 2014
    -
2. Revised
    - Not applicable

3. Retired
    - Not applicable

Prerequisites

1. OSFM certified Fire Officer, or OSFM certified Company Officer

2. Possess, at a minimum, an associate's degree (any major) or higher from an accredited post-secondary institution

Education

1. Fire Officer 3A: Human Resources Management for Chief Fire Officers
2. Fire Officer 3B: Budget and Fiscal Responsibilities for Chief Fire Officers
3. Fire Officer 3C: General Administration Functions for Chief Fire Officers
4. Fire Officer 3D: Emergency Service Delivery Responsibilities for Chief Fire Officers
5. ICS-300: Intermediate ICS for Expanding Incidents
    a. SFT shall accept ICS certificates from CalEMA/CalOES, CDF/CAL FIRE, FEMA, FIRESCOPE, NFA, NWCG, and SFT.

Certification Exam

1. Chief Fire Officer Certification Exam

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Certification Task Book

1. Chief Fire Officer Certification Task Book

Experience

1. Fire Service
    a. Have a minimum of five years' full-time paid experience in a California fire agency as a fire fighter performing suppression duties

Rank or Position

1. At least two years of experience must be at the officer level (Lieutenant or higher.) Appointment to the CAL FIRE rank of Fire Apparatus Engineer is equivalent to officer level.
    a. Performing in an acting capacity does not fulfill this requirement.

Application

1. See Application Process with Certification Task Book.

2. Supporting Documentation
    a. A copy of OSFM Fire Officer certificate
        i. If waiving this requirement, submit a verification letter signed by the Fire Chief, or his/her authorized designee, verifying the candidate's chief officer rank. See verification letter.
    b. Copies of course completion certificates from SFT or an SFT-approved provider for each educational requirement.
    c. A copy of diploma verifying degree completion
    d. A verification letter signed by the Fire Chief, or his or /her authorized designee, describing the candidate's specific background as it relates to the experience requirement (See verification letter.)

Maintenance

1. Under consideration.

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California State Fire Training

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Chief Fire Officer Certification
Implementation of New Curriculum and Certification Requirements

This document is intended to provide information for all State Fire Training (SFT) stakeholders on new Chief Fire Officer curriculum and certification requirements. Stakeholders are encouraged to study this information carefully and seek clarification from SFT if questions arise.

New Chief Fire Officer (2014) curriculum and certification requirements will be phased in for the California Fire Service Training and Education System. A new Certification Training Standard (CTS) and four (4) Course Plans have been developed based on current National Fire Protection Association (NFPA) Standards which includes NFPA 1021, Standard for Fire Officer Professional Qualifications (2014), NFPA 1051, Professional Qualifications for Wildland Fire Fighter (2012). I-300 meets the ICS requirement per Homeland Security Presidential Directive-5. The CTS and Course Plans are available on the SFT website.

New Courses for Chief Fire Officer Certification

- Human Resources Management for Chief Fire Officers (26 hours)
- General Administration Functions for Chief Fire Officers (24 hours)
- Budget and Fiscal Responsibilities for Chief Fire Officers (18 hours)
- Emergency Service Delivery Responsibilities for Chief Fire Officers (24 hours)
- I-300, Intermediate ICS for Expanding Incidents (requirement for certification)

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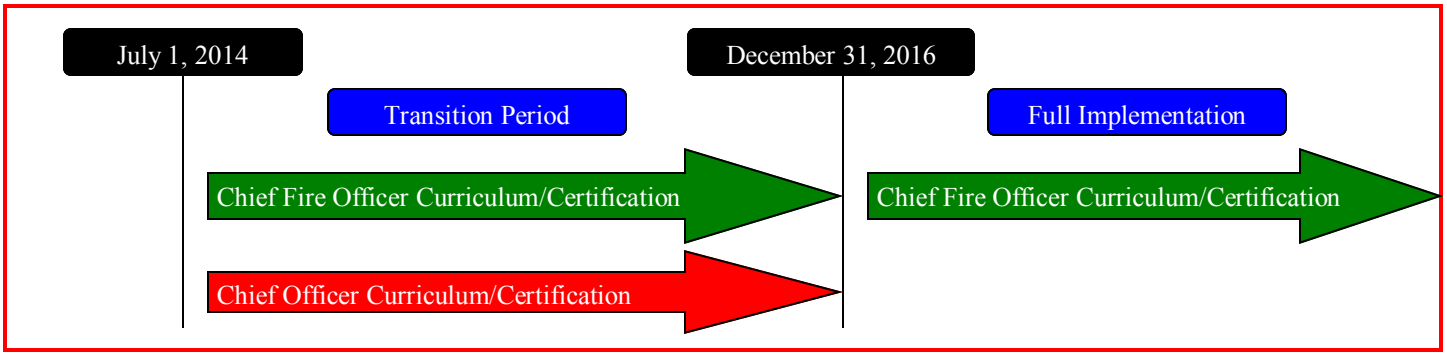
Existing Chief Officer Certification and courses will continue to be available until December 31, 2016 for those candidates that find it most advantageous to continue pursuing this certification track. Candidates must choose to meet either the existing Chief Officer or the new Chief Fire Officer certification requirements as a cross over between the two will not be allowed.

Chief Officer Certification to Chief Fire Officer Certification Change Timeline



Certification Testing: In response to Blueprint 2020 stakeholder comments, certification examinations will become a standardized process statewide. SFT anticipates implementation of certification examinations for Chief Fire Officer Certification at a future date.

Task Books/Application Form: Implementation of the new Chief Fire Officer (2014) requires that candidates complete a comprehensive task book. This task book covers all of the job performance requirements contained in the aforementioned professional qualification standards and CTS. The task book will be made available to candidates by SFT upon completion of all course work and with authorization from their employer. Occupational experience will be verified by the Fire Chief or designee on file signing the task book upon completion. In addition a new application form will be implemented.

TRANSITION PERIOD……...…….Effective July 1, 2014—December 31, 2016

SFT recognizes that many candidates are vested in the current Chief Officer Certification track and, therefore, the existing Chief Officer Curriculum and Certification requirements will be available for those candidates during the transition period. Candidates entering the certification system should enroll in the new Chief Fire Officer courses and comply with the new Chief Fire Officer Certification requirements. Cross over between courses will not be allowed.

COURSE/CERTIFICATION PHASE OUT…….……...Effective December 31, 2016

Effective December 31, 2016 Chief Officer Certification will no longer be supported by SFT and will be retired. Courses from this retired certification track with viable content may be reconfigured in some form as FSTEP courses.

INSTRUCTOR REQUIREMENTS……..Effective July 1, 2014

Instructors for the new Chief Fire Officer courses must continue to meet the SFT requirements for Registered Instructor. All current registered instructors must attend an Instructor Update Course prior to instructing any of the new Chief Fire Officer courses. In addition, the following transition exceptions apply:

Human Resources Management for Chief Fire Officers: Current Instructors of Fire Management 2A or 2C are authorized to deliver this course. New instructors will be required to either complete the new course or apply for a PACE II review of their instructor qualifications, including appropriate education and practical experience relating to course content.

General Administration Functions for Chief Fire Officers: Current Fire Management 2A or 2D Instructors are authorized to deliver this course. New instructors will be required to either complete the new course or apply for a PACE II review of their instructor qualifications, including appropriate education and practical experience relating to course content.

Budget and Fiscal Responsibilities for Chief Fire Officers: Current Fire Management 2B Instructors are authorized to deliver this course. New instructors will be required to either complete the new course or apply for a PACE II review of their instructor qualifications, including appropriate education and practical experience relating to course content .

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Emergency Service Delivery for Chief Fire Officers: Current Instructors of Command 2A, 2B, 2C, 2D & 2E , are authorized to deliver this course. New instructors will be required to either complete the new course or apply for a PACE II review of their instructor qualifications, including appropriate education and practical experience relating to course content .

Instructional Methodology: Refer to Fire Instructor Implementation Plan dated _____.

POTENTIAL AGENCY IMPACTS

Fire agencies utilizing the existing Chief Officer Certification or Curriculum as a requirement for their recruitment/promotion activities need to review the new Chief Fire Officer Curriculum and certification requirements to be sure that all agency training needs are being met. After review, Fire Agencies should update their job specifications and recruitment documentation to reflect these new courses and certification requirements. Fire agencies should also evaluate how these new courses and certification requirements will impact their existing labor agreements.

Accredited Regional Training Programs (ARTP), Accredited Local Academies (ALA), community colleges and all other local delivery venues need to review the curriculum and seek approval from their curriculum committee / program sponsor, as appropriate. ARTPs should review the new Chief Fire Officer curriculum and discuss potential impacts with their advisory committees.

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