DEPARTMENT OF FORESTRY AND FIRE PROTECTION
OFFICE OF THE STATE FIRE MARSHAL
STATE FIRE TRAINING
P.O. Box 944246
SACRAMENTO, CA 94244-2460
(916) 902-9738
Website: www.fire.ca.gov

Date: October 11, 2024

To: Statewide Training and Education Advisory Committee
State Board of Fire Services

From: Mark Bisbee, SFT Battalion Chief (RA)
Allison L. Shaw, Editor, Sacramento State

SUBJECT/AGENDA ACTION ITEM:
Fire Officer 3 (2020) (formerly Chief Fire Officer (2014))

Recommended Actions:
First read of the updated Fire Officer 3 (2020) curriculum.

Background Information:
SFT updated the Fire Officer 3 curriculum in alignment with National Fire Protection Association (NFPA) 1021: Standard for Fire Officer Professional Qualifications (2020) and NFPA 1140: Standard for Wildland Fire Protection (2022). This curriculum was developed to ensure effective leadership in California fire agencies.

This update also proposes a philosophical shift in how SFT delivers management training and education. This curriculum is grounded in the NFPA requirements but incorporates significantly more experiential on-the-job training to prepare candidates before they move into an executive leadership role.

SFT plans to deliver the curriculum over a longer period of time (through on-ground or hybrid models) with focused face-to-face instruction combined with independent reading, research, and task book-based application. Candidates may open their certification task book when they begin their first course and will collaborate with their agency's leadership to complete task book assignments in conjunction with coursework.

This approach follows the Fire Officer 4 model already under review by STEAC and SBFS.

Analysis/Summary of Issue:

Name Change
SFT changed the certification title from Chief Fire Officer to Fire Officer 3 to align with the NFPA standard on which it is based.

Fire Officer 3 (2020) Curriculum Launch
SFT will release the Fire Officer 3 (2020) curriculum on July 1, 2025.

Retirement of Chief Fire Officer (2014) Curriculum
Effective June 30, 2026, SFT will retire Chief Fire Officer (2014). On July 1, 2026, SFT will remove the curriculum from the SFT course catalog, and it will no longer be available.

CTS Guide
SFT updated the 2014 CTS Guide to document how training standards align with NFPA 1021 (2020).
- Standards with content changes
    - 1-1: Definition of Duties for Chief Fire Officer developed under OSFM authority was replaced with 1-1: Definition of Duty for a Fire Officer 3 using NFPA content from paragraphs 6.1, 6.1.1, 6.1.2, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, and 6.8
    - 3-1: JPR adjusted to include "or improve" for agencies whose community risk reduction programs are already developed
    - 4-1: Four new knowledge items were added under OSFM authority to build stronger background in budget basics for incoming FO3s
    - 4-1: JPR adjusted to include "project/program" for large agencies (i.e., LA City or County) where FO3s won't be permitted to work with the budget at the divisional or departmental level
    - 6-4: JPR adjusted to include "or improve" because it will be rare for a FO3 to work in an agency that doesn't already have mutual aid agreements
    - 9-1: Describing NIMS Command and Management was removed.
        - ICS-300 is a required course for certification and must be completed before enrollment in Fire Officer 3C.
    - 9-2: Describing the Incident Management Process was removed.
        - ICS-300 is a required course for certification and must be completed before enrollment in Fire Officer 3C.
- Standards with title changes to align with NFPA
    - 3-1: Preparing Community Awareness Programs changed to 3-1: Developing a Community Risk Reduction Program
    - 4-3: Ensuring Competitive Bidding changed to 4-3: Describing the Organizational Bidding Process
    - 5-2: Developing a Plan to Facilitate Approval changed to 5-2: Developing a Plan to Resolve an Identified Problem
    - 6-1: Developing and Utilizing an Action Plan changed to 6-1: Preparing an Action Plan

- 6-7: Developing an Agency Resource Contingency Plan changed to 6-7: Developing a Plan for the Organization
- 8-1: Developing a Plan for the Integration of Fire Services Resources changed to 8-1: Developing a Plan for Integrating Fire Services Resources in a Community Emergency Plan
- Standards with number/location changes
  - 6-5: Developing and Conducting a Post-Incident Analysis was moved up in order and made 6-2
  - 6-7: Developing a Plan for the Organization was moved up in order and made 6-3
  - 9-3: Implementing the Incident Management Process was moved up in order and made 8-2
- NFPA 1140: Standard for Wildland Fire Protection (2020) was added including the following items:
  - Section 9: Definition of Duties
    - 9-1: Definition of Duties for a Wildland Fire Officer II
  - Section 10: Mobilization
    - 10-1: Supervising Multiple Resources
  - Section 11: Suppression
    - 11-1: Developing an Incident Action Plan
    - 11-2: Evaluating Incident Facilities
    - 11-3: Maintaining Incident Records
    - 11-4: Obtaining Incident Information to Facilitate Transfer of Command

Course Plan 3A
- Updated to current course plan template
- Removed "for Chief Fire Officers" from course title
- Changed prerequisites for enrollment:
  - Old (2014)
    - Meet the educational requirements for Company Officer, or five (5) years as a career officer (Lieutenant or higher), or seven (7) years as a volunteer officer (Lieutenant or higher), or five (5) years CAL FIRE Fire Apparatus Engineer, or seeking Fire Marshal Certification
  - New (2020)
    - Meet the education requirements of an OSFM Company Officer **or** Fire Officer 2
    - Currently in the position of Chief Fire Officer (acting does not apply)
- Changed course delivery time from 26 to 40 hours

Course Plan 3B
- Updated to current course plan template
- Removed "for Chief Fire Officers" from course title
- Changed prerequisites for enrollment
  - Old (2014)

- - Meet the educational requirements for Company Officer or five (5) years as a career officer (Lieutenant or higher), or seven (7) years as a volunteer officer (Lieutenant or higher) or five (5) years CAL FIRE Fire Apparatus Engineer
    - New (2020)
      - Meet the education requirements of an OSFM Company Officer **or** Fire Officer 2
      - Currently in the position of Chief Fire Officer (acting does not apply)
- Added Topic 1-3: Definition of Duty for a Fire Officer 3
- Changed Unit 3 title from Standards of Cover to Organizational Improvement
  - Moved this up to make it Unit 2 in the course.
- Added Topic 5-1: Budgeting Basics to build stronger background in budget basics for incoming FO3s
- Changed course delivery time from 18 hours (Budget and Fiscal Responsibilities) and 24 hours (General Administration Functions) to 54 hours total

Course Plan 3C
- Updated to current course plan template
- Incorporated training material from NWCG S-300 so that participants are prepared to initiate their NWCG Extended Attack Incident Commander without taking additional courses
- Removed "All-Hazard" and "for Chief Fire Officer" from course title
- Changed prerequisites for enrollment
  - Old (2014)
    - Meet the educational requirements for Company Officer or five (5) years as a career officer (Lieutenant or higher), or seven (7) years as a volunteer officer (Lieutenant or higher) or five (5) years CAL FIRE Fire Apparatus Engineer
  - New (2020)
    - Meet the education requirements of an OSFM Company Officer **or** Fire Officer 2
    - Currently in the position of Chief Fire Officer (acting does not apply)
- Added Topic 1-3: Definition of Duty for a Fire Officer 3
- Removed Topic 3-1: Identifying Jurisdictional Authority and Applying Agreements and incorporated the content into Topic 3-2: Developing a Plan to Use Mutual Aid Agreements because mutual aid agreements IS how CA deals with resource needs beyond an AHJ's capacity.
- Changed Unit 3 title from Pre-response Planning to Response Abilities.
- Merged old Topic 4-2: Implementing Unified Command into new Topic 4-2: Obtaining Incident Information to Assume Command.
- Split old Topic 5-1: Improving Situational Awareness and Identifying the Risk-Management Process into new Topic 5-1: Developing and Maintaining Situational Awareness and new Topic 5-2: Implementing a Risk Management Process.

- Split old Topic 6-1: Managing an Integrated Communication Network into new Topic 6-1: Managing an Integrated Communication Network and Topic 6-2: Establishing Effective Command and Control Communications
- Topic 8-1: Developing an Effective Incident Organization was incorporated into Unit 7
- Unit 9 became Unit 8: Deploying and Managing Resources
- Unit 10 became Unit 9: Revising the Incident Action Plan
- Unit 11 became Unit 10: Transitioning, Transferring, or Terminating Command
- Unit 12 became Unit 11: Post-Incident Activities
- Unit 12: Command an Expanding Incident was added

Course Plans
- Combined Fire Officer 3B: Budget and Fiscal Responsibilities for Chief Fire Officers (2014) **and** Fire Officer 3C: General Administrative Functions (2014) into one course called Fire Officer 3B: Finance and Administration (2020)
- Renumbered and renamed Fire Officer 3D: Command of Expanding All-Hazard Incidents (2014) to Fire Officer 3C: Command of Expanding Incidents

Fire Officer 3 (2020)	Hours	Chief Fire Officer (2014)	Hours
3A: Human Resource Management	40 hours (13 lecture + 23 application + 4 testing)	3A: Human Resource Management for the Chief Fire Officer	26 hours (12.75 lecture / 9.75 activities / 3.5 testing)
3B: Finance and Administration	54 hours (20 lecture + 30 application + 4 testing)	3B: Budget and Fiscal Responsibilities for Chief Fire Officers	18 hours (7.5 lecture / 8.5 activities / 2 testing)
		3C: General Administration Functions for Chief Fire Officers	24 hours (11 lecture / 10 activities / 3 testing)
3C: Command of Expanding Incidents	54 hours (23 lecture + 27 application +4 testing)	3D: Command of Expanding All-Hazard Incidents	40 hours (18 lecture / 20 activities / 2 testing)

- Adjusted all course delivery times.
  - ○ Expanded lecture times to account for deeper learning around on-the-job training not clearly specified in NFPA
    - ▪ Lecture components include direct (synchronous) instructor-to-student interaction in the form of lectures, discussions, breakout sessions, and panels
  - ○ Expanded application times to align activities with task book requirements creating a more practical and meaningful approach to learning application

- Application components may include independent (asynchronous) activities including reading, research, study, interviews, and task book application assignments
    - o Instructors are responsible for developing and implementing testing components
- Restructured activity assignments to align with task book job performance requirements enabling participants to begin working on task book assignments during their education (rather than after)
    - o Participants will create products to submit to their fire chief or their superior for review, approval, and task book sign off
    - o Application activities may be completed outside of structured classroom time and may take longer to complete than the "application" hours assigned to the course
- To accommodate a semester-long course delivery, SFT recommends that this course be available for hybrid delivery
- ICS-300: Intermediate ICS for Expanding Incidents (FEMA) is already required for Fire Officer 3 certification, but should be completed before FO3C

Certification Task Book
- SFT updated the 2014 Fire Officer Certification Task Book to align with NFPA 1021 (2020) and NFPA 1140 (2022)
- A candidate may initiate a Fire Officer 3 certification task book at the beginning of their first Fire Officer 3 course
- Removed "Performing in an "acting" capacity does not fulfill this requirement" from Prerequisites because a performing the job in an acting capacity is doing the work
- Changed Experience requirements for Fire Officer 3 certification
    - o Old:
        - A minimum of five years' full-time paid experience as a Fire Fighter performing suppression duties in a recognized fire agency in California. At least two years of experience must be at the Officer level (Lieutenant or higher) or CAL FIRE rank of Fire Apparatus Engineer
        - A minimum of 10 years' part-time paid or volunteer experience as a Fire Fighter performing suppression duties in a recognized fire agency in California. At least four years of experience must be at the Officer level (Lieutenant or higher) or CAL FIRE of rank Fire Apparatus Engineer
    - o New:
        - A minimum of two years' full-time paid experience working at the Fire Officer 2 level in a recognized California fire agency.
        - A minimum of four years' volunteer of part-time paid experience working at the Fire Officer 2 level in a recognized California fire agency.
        - A combination of full-time paid and part-time paid or volunteer experience equal to two year's full-time paid experience working at

> the Fire Officer 2 level in a recognized California fire agency in California
>
> o Justification for level change: Candidates need to be able to train and gain experience before they apply for a Fire Officer 3 position and as the fire service faces an increase in retirements, there is an increased need for workforce succession planning at this level

Existing Registered Instructors

SFT will authorize existing Chief Fire Officer (2014) Registered Instructors who meet the following requirements to teach Fire Officer 3 (2020). SFT will update the SFT User Portal Acadis.

- Complete the required instructor registration to teach the 2020 curriculum (see table below)
- Complete the virtual SFT Officer Series Update course

Fire Officer 3 (2020) Course	Instructor Registration Requirements to Teach 2020 Course
Fire Officer 3A: Human Resource Management	• CFO 3A: Human Resource Management for the Chief Fire Officer
Fire Officer 3B: Finance and Administration	• CFO 3B: Budget and Fiscal Responsibilities for Chief Fire Officer **and** • CFO 3C: General Administration Functions for Chief Fire Officers
Fire Officer 3C: Command of Expanding Incidents	• CFO 3D: Command of Expanding All-Hazard Incidents

In Process Instructor Candidates

Candidates actively pursuing Chief Fire Officer (2014) instructor registration must submit all documentation postmarked on or before June 30, 2026. Anyone who applies to teach Fire Officer 3 (2020) on or after July 1, 2026, will be required to meet the Fire Officer 3 (2020) requirements.

New Instructor Registration

New instructor candidates shall meet the following requirements:

Category	Requirement
Instructor Registration	Be an OSFM Registered Instructor
Certification	Chief Fire Officer (2014) **or** Fire Officer 3 (2020)
Education	• Fire Officer 3A: Human Resource Management (2020) **or** CFO 3A: Human Resource Management for the Chief Fire Officer (2014) • Fire Officer 3B: Finance and Administration (2020) **or** CFO 3B: Budget and Fiscal Responsibilities for Chief Fire Officers (2014)

	and CFO 3C: General Administration Functions for Chief Fire Officers (2014) • Fire Officer 3C: Command of Expanding Incidents (2020) **or** CFO 3D: Command of Expanding All-Hazard Incidents (2019) • ICS-300: Intermediate ICS for Expanding Incidents (CalEMA/Cal OES, CDF/CAL FIRE, FEMA, FIRESCOPE, NFA, NWCG, or SFT)

Experience	• A minimum of one year's full-time paid or two years' volunteer or part-time paid experience working as a Fire Officer 3 in a recognized California fire agency (all courses)
	• Specific expertise in:
	   o Human resource management and health and safety (FO3A)
	   o Community and government relations, administration, and inspection and investigation (FO3B)
	   o Emergency services delivery and management (FO3C)
	   o Wildland mobilization and suppression (FO3C)

Chief's Letter	Provide a letter signed by their Fire Chief or authorized designee that verifies qualification to deliver FO3 curriculum.
Application	Submit an SFT Instructor Registration Application
Fee	Pay the registration fee (if applicable)

Fire Officer 3 (2020) Implementation Plan

OVERVIEW

This document is intended to provide information for all State Fire Training (SFT) stakeholders on the updated Fire Officer 3 (2020) curriculum requirements. Stakeholders are encouraged to study this information carefully and seek clarification from SFT if questions arise.

The Fire Officer 3 (2020) curriculum is presented as a Certification Fire Service Training and Education System (CFSTES) series. SFT updated the certification training standard (CTS) guide, course plans, and certification task book based on the current National Fire Protection Association (NFPA) standards:

- NFPA 1021: Standard for Fire Officer Professional Qualifications (2020) and
- NFPA 1140: Standard for Wildland Fire Protection (2022).

IMPLEMENTATION

Candidates entering the SFT system should enroll in the 2020 Fire Officer 3 courses and comply with the most current Fire Officer 3 requirements.

New Curriculum	Hours
Fire Officer 3A: Human Resource Management (2020)	40 hours
Fire Officer 3B: Finance and Administration (2020)	54 hours
Fire Officer 3C: Command of Expanding Incidents (2020)	54 hours

Fire Officer 3 (2020) Curriculum……………………………………………………………………… **July 1, 2025**

Retirement of Executive Chief Fire Officer (2014) Curriculum …………….……………. **June 30, 2026**
Effective June 30, 2026, SFT will retire Executive Chief Fire Officer (2014). On July 1, 2026, SFT will remove the curriculum from the SFT course catalog, and it will no longer be available.

INSTRUCTOR REQUIREMENTS

Instructor Registration……………………………………………………………………............... **July 1, 2025**
Instructors for the Fire Officer 3 (2020) curriculum must meet the SFT requirements for Registered Instructor. Instructors must have appropriate education and practical experience relating to the specific course content.

Existing Registered Instructors

SFT will authorize existing Chief Fire Officer (2014) Registered Instructors who meet the following requirements to teach Fire Officer 3 (2020). SFT will update the SFT User Portal.

- Complete the required instructor registration to teach the 2020 curriculum (see table below)
- Complete the virtual SFT Officer Series Update course

Fire Officer 3 (2020) Course	Instructor Registration Requirements to Teach 2020 Course
Fire Officer 3A: Human Resource Management	• CFO 3A: Human Resource Management for Chief Fire Officers
Fire Officer 3B: Finance and Administration	• CFO 3B: Budget and Fiscal Responsibilities for the Chief Fire Officer **and** • CFO 3C: General Administration Functions for Chief Fire Officers
Fire Officer 3C: Command of Expanding Incidents	• CFO 3D: Command of Expanding All-Hazards Incidents (2019)

In Process Instructor Candidates …………………………………………..……….………… June 30, 2026

Candidates actively pursuing Chief Fire Officer (2014) instructor registration must submit all documentation postmarked on or before June 30, 2026. Anyone who applies to teach Fire Officer 3 (2020) on or after July 1, 2026, will be required to meet the Fire Officer 3 (2020) requirements.

New Instructor Registration

New instructor candidates shall meet the following requirements:

Category	Requirement
Instructor Registration	Be an OSFM Registered Instructor
OSFM Certification	Chief Fire Officer (2014) **or** Fire Officer 3 (2020)
Education	• Fire Officer 3A: Human Resource Management **or** CFO 3A (2014) • Fire Officer 3B: Finance and Administration **or** CFO 3B (2014) **and** CFO 3C (2014) • Fire Officer 3C: Command of Expanding Incidents **or** CFO 3D (2019) • ICS-300: Intermediate ICS for Expanding Incidents (CalEMA/Cal OES, CDF/CAL FIRE, FEMA, FIRESCOPE, NFA, NWCG, or SFT)
Experience	• A minimum of one year's full-time paid or two years' volunteer or part-time paid experience working as a Fire Officer 3 in a recognized California fire agency (all courses) • Specific expertise in: o Human resource management and health and safety (FO3A)

	o Community and government relations, administration, and inspection and investigation (FO3B) o Emergency services delivery and management (FO3C) o Wildland mobilization and suppression (FO3C)
Chief's Letter	Provide a letter signed by their fire chief or authorized designee that verifies qualification to deliver Fire Officer 3 curriculum.
Application	Submit an SFT Instructor Registration Application
Fee	Pay the registration fee

POTENTIAL AGENCY IMPACTS

Fire agencies desiring to use the Fire Officer 3 (2020) curriculum as a requirement for their recruitment/promotion activities need to review the Fire Officer 3 (2020) curriculum requirements to be sure that all agency training needs are met. After review, fire agencies should update their job specifications and recruitment documentation to reflect these new courses and certification requirements.

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 Fire Officer 3 (2020) curriculum and discuss potential impacts with their advisory committees.

Fire Officer 3

(NFPA 1021: Fire Officer III and NFPA 1140: Wildland Fire Officer II)

Certification Training Standards Guide (2020)

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

Fire Officer 3

Certification Training Standards Guide (2020)

Publication Date: Month Year

This CTS guide utilizes the following NFPA standards to provide the qualifications for State Fire Training's Fire Officer 3 (2020) certification:

- NFPA 1021: Standard for Fire Officer Professional Qualifications (2020)
- NFPA 1140: Standard for Wildland Fire Protection (2022)

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).

Cover photo courtesy of Name, Organization.

Published by State Fire Training.

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Acknowledgments

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

State Fire Training gratefully acknowledges the following individuals and organizations for their diligent efforts and contributions that made the development and publication of this document possible.

CAL FIRE

- Joe Tyler, Director
- Daniel Berlant, State Fire Marshal
- Chris Fowler, Chief of State Fire Training
- Mike Richwine, Chair, Statewide Training and Education Advisory Committee (STEAC); State Fire Marshal (Ret.), CAL FIRE

Cadre – 2023 Curriculum Update

- Mark Bisbee, Cadre Lead, Battalion Chief, Retired Annuitant, State Fire Training, CAL FIRE
- Allison L. Shaw, Editor, Sacramento State

How to Read a CTS Guide

Overview

A certification training standard (CTS) guide lists the requisite knowledge, skills, and job performance requirements an individual must complete to become certified in a specific job function.

It also documents and justifies the OSFM-approved revisions to the certification's NFPA standard and identifies where each certification training standard is taught (course plan), tested (skill sheets), and validated (task book).

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 agency or jurisdiction.

Format

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

Section Heading
Training standards are grouped by section headings that describe a general category. For example, the Fire Fighter 1 CTS guide includes the following section headings: NFPA Requirements, Fire Department Communications, Fireground Operations, and Preparedness and Maintenance.

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 individual 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 shaded in gray.

Job Performance Requirements
This segment includes a written statement that describes a specific job-related task, the items an individual needs to complete the task, and measurable or observable outcomes.

Requisite Knowledge
This segment lists the knowledge that an individual must acquire to accomplish the job performance requirement.

Requisite Skills
This segment lists the skills that an individual must acquire to accomplish the job performance requirement.

Content Modification
This table documents and justifies any revisions to the NFPA standard that the development or validation cadres make during the development of a CTS guide.

Cross Reference
This table documents where each training standard is taught (course plan), tested (skill sheets), and validated (task book).

Fire Officer 3

Section 1: Definition of Duties

1-1: Definition of Duty for a Fire Officer 3

Authority
1. NFPA 1021: Standard for Fire Officer Professional Qualifications (2020)
   - Paragraph 6.1, 6.1.1, 6.1.2, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8

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

Requisite Knowledge
1. Identify the prerequisite qualifications of a Fire Officer 3
   - OSFM Fire Officer 2 certification, based on NFPA 1021
   - Current national and international trends and developments related to fire service organization, management, and administrative principles, as well as public and private organizations that support the fire and emergency services and the functions of each
2. Identify the human resource management duties of a Fire Officer 3
   - Establishing procedures for hiring, assigning, maintaining AHJ-approved continuing education requirements, promoting, and encouraging professional development of employees
3. Identify the community and government relations duties of a Fire Officer 3
   - Developing programs that improve and expand service and build partnerships with the public
4. Identify the administrative duties of a Fire Officer 3
   - Preparing a divisional or departmental budget
   - Developing a budget management system
   - Developing grant applications
   - Soliciting bids
   - Planning for resource allocation
   - Working with records management systems
5. Identify the inspection and investigation duties of a Fire Officer 3
   - Evaluating inspection programs of the AHJ to determine effectiveness
   - Developing public safety plans
6. Identify the emergency service delivery duties of a Fire Officer 3
   - Managing multiagency planning, deployment, and operations
7. Identify the health and safety duties of a Fire Officer 3
   - Developing, managing, and evaluating a departmental health and safety program
8. Identify the emergency management duties of a Fire Officer 3

- 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

Requisite Skills

1. Research
2. Use evaluative methods
3. Analyze data
4. Communicate orally and in writing
5. Motivate employees

Content Modification

Block	Modification	Justification
RK2	Changed "member" to "employee".	"Member" implies union membership and is not reflective of all California fire service employees.
RK8	Added "developing" and "identifying".	NFPA did not provide a verb.
RS5	Changed "member" to "employee".	"Member" implies union membership and is not reflective of all California fire service employees.

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 3A (2020) • Topic 1-3 Fire Officer 3B (2020) • Topic 1-3 Fire Officer 3C (2020) • Topic 1-3	N/A	N/A

Section 2: Human Resource Management

2-1: Establishing Minimum Staffing Requirements

Authority
1. NFPA 1021: Standard for Fire Officer Professional Qualifications (2020)
   - Paragraph 6.2.1

Job Performance Requirements
Establish minimum staffing requirements, given available human resources; policies and procedures; federal, state, and provincial laws; and rules and regulations, so that AHJ job-related credentials are maintained.

Requisite Knowledge
1. Determine minimum staffing requirements
2. Identify available human resources
3. Interpret policies and procedures

Requisite Skills
1. Relate interpersonally
2. Communicate

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 3A (2020) • Topic 2-3	N/A	Fire Officer 3 (2020) • JPR 1

2-2: Developing Hiring Procedures

Authority
1. NFPA 1021: Standard for Fire Officer Professional Qualifications (2020)
   - Paragraph 6.2.2
2. Office of the State Fire Marshal

Job Performance Requirements
Develop procedures for hiring employees, given policies of the AHJ and legal requirements, so that the process is valid and reliable.

Requisite Knowledge
1. Interpret applicable federal, state/provincial, and local laws; regulations and standards; and policies and procedures
2. Evaluate hiring practices to ensure employees hired reflect community demographics

Requisite Skills
1. Communicate hiring procedures

Content Modification

Block	Modification	Justification
JPR	Changed "member" to "employee".	"Member" implies union membership and is not reflective of all California fire service employees.
RK2	Added new knowledge item.	Added by a pre-2023 cadre to encourage paradigm shift toward more representative hiring practices in the California fire service.
RS1	Added "hiring procedures".	Added for clarity.

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 3A (2020) • Topic 2-2	N/A	Fire Officer 3 (2020) • JPR 2

2-3: Developing Promotion Procedures and Programs

Authority
1. NFPA 1021: Standard for Fire Officer Professional Qualifications (2020)
   - Paragraph 6.2.3
2. Office of the State Fire Marshal

Job Performance Requirements
Develop procedures and programs for promoting employees, given applicable policies and legal requirements, so that the process is a valid and reliable, job-related, and nondiscriminatory.

Requisite Knowledge
1. Interpret applicable federal, state/provincial, and local laws; regulations and standards; and policies and procedures
2. Evaluate promotion practices to ensure employees promoted reflect community demographics

Requisite Skills
1. Communicate promotion procedures
2. Encourage professional development
3. Mentor employees

Content Modification

Block	Modification	Justification
JPR	Changed "member" to "employee".	"Member" implies union membership and is not reflective of all California fire service employees.
RK2	Added new knowledge item.	Added by a pre-2023 cadre to encourage paradigm shift toward more representative promotion practices in the California fire service.
RS1	Added "promotion procedures".	Added for clarity.
RS3	Changed "members" to "employees".	"Member" implies union membership and is not reflective of all California fire service employees.

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 3A (2020) • Topic 3-3	N/A	Fire Officer 3 (2020) • JPR 3

2-4: Encouraging Participation in Professional Development

Authority
1. NFPA 1021: Standard for Fire Officer Professional Qualifications (2020)
   - Paragraph 6.2.4

Job Performance Requirements
Describe methods to facilitate and encourage employees to participate in professional development, given a professional development model, so that employees achieve their personal and professional goals.

Requisite Knowledge
1. Describe interpersonal and motivational techniques
2. Develop and/or apply a professional development model
3. Describe goal setting techniques
4. Evaluate personal and professional goals

Requisite Skills
1. Evaluate employee potential
2. Communicate orally
3. Counsel employees on professional development

Content Modification

Block	Modification	Justification
JPR	Changed "members" to "employees".	"Member" implies union membership and is not reflective of all California fire service employees.
RK3	Added "techniques".	Added for clarity.
RS1	Added "employee".	Added for clarity.
RS3	Changed "members" to "employees". Added "on professional development".	"Member" implies union membership and is not reflective of all California fire service employees. Added to narrow scope.

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 3A (2020) • Topic 3-1	N/A	Fire Officer 3 (2020) • JPR 4

2-5: Developing a Proposal for Improving Employee Benefits

Authority
1. NFPA 1021: Standard for Fire Officer Professional Qualifications (2020)
   - Paragraph 6.2.5

Job Performance Requirements
Develop a proposal for improving an employee benefit or for a new employee benefit, given a need in the organization, so that adequate information is included to justify the requested benefit improvement.

Requisite Knowledge
1. Describe the organization's benefit program

Requisite Skills
1. Conduct research
2. Communicate

Content Modification

Block	Modification	Justification
JPR	Changed "member" to "employee".	"Member" implies union membership and is not reflective of all California fire service employees.

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 3A (2020) • Topic 4-1	N/A	Fire Officer 3 (2020) • JPR 5

2-6: Developing Plans for Providing an Employee Accommodation

Authority
1. NFPA 1021: Standard for Fire Officer Professional Qualifications (2020)
   - Paragraph 6.2.6

Job Performance Requirements
Develop a plan for providing an employee accommodation, given an employee need, the requirements, and applicable law, so that adequate information is included to justify the requested change(s).

Requisite Knowledge
1. Interpret the organization's policies and procedures
2. Evaluate legal requirements or reasonable accommodations

Requisite Skills
1. Conduct research
2. Communicate

Content Modification

Block	Modification	Justification
JPR	Changed "member" to "employee".	"Member" implies union membership and is not reflective of all California fire service employees.

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 3A (2020) • Topic 2-1	N/A	Fire Officer 3 (2020) • JPR 6

2-7: Developing an Ongoing Continuing Education and Training Program

Authority
1. NFPA 1021: Standard for Fire Officer Professional Qualifications (2020)
   - Paragraph 6.2.7

Job Performance Requirements
Develop an ongoing continuing education and training program, given organizational training requirements, so that employees of the organization are given appropriate training to meet the mission of the organization.

Requisite Knowledge
1. Describe organizational mission and goals
2. Describe the training program development process
3. Define needs assessment components

Requisite Skills
1. Perform needs assessment
2. Communicate

Content Modification

Block	Modification	Justification
JPR	Changed "member" to "employee".	"Member" implies union membership and is not reflective of all California fire service employees.
RK2	Added "process".	Added to narrow scope.
RK3	Added "components".	Added to narrow scope.

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 3A (2020) • Topic 3-2	N/A	Fire Officer 3 (2020) • JPR 7

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

Authority
1. Office of the State Fire Marshal

Job Performance Requirements
Apply the requirements of the California Firefighters Procedural Bill of Rights Act (FBOR), given the FBOR and AHJ policies and procedures, so that administrative investigations of fire fighters are conducted in accordance with the FBOR and AHJ policies and procedures.

Requisite Knowledge
1. Describe the disciplinary process as it relates to the FBOR
2. Describe the notification and interrogation process required by the FBOR
3. Describe the protection of basic rights offered by the FBOR
4. Describe how the FBOR reduces risk and civil and criminal liability

Requisite Skills
1. Prepare for administrative investigations
2. Communicate orally and in writing

Content Modification

Block	Modification	Justification
CTS	Added new certification training standard.	This is a California-specific law that exceeds the NFPA standard.

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 3A (2020) • Topic 2-4	N/A	Fire Officer 3 (2020) • JPR 8

Section 3: Community and Government Relations

3-1: Developing or Improving a Community Risk Reduction Program

Authority
1. NFPA 1021: Standard for Fire Officer Professional Qualifications (2020)
   - Paragraph 6.3.1

Job Performance Requirements
Develop or improve a community risk reduction (CRR) program, given risk assessment data, so that program outcomes are met.

Requisite Knowledge
1. Evaluate community demographics
2. Evaluate resource availability
3. Evaluate community needs
4. Describe customer service principles
5. Describe program development

Requisite Skills
1. Relate interpersonally
2. Communicate
3. Analyze and interpret data

Content Modification

Block	Modification	Justification
JPR	Added "or improve".	It will be rare for a FO3 to work in an agency that doesn't already have a CCR program. They will need to work with data to improve an existing plan.

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 3B (2020) • Topic 4-2	N/A	Fire Officer 3 (2020) • JPR 9

Section 4: Administration

4-1: Developing Budget

Authority
1. NFPA 1021: Standard for Fire Officer Professional Qualifications (2020)
   - Paragraph 6.4.1
2. Office of the State Fire Marshal

Job Performance Requirements
Develop a project/program, divisional, or departmental budget, given schedules and guidelines concerning its preparation, so that capital, operating, and personnel costs are determined and justified.

Requisite Knowledge
1. Describe the purpose of a budget/budgetary system
2. Identify types of fire agency revenue streams
3. Identify types of fire agency expenditures
4. Identify types of budget models
5. Evaluate supplies and equipment necessary for existing and new programs
6. Evaluate repairs to existing facilities
7. Evaluate new equipment, apparatus maintenance, and personnel costs
8. Describe the organization's approved budgeting system

Requisite Skills
1. Justify capital, operating, and personnel costs
2. Use approved budget management system
3. Allocate finances
4. Relate interpersonally

Content Modification

Block	Modification	Justification
JPR	Added "project/program".	In large agencies (i.e., LA City or County) FO3s won't be permitted to work with the budget at the divisional or departmental level.
RK1	Added new knowledge item.	Added to build stronger background in budget basics for incoming FO3s.
RK2	Added new knowledge item.	Added to build stronger background in budget basics for incoming FO3s.
RK3	Added new knowledge item.	Added to build stronger background in budget basics for incoming FO3s.

RK4	Added new knowledge item.	Added to build stronger background in budget basics for incoming FO3s.
RS1	Added a new skill item.	Added by (year) cadre. This is important to be able to craft an argument for the three primary budget categories.
RS2	Removed "interpret" and added "budget management".	They candidate needs to able to use, not interpret the system. Added adjectives to narrow scope.

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 3B (2020) • Topic 5-1 (RK1, RK2, RK3, RK4) • Topic 5-3 (RK5, RK6, RK7, RK8, RS1, RS2, RS3, RS4)	N/A	Fire Officer 3 (2020) • JPR 10

4-2: Developing a Budget Management System

Authority
1. NFPA 1021: Standard for Fire Officer Professional Qualifications (2020)
   - Paragraph 6.4.2

Job Performance Requirements
Develop and use a budget management system, given fiscal and financial policies, so that the division or department stays within the budgetary authority.

Requisite Knowledge
1. Evaluate revenue to date
2. Evaluate anticipated revenue
3. Evaluate expenditures to date
4. Evaluate encumbered amounts
5. Evaluate anticipated expenditures

Requisite Skills
1. Interpret financial data
2. Communicate

Content Modification
Block	Modification	Justification
JPR	Added "and use".	There are very few instances where an FO3 will have to develop a budget from scratch. If they can competently use a system, they could develop one in the future if needed.

Cross Reference
Course Plan	Skill Sheet	Task Book
Fire Officer 3B (2020) • Topic 5-2	N/A	Fire Officer 3 (2020) • JPR 11

4-3: Describing the Organizational Bidding Process

Authority
1. NFPA 1021: Standard for Fire Officer Professional Qualifications (2020)
   - Paragraph 6.4.3

Job Performance Requirements
Describe the organization's process for developing requests for proposal (RFPs) and soliciting and awarding bids, given established specifications and the organization's policies and procedures, so that competitive bidding is ensured.

Requisite Knowledge
1. Interpret purchasing laws
2. Interpret policies and procedures

Requisite Skills
1. Use evaluative methods
2. Communicate

Content Modification

Block	Modification	Justification
RS1	Changed "Identify" to "use".	They must be able to do more than identify at this level.

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 3B (2020) • Topic 6-1	N/A	Fire Officer 3 (2020) • JPR 12

4-4: Directing a Department Record Management System

Authority
1. NFPA 1021: Standard for Fire Officer Professional Qualifications (2020)
   - Paragraph 6.4.4

Job Performance Requirements
Direct the development, maintenance, and evaluation of a department record and management system, given policies and procedures, so that completeness and accuracy are achieved.

Requisite Knowledge
1. Evaluate principles involved in the acquisition, implementation, and retrieval of information by data processing as it applies to the record and budgetary processes
2. Evaluate the capabilities and limitations of information management systems

Requisite Skills
1. Use evaluative methods
2. Communicate
3. Organize data

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 3B (2020)	N/A	Fire Officer 3 (2020)
• Topic 3-1		• JPR 13

4-5: Analyzing and Interpreting Records and Data

Authority
1. NFPA 1021: Standard for Fire Officer Professional Qualifications (2020)
   - Paragraph 6.4.5

Job Performance Requirements
Analyze and interpret records and data, given a fire department records system, so that validity is determined and improvements are recommend.

Requisite Knowledge
1. Evaluate principles involved in the acquisition, implementation, and retrieval of information and data

Requisite Skills
1. Use evaluative methods
2. Communicate
3. Organize and analyze data

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 3B (2020) • Topic 3-2	N/A	Fire Officer 3 (2020) • JPR 14

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

Authority
1. NFPA 1021: Standard for Fire Officer Professional Qualifications (2020)
   - Paragraph 6.4.6

Job Performance Requirements
Develop a model plan for continuous organizational improvement, given resources for an area to be protected, so that resource utilization is maximized.

Requisite Knowledge
1. Interpret policies and procedures
2. Interpret local, state/provincial, and federal regulations
3. Evaluate physical and geographic characteristics and hazards
4. Analyze demographics
5. Evaluate community plans
6. Evaluate staffing requirements
7. Evaluate response time benchmarks
8. Evaluate contractual agreements
9. Evaluate recognized best practice assessment programs

Requisite Skills
1. Research
2. Use evaluative methods
3. Organize and analyze data
4. Communicate

Content Modification
Block	Modification	Justification

Cross Reference
Course Plan	Skill Sheet	Task Book
Fire Officer 3B (2020)	N/A	Fire Officer 3 (2020)
• Topic 2-1		• JPR 15

Section 5: Inspection and Investigation

5-1: Evaluating an Inspection Program

Authority
1. NFPA 1021: Standard for Fire Officer Professional Qualifications (2020)
   - Paragraph 6.5.1

Job Performance Requirements
Evaluate the inspection program of the AHJ, given current program goals, objectives, performance data, and resources, so that the results are evaluated to determine effectiveness.

Requisite Knowledge
1. Interpret policies and procedures
2. Interpret codes, standards, and laws
3. Evaluate accepted inspection practices
4. Describe program evaluation methods

Requisite Skills
1. Use evaluative methods
2. Analyze data
3. Communicate

Content Modification

Block	Modification	Justification
RK4	Added "methods".	Added to adjust grammar.

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 3B (2020) • Topic 4-1	N/A	Fire Officer 3 (2020) • JPR 16

5-2: Developing a Plan to Resolve an Identified Problem

Authority
1. NFPA 1021: Standard for Fire Officer Professional Qualifications (2020)
   - Paragraph 6.5.2
2. Office of the State Fire Marshal

Job Performance Requirements
Develop a plan, given an identified fire safety, emergency medical, and/or public health problem, so that the approval for a new program, piece of legislation, form of public education, intervention, and/or fire safety code is facilitated.

Requisite Knowledge
1. Interpret policies and procedures
2. Interpret applicable codes, ordinances, and standards
3. Describe development process for applicable codes, ordinances, and standards
4. Describe various consensus-building techniques

Requisite Skills
1. Use evaluative methods
2. Use consensus-building techniques
3. Communicate orally and in writing
4. Organize plans

Content Modification

Block	Modification	Justification
RK4	Added new knowledge item.	Added as foundational knowledge for the corresponding requisite skill.

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 3B (2020) • Topic 4-3	N/A	Fire Officer 3 (2020) • JPR 17

Section 6: Emergency Service Delivery

6-1: Incident Dynamics

Authority
1. Office of the State Fire Marshal

Job Performance Requirements
Differentiate between incident Types and characteristics, given incident scenarios, so that incident operations and leadership meet incident requirements in accordance with ICS principles.

Requisite Knowledge
1. Define incident Types (1, 2, 3, 4, 5) and complexity
2. Describe incident environment
3. Describe the command gap associated with expanding incidents
4. Describe the "Fog of War" and its impact on incident safety
5. Describe methods to reduce "Fog of War"
6. Understand command challenges
7. Understand the fire service's cultural relationship to failure

Requisite Skills
1. None

Content Modification

Block	Modification	Justification
CTS	Added a new standard.	This is foundational knowledge that sets the stage for all incident command functions.

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 3C (2020) • Topic 2-3	N/A	Fire Officer 3 (2020) • JPR 18 • JPR 29

6-2: Preparing an Action Plan

Authority
1. NFPA 1021: Standard for Fire Officer Professional Qualifications (2020)
   - Paragraph 6.6.1

Job Performance Requirements
Prepare an action plan, given an emergency incident requiring multiple agency operations, so that the required resources are determined and the resources are assigned and placed to mitigate the incident.

Requisite Knowledge
1. Interpret policies, procedures, and standards, including the current editions of NFPA 1600, NFPA 1700, NFPA 1710, and NFPA 1720
2. Evaluate the sources of emergency operations controlling authority, including EMS protocols if applicable
3. Evaluate resources, capabilities, roles, responsibilities, and authority of support agencies

Requisite Skills
1. Use evaluative methods
2. Delegate authority
3. Communicate orally and in writing
4. Organize plans

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 3C (2020) • Topic 7-2	N/A	Fire Officer 3 (2020) • JPR 19 • JPR 29

6-3: Developing and Conducting a Post-Incident Analysis

Authority
1. NFPA 1021: Standard for Fire Officer Professional Qualifications (2020)
   - Paragraph 6.6.2

Job Performance Requirements
Develop and conduct a post-incident analysis, given a multiagency incident and post-incident analysis policies, procedures, and forms, so that all required critical elements are identified and communicated and the appropriate forms are completed and processed in accordance with policies and procedures.

Requisite Knowledge
1. Describe elements of a multiagency post-incident analysis
2. Evaluate emergency management plan
3. Evaluate critical issues
4. Evaluate involved agencies' resources and responsibilities
5. Evaluate procedures relating to dispatch response
6. Evaluate strategy, tactics, and operations
7. Evaluate customer service

Requisite Skills
1. Write reports
2. Communicate orally and writing
3. Evaluate skills

Content Modification

Block	Modification	Justification
RK1	Added "multiagency".	Added for clarity.
RS2	Added "and writing".	Added for consistency with other paragraphs.

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 3C (2020) • Topic 11-1	N/A	Fire Officer 3 (2020) • JPR 20 • JPR 29

6-4: Developing or Improving a Plan for the Organization

Authority
1. NFPA 1021: Standard for Fire Officer Professional Qualifications (2020)
   - Paragraph 6.6.3

Job Performance Requirements
Develop or improve a plan for the organization, given an unmet need for resources that exceed what is available in the organization, so that the mission of the organization is capable of being performed in times of extraordinary need.

Requisite Knowledge
1. Describe the needs assessment and planning process

Requisite Skills
1. Conduct a needs assessment
2. Evaluate external resources
3. Develop a plan

Content Modification

Block	Modification	Justification
JPR	Added "or improve".	It will be rare for a FO3 to work in an agency that doesn't already have mutual aid agreements. They will need to work with data to improve an existing plan.
RK1	Added "process".	Added for clarity.

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 3C (2020) • Topic 3-2	N/A	Fire Officer 3 (2020) • JPR 21

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 (2020)
   - Paragraph 6.7.1

Job Performance Requirements
Develop a measurable accident and injury prevention program, given relevant local and national data, so that the results are evaluated to determine effectiveness of the program.

Requisite Knowledge
1. Interpret policies and procedures
2. Interpret applicable codes, standards, and laws
3. Evaluate accepted safety practices

Requisite Skills
1. Use evaluative methods
2. Analyze data
3. Communicate orally and in writing

Content Modification
Block	Modification	Justification

Cross Reference
Course Plan	Skill Sheet	Task Book
Fire Officer 3A (2020)	N/A	Fire Officer 3 (2020)
• Topic 5-1		• JPR 22

Section 8: Emergency Management

8-1: Integrating Fire Services Resources in a Community Emergency Plan

Authority
1. NFPA 1021: Standard for Fire Officer Professional Qualifications (2020)
   - Paragraph 6.8.1

Job Performance Requirements
Develop a plan for integrating fire services resources in the community's emergency operations plan, given the requirements of the community and the resources available in the fire department, so that the role of the fire service is in compliance with local, state/provincial, and national requirements.

Requisite Knowledge
1. Evaluate the role of the fire service
2. Describe the integrated emergency management system
3. Evaluate preparedness and emergency management planning integration
4. Describe how to integrate with emergency operations centers
5. Describe the roles of local, state/provincial, and national emergency management agencies

Requisite Skills
1. Communicate orally and in writing
2. Organize an integrated emergency management plan
3. Demonstrate familiarity with emergency management interagency planning and coordination

Content Modification

Block	Modification	Justification
JPR	Changed "management" to "operations".	This term is more consistent with California state and local language.
RK3	Changed "preparedness-emergency" to "preparedness and emergency". Added "integration".	Changed for clarity.
RS2	Added "an integrated emergency management".	Added to narrow scope.
RS3	Added "demonstrate".	NFPA did not provide a verb.

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 3C (2020) • Topic 3-1	N/A	Fire Officer 3 (2020) • JPR 23

Wildland Fire Officer II

Section 9: Definition of Duties

9-1: Definition of Duties for a Wildland Fire Officer II

Authority
1. NFPA 1140: Standard for Wildland Fire Protection (2022)
    - Paragraph 7.1.1, 7.4.1, 7.5.1

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

Requisite Knowledge
1. Identify the prerequisite knowledge required for 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 AHJ 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 qualification level of the Wildland Fire Officer I

Requisite Skills
1. None

Content Modification

Block	Modification	Justification
RK1	Changed "that system" to "the incident management system".	Changed for grammar and clarity.

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 3C (2020) • Topic 1-3	N/A	N/A

Section 10: Mobilization

10-1: Supervising Multiple Resources

Authority
1. NFPA 1140: Standard for Wildland Fire Protection (2022)
   - Paragraph 7.4.1

Job Performance Requirements
Supervise multiple resources, given an assignment and resources, so that they are mobilized in accordance with AHJ policies and procedures.

Requisite Knowledge
1. Interpret agency policies and procedures covering the movement of multiple resources

Requisite Skills
1. Assess the readiness of assigned resources

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 3C (2020) • Topic 8-2	N/A	Fire Officer 3 (2020) • JPR 24 • JPR 29

Section 11: Suppression

11-1: Developing an Incident Action Plan

Authority
1. NFPA 1140: Standard for Wildland Fire Protection (2022)
   - Paragraph 7.5.2

Job Performance Requirements
Develop, validate, modify, and document an incident action plan for each operational period, given an incident, so that strategies and tactics are applied according to AHJ policies and procedures in accordance with incident objectives.

Requisite Knowledge
1. Evaluate availability and capability of resources
2. Evaluate agency suppression priorities based on personnel safety and values at risk

Requisite Skills
1. Identify values at risk
2. Set objectives
3. Select correct wildland fire suppression strategies and tactics

Content Modification

Block	Modification	Justification
JPR	Replaced "an action plan" with "an incident".	If the task is to create an incident action plan, an IAP should not be part of the given.

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 3C (2020) • Topic 7-2 • Topic 9-1	N/A	Fire Officer 3 (2020) • JPR 25 • JPR 29

11-2: Evaluating Incident Facilities

Authority
1. NFPA 1140: Standard for Wildland Fire Protection (2022)
    *   Paragraph 7.5.3

Job Performance Requirements
Evaluate the need for and location of incident facilities, given AHJ policies and procedures, so that the location is sited, identified, and communicated to personnel.

Requisite Knowledge
1. Evaluate factors affecting the need for appropriate incident facilities

Requisite Skills
1. Evaluate and establish incident facilities

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 3C (2020) • Topic 8-4	N/A	Fire Officer 3 (2020) • JPR 26 • JPR 29

11-3: Developing and Maintaining Incident Records

Authority
1. NFPA 1140: Standard for Wildland Fire Protection (2022)
   - Paragraph 7.5.4

Job Performance Requirements
Develop and maintain incident records, given AHJ policies and procedures and applicable forms, so that required information is documented.

Requisite Knowledge
1. Describe AHJ incident documentation procedures

Requisite Skills
1. Record keeping

Content Modification

Block	Modification	Justification
JPR	Added "Develop and".	The FO3 will develop records (IAP, AAR, etc.) as part of their role, not just maintain existing records from previous incidents.

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 3C (2020) • Topic 11-2	N/A	Fire Officer 3 (2020) • JPR 27 • JPR 29

11-4: Obtaining Incident Information to Facilitate Transfer of Command

Authority
1. NFPA 1140: Standard for Wildland Fire Protection (2022)
   - Paragraph 7.5.5

Job Performance Requirements
Obtain incident information from the outgoing incident commander, given a wildland fire, so that the transfer of command is completed and the new incident commander has the information necessary to operate.

Requisite Knowledge
1. Describe AHJ policies and procedures for transfer in command

Requisite Skills
1. Communicate verbally and in writing
2. Document

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 3C (2020) • Topic 4-2	N/A	Fire Officer 3 (2020) • JPR 28 • JPR 29

Section 12: Command

12-1: Command an Expanding Incident

Authority
1. Office of the State Fire Marshal

Job Performance Requirements
Command an expanding wildland incident that incorporates multiple agency resources, given an expanding wildland incident scenario that incorporates multiple agency resources, so that incident operations and leadership meet incident requirements in accordance with ICS principles; incident objectives are met in accordance with AHJ-defined policies and constraints; the incident is continuously managed; transfer of command is completed and the new Incident Commander has the information necessary to operate; incident resources communicate effectively; ICS incident organization aligns with incident complexity; resources required to mitigate the incident are determined, assigned, and placed, and strategies and tactics are applied according to agency policies and procedures and incident objectives; incident resources are ordered for the next operational period; incident resources are supported; the location is correctly sited, clearly identified, and communicated to personnel; strategies and tactics are applied according to AHJ policies and procedures in accordance with incident objectives; the ICS aligns with incident conditions; all required critical elements are identified and communicated and the appropriate forms are completed and processed in accordance with policies and procedures; and all required information is documented.

Requisite Knowledge
1. None*

Requisite Skills
1. Differentiate between incident types and characteristics
2. Delegate decisions and actions
3. Demonstrate incident management technology
4. Transition from initial response to extended/greater alarm command role
5. Obtain incident information from the outgoing Incident Commander
6. Identify key situational awareness factors and how they impact incident decision making
7. Implement the risk management process and complete an Incident Action Plan Safety Analysis (ICS 215A)
8. Use radios to manage an integrated communication network
9. Establish effective command and control communications
10. Create an ICS incident organization that aligns with incident complexity
11. Prepare review, validate, modify, and document an incident action plan for an incident requiring multiple agency operations
12. Determine initial resources needs and complete an Operation Planning Worksheet (ICS 215G) for the next operational period

13. Deploy and manage multiple resources
14. Provide logistical incident support for current and subsequent operational periods
15. Evaluate the need for, and location of, incident facilities
16. Develop, validate, modify, and document an incident action plan for each operational period
17. Continue, transfer, or terminate command
18. Develop and conduct a post-incident analysis
19. Develop and maintain incident records
20. Communicate verbally and in writing
21. Document

Content Modification

Block	Modification	Justification
CTS	Added new certification training standard.	The new standard incorporates skills needed to command an incident that are not specifically stated in the NFPA standard.

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 3C (2020) • Topic 2-2 • Topic 2-3 • Topic 4-1 • Topic 4-2 • Topic 5-1 • Topic 5-2 • Topic 6-1 • Topic 6-2 • Topic 7-1 • Topic 7-2 • Topics 8-1 • Topic 8-2 • Topic 8-3 • Topics 8-4 • Topics 9-1 • Topic 10-1 • Topic 11-1 • Topic 11-2 • Topic 12-1	Fire Officer 3C (2020) • Activity 12-1	Fire Officer 3 (2020) • JPR 29

*All Requisite Knowledge for this JPR is taught in other JPRs. This is a skill-based JPR.

Human Resource Management (2020)

Course Plan

Course Details

Certification: Fire Officer 3

CTS Guide: Fire Officer 3 CTS Guide (2020)

Description: This course provides the skills and knowledge needed for a Fire Officer 3 to safely, effectively, and competently develop plans for providing employee accommodation and hiring procedures; establish minimum staffing requirements; apply California FBOR requirements; encourage participation in professional development; and develop a continuing education and training program, promotion procedures and programs, proposals for improving employee benefits, and a measurable accident and injury prevention program.

Designed For: Personnel preparing to pursue Fire Officer 3 certification or anyone who performs the duties of a Fire Officer 3 within their agency.

Prerequisites: Meet one of the following requirements:
- Meet the education requirements of an OSFM Company Officer **or** Fire Officer 2
- Currently in the position of Chief Fire Officer (acting does not apply)

Standard: Complete all required activities and formative tests.

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

Hours (Total): 40 hours

(13 lecture / 23 application / 4 testing)

Maximum Class Size: 25

Instructor Level: SFT Fire Officer 3A Registered Instructor

Instructor/Student Ratio: 1:25

Restrictions: None

SFT Designation: CFSTES

Table of Contents

Required Resources

Instructor Resources

To teach this course, instructors need:
- One of the following textbooks with accompanying tool kit and test bank:
  - *Chief Officer: Principles and Practice* (Jones & Bartlett Learning, 3rd edition, 2019)
  - *Chief Officer* (IFSTA, 4th edition, 2019)
- *Manager's Guide to the California Firefighters Bill of Rights Act* (Martin J. Mayer and Kevin Johnson, 3rd edition, Morris Publishing, ISBN: 0981767281)
- *NFPA 1582: Standard on Comprehensive Occupational Medical Program for Fire Departments* (current edition) – Physical fitness standards (Topic 2-2)
- *Pocket Guide to the Firefighters Procedural Bill of Rights Act* (California Public Employee Relations, current edition)
- Title VII of the Civil Rights Act of 1964 (http://www.eeoc.gov/laws/statutes/titlevii.cfm) (Topic 2-2)

Online Instructor Resources

The following instructor resources are available online at https://osfm.fire.ca.gov/what-we-do/state-fire-training/professional-certifications
- None

Student Resources

To participate in this course, students need:
- Required textbook chosen by the instructor
- *Pocket Guide to the Firefighters Procedural Bill of Rights Act* (California Public Employee Relations, current edition)
- A printed copy of the Fire Officer 3 Certification Task Book (2020)
- Access to a computer and printer

Facilities, Equipment, and Personnel

Facilities

The following facilities are required to deliver this course:
- Standard learning environment or facility, which may include:
  - Writing board or paper easel chart
  - Markers, erasers
  - Amplification devices
  - Projector and screen
  - Laptop or tablet with presentation or other viewing software
  - Internet access with appropriate broadband capabilities

Time Table

Segment	Lecture	Application	Unit Total
Unit 1: Introduction			
Topic 1-1: Orientation and Administration	1.0	0.0	
Topic 1-2: Fire Officer 3 Certification Process	1.0	2.0	
Topic 1-3: Definition of Duty for a Fire Officer 3	0.50	0.0	
Unit 1 Totals	**2.5**	**2.0**	**4.5**
Unit 2: Managing Personnel			
Topic 2-1: Developing Plans for Providing an Employee Accommodation	1.0	2.0	
Topic 2-2: Developing Hiring Procedures	1.5	3.0	
Topic 2-3: Establishing Minimum Staffing Requirements	1.0	2.0	
Topic 2-4: Applying the Requirements of the FBOR	1.0	2.0	
Unit 2 Totals	**4.5**	**9.0**	**13.5**
Unit 3:Professional Development			
Topic 3-1: Encouraging Participation in Professional Development	1.5	3.0	
Topic 3-2: Developing an Ongoing Continuing Education and Training Program	1.0	2.0	
Topic 3-3: Developing Promotion Procedures and Programs	1.5	3.0	
Unit 3 Totals	**4.0**	**8.0**	**12.0**
Unit 4: Employee Benefits			
Topic 4-1: Developing Proposals for Improving Employee Benefits	0.50	1.0	
Unit 4 Totals	**0.50**	**1.0**	**1.5**
Unit 5: Employee Safety			
Topic 5-1: Developing a Measurable Accident and Injury Prevention Program	1.5	3.0	
Unit 5 Totals	**1.5**	**3.0**	**4.5**
Formative Assessments			
Determined by AHJ or educational institution	**0.0**	**2.0**	**2.0**
Summative Assessment			
Determined by AHJ or educational institution	**0.0**	**2.0**	**2.0**
Course Totals	**13.0**	**27.0**	**40.0**

Fire Officer 3 is an upper division level program. For every hour of teaching time, students should anticipate two hours of outside work (reading, research, assignments, etc.).

The courses are designed to align with an academic calendar, spread across a semester or delivered in a hybrid model with onsite or synchronous classes and periods of independent or asynchronous work in between.

Time in class can include discussing, preparing for, and reviewing or presenting activities, but the time to complete activities will take place outside of the classroom.

Activities may take longer to complete than the 1:2-hour time ratio documented in the course plan as the activities are intended to meet task book sign off requirements.

Time Table Key

1. The Time Table documents the amount of time estimated to deliver the content included in the course plan.

2. Time is documented using the quarter system: 15 min. = .25 / 30 min. = .50 / 45 min. = .75 / 60 min. = 1.0.

3. The Course Totals do not reflect time for lunch (1 hour) or breaks (10 minutes per each 50 minutes of instruction or assessment). It is the instructor's responsibility to add this time based on the course delivery schedule.

4. Application (activities, skills exercises, and formative testing) time will vary depending on the number of students enrolled. The Application time documented is based on the maximum class size identified in the Course Details section.

5. Summative Assessments are determined and scheduled by the authority having jurisdiction. These are not the written or psychomotor State Fire Training certification exams. These are in-class assessments to evaluate student progress and calculate course grades.

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, skills exercises, 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. Determined by instructor

Application

1. Determined by instructor

Topic 1-2: Fire Officer 3 Certification Process

Terminal Learning Objective

At the end of this topic a student will be able to identify the requirements for Fire Officer 3 certification and describe the certification task book and examination process.

Enabling Learning Objectives

1. Identify the levels of certification in the Fire Officer certification track
   - Fire Officer 2 (formerly Company Officer)
   - Fire Officer 3 (formerly Chief Fire Officer)
   - Fire Officer 4 (formerly Executive Chief Fire Officer)
2. Identify the prerequisites for Fire Officer 3 certification
   - Candidate has completed one of the following prerequisites
     o OSFM Fire Officer 2 certification
     o OSFM Company Officer certification
     o OSFM Fire Officer certification
     o Appointment to the rank of Chief Fire Officer or Fire Officer 3
3. Identify the course work required for Fire Officer 3 certification
   - Fire Officer 3A: Human Resource Management
   - Fire Officer 3B: Finance and Administration
   - Fire Officer 3C: Command of Expanding Incidents
   - I-300 ICS-300: Intermediate ICS for Expanding Incidents (CalEMA/CalOES, CDF/CAL FIRE, FEMA, FIRESCOPE, NFA, NWCG, or SFT)
   - Behavioral Health and Cancer Awareness 3A: Organizational Leader (2020)
4. Identify the exams requirements for Fire Officer 3 certification
   - Not applicable
5. Identify the task book requirements for Fire Officer 3 certification
   - Fire Officer 3 Certification Task Book (2020)
6. Identify the experience requirements for Fire Officer 3 certification
   - A minimum of two years' full-time paid or four years' volunteer of part-time paid experience working at the Fire Officer 2 level in a recognized California fire agency.
7. Identify the position requirements for Fire Officer 3 certification
   - None
8. Describe the certification task book process
9. Describe the certification testing process
   - Not applicable
   - All formative and summative testing is completed in individual courses
10. Describe how to develop a course assignment portfolio
    - Course assignments are designed to meet Task Book requirements
    - Meet with Fire Chief to determine assignment parameters and discuss expectations for JPR sign off
      o Task book activities should fulfill the JPRs while meeting AHJ needs and advancing the participant's agency
      o Activities should ideally be completed within the work environment

- Describe how to develop effective portfolio documentation:
  - Spreadsheets
  - Memos
  - Staff reports
  - Incident-related documents (IAP, ICS-225 Evaluation Form, etc.)

Discussion Questions
1. Which SFT Fire Officer 3 Task Book (2020) job performance requirements are associated with this course?
2. When would you use a memo versus a staff report?

Application
1. Determined by instructor

Instructor Notes
1. Make sure students understand expectations for task book sign offs and course assignment submissions.
2. Be prepared to provide quality feedback on all submitted assignments.

Topic 1-3: Definition of Duty for a Fire Officer 3

Terminal Learning Objective

At the end of this topic a student, given NFPA 1021 standards will be able to identify the prerequisite qualifications and human resource management and health and safety duties of a Fire Officer 3, in accordance with national, state, and local standards.

Enabling Learning Objectives

1. Identify the prerequisite qualifications of a Fire Officer 3
   - Fire Officer Level II certification as defined in NFPA 1021
   - The ability to describe
     - o Current national and international trends and developments related to fire service organization, management, and administrative principles
     - o Public and private organizations that support the fire and emergency services and the functions of each
   - The ability to research, use evaluative methods, analyze data, communicate orally and in writing, and motivate employees
     - o Written communication methods
       - Email vs. memo vs. staff report
       - ▪ Special report, white papers, concept papers, position papers
2. Identify general prerequisite knowledge of California fire law
   - Workers' compensation
   - Civil service system
   - Equal Employment Opportunity (EEO) laws and protected classes
   - Public records and open meetings laws
   - Conflicts of interests and ethics
   - Fire fighter workplace laws and regulations
3. Identify the human resource management duties of an NFPA Fire Officer III
   - Establishing procedures for hiring, assigning, maintaining AHJ-approved continuing education requirements, promoting, and encouraging professional development of employees
4. Identify the health and safety duties of an NFPA Fire Officer III
   - Developing, managing, and evaluating a departmental health and safety program

Discussion Questions

1. Do Fire Officer 3s interact as leaders, collaborators, or followers?
2. What is the difference between leadership and management?
3. How does a Fire Officer 3 in a new position assess the needs of the organization and keep pace with emerging trends?

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Guide Reference: CTS 1-1

Unit 2: Managing Personnel

Topic 2-1: Developing Plans for Providing an 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. Interpret AHJ policies and procedures
   - Agency-specific
   - Departmental/internal
   - Collective bargaining agreements
2. Evaluate legal requirements for reasonable accommodations
3. Conduct research as needed to develop plans for providing employee accommodation and communicate results orally and in writing
   - FIRE (facts, issues, requirements, evaluation)

Discussion Questions

1. What are some typical reasonable accommodation requests faced by Fire Officer 3s?
2. What different entities would you need to interact with while developing a plan for reasonable accommodation?

Application

1. Develop a plan for providing an employee accommodation, given an employee need, the requirements, and applicable law, so that adequate information is included to justify the requested benefit improvement. Create a memo that lists considerations (including AHJ policies, procedures, and employee's bargaining unit agreement), identifies provisions, recommends solutions, and includes adequate information to justify the requested accommodations. (Fire Officer 3 Task Book, JPR 6)

Instructor Notes

1. None

CTS Guide Reference: CTS 2-6

Topic 2-2: Developing Hiring Procedures

Terminal Learning Objective

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

Enabling Learning Objectives

1. Interpret applicable regulations and standards; policies and procedures; and federal, state/provincial, and local laws
2. Evaluate hiring practices to ensure employees hired reflect community demographics
3. Describe hiring procedure components
   - Job description/minimum qualifications
   - Physical abilities testing
   - Recruitment
   - Written test
   - Oral interview
   - Background checks
   - Psychological exams
   - Medical exams
   - Administrative interview
4. Evaluate hiring procedures to ensure validity
   - Job task analysis (knowledge, skills, abilities)
   - Essential job-related functions
   - Protected classifications
   - Demographics of workforce/community served
5. Communicate hiring procedures to appointing authority orally and in writing

Discussion Questions

1. How would a Fire Officer 3 determine whether their AHJ's hiring procedures have a disparate impact on a particular classification?
2. How could a department market itself in the community to attract potential candidates and achieve workforce parity?

Application

1. Develop or evaluate procedures for hiring employees, given AHJ policies and legal requirements, so that the process is valid and reliable. Are your hiring procedures fair and valid? Is the process clearly explained? Does it require revision? What is one thing that could be improved? Prepare a memo to communicate your findings. (Fire Officer 3 Task Book, JPR 2)

Instructor Notes

1. See *NFPA 1582: Standard on Comprehensive Occupational Medical Program for Fire Departments* (current edition) – Physical fitness standards
2. See Title VII of the Civil Rights Act of 1964 (http://www.eeoc.gov/laws/statutes/titlevii.cfm)

CTS Guide Reference: CTS 2-2

Topic 2-3: Establishing Minimum Staffing Requirements

Terminal Learning Objective

At the end of this topic a student, given available human resources; policies and procedures; federal, state, and provincial laws; and rules and regulations, will be able to establish minimum staffing requirements so that AHJ job-related credentials are maintained.

Enabling Learning Objectives

1. Determine minimum staffing requirements of the AHJ
2. Interpret and apply policies and procedures
   - To maximize efficiency
   - To ensure a fair and impartial process
3. Identify available human resources
4. Determine how available human resources can best meet operational needs
   - Qualifications/training
   - Experience
   - Specialized skills
5. Identify factors to consider when assigning personnel to positions/duties
   - Departmental needs
   - Work environment
   - Assignments
     o Emergency response
     o Administrative duties
     o Special projects
   - Professional development
     o Sworn and non-sworn staff
6. Relate interpersonally, both orally and in writing, when assigning personnel

Discussion Questions

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

Application

1. Establish minimum staffing requirements, given available human resources; policies and procedures; federal, state, and provincial laws; and rules and regulations, so that AHJ job-related credentials are maintained. Prepare a memo that outlines an organizational review (evaluating the AHJ's org chart and position assignments to ensure maximum effectiveness) and recommendations for improvement. (Fire Officer 3 Task Book, JPR 1)

Instructor Notes

1. None

CTS Guide Reference: CTS 2-1

Topic 2-4: Applying the Requirements of the California FBOR

Terminal Learning Objective

At the end of this topic a student, given the California Firefighters Procedural Bill of Rights Act (FBOR) and AHJ policies and procedures, will be able to apply the requirements of the FBOR so that administrative investigations of fire fighters are conducted in accordance with the FBOR and AHJ policies and procedures.

Enabling Learning Objectives

1. Describe the disciplinary process as it relates to the FBOR
2. Describe the notification and interrogation process required by the FBOR
3. Describe the protection of basic rights offered by the FBOR
4. Describe how the FBOR reduces risk and civil and criminal liability
5. Prepare for administrative investigations
6. Communicate orally and in writing

Discussion Questions

1. How has your agency implemented the requirements of the FBOR?
2. How does a Fire Officer 3 ensure their subordinates are complying with the FBOR?
3. How does the FBOR affect the Fire Officer 3's supervisory duties?

Application

1. Apply the requirements of the California Fire Fighter Procedural Bill of Rights Act (FBOR), given the FBOR and AHJ policies and procedures, so that administrative investigations of fire fighters are conducted in accordance with the FBOR and AHJ policies and procedures. Prepare a memo that outlines how the FBOR applies to an employee disciplinary/adverse action scenario. (Fire Officer 3 Task Book, JPR 8)

Instructor Notes

1. Refer to the *Pocket Guide to the Firefighters Procedural Bill of Rights Act*.

CTS Guide Reference: CTS 2-8

Unit 3: Professional Development

Topic 3-1: Encouraging Participation in Professional Development

Terminal Learning Objective

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

Enabling Learning Objectives

1. Describe interpersonal and motivational techniques
2. Develop and/or apply a professional development model
   - National FESHE model
   - State Fire Training
     - o Professional certification tracks (CFSTES)
     - o Continuing education (FSTEP)
     - o California Incident Command Certification System (CICCS)
   - AHJ or interagency models
3. Describe goal setting techniques
4. Evaluate personal and professional goals
5. Evaluate employee potential
   - Performance reviews
   - Qualifications
   - Areas of skills or interests
6. Counsel employees 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?

Application

1. Describe methods to facilitate and encourage employees to participate in professional development, given a professional development model, so that employees achieve their personal and professional goals. Prepare a presentation that promotes AHJ professional development opportunities (including employer programs and employee incentives). (Fire Officer 3 Task Book, JPR 4)

Instructor Notes

1. None

CTS Guide Reference: CTS 2-4

Topic 3-2: Developing an Ongoing Continuing Education and Training Program

Terminal Learning Objective

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

Enabling Learning Objectives

1. Describe organizational mission and goals
2. Define needs assessment components
   - Evaluation of requirements
   - Evaluation of outcomes
   - Reoccurring proficiency training
   - One-time certification training
   - Mandated training
   - Skills assessment
3. Describe the training program development process
   - Identify 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
     o Human, technological, educational
   - Make recommendations for improvement
4. Perform needs assessment
5. 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 and training program?
2. Which external entities could you collaborate with to enhance your education and training program?

Application

1. Develop an ongoing continuing education and training program, given organizational training requirements, so that employees of the organization are given appropriate training to meet the mission of the organization. Write a staff report that includes a gap/needs analysis of training and education needs. Identify existing AHJ resources (internal and external), other agency or vendor options, or create something new. Develop a plan to close the gap that includes a timeline and cost to develop/implement/train. (Fire Officer 3 Task Book, JPR 7)

Instructor Notes

1. Reference the National Fire Academy and SFT websites for training and education opportunities.

CTS Guide Reference: CTS 2-7

Topic 3-3: Developing Promotion Procedures and Programs

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 employees, ensuring a valid, reliable, job-related, and nondiscriminatory process.

Enabling Learning Objectives

1. Interpret applicable
   - Regulations and standards
   - Policies and procedures
   - Federal, state/provincial, and local laws
2. Evaluate promotion practices to ensure employees promoted reflect community demographics
3. Describe promotion procedure components
   - Job description/minimum qualifications
   - Written test
   - Performance assessment/practical exam
   - Oral interview
   - Administrative interview
4. Evaluate promotion procedures to ensure validity
   - Job task analysis (knowledge, skills, abilities)
   - Essential job-related functions
   - Consistent with appropriate position/classifications
   - Protected classifications
   - Demographics of workforce/community served
5. Describe how to coordinate with stakeholders
   - Labor groups
   - Employee organizations
   - Hiring authority
   - External stakeholders
6. Communicate promotion procedures orally and in writing
7. Encourage professional development and succession planning
8. Mentor employees

Discussion Questions

1. How does a Fire Officer 3 encourage participation in the promotion process?
2. What methods could you use to ensure validity and reliability in your promotion procedures?
3. What are some current industry best practices for promotion procedures?

Application

1. Develop procedures and programs for promoting employees, given applicable policies and legal requirements, so that the process is valid and reliable, job-related, and nondiscriminatory. Evaluate your AHJ's current promotional process. Is the process valid and reliable, job-related, and nondiscriminatory? Is the process clearly explained? Does

it require revision? What is one thing that could be improved? Prepare a memo to communicate your findings. (Fire Officer 3 Task Book, JPR 3)

Instructor Notes

1. See Title VII of the 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 or for a new employee benefit, including adequate information to justify the requested benefit improvement.

Enabling Learning Objectives

1. Describe the organization'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. What is your agency's current benefit program? What could be improved?
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?

Application

1. Develop a proposal for improving an existing employee benefit or creating a new employee benefit, given a need in the organization, so that adequate information is included to justify the requested benefit improvement. Write a staff report that identifies areas for improvement, describes the improvement, and identifies associated costs and recommended process for implementation. (Fire Officer 3 Task Book, JPR 5)

Instructor Notes

1. None

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, state, and national data, will be able to develop a measurable accident and injury prevention program and evaluate results to determine program effectiveness.

Enabling Learning Objectives

1. Interpret policies and procedures
2. Interpret applicable codes, standards, and laws
3. Describe how to develop a measurable accident and injury prevention program
   - Analyze agency injury/illness data to look for patterns or trends
   - Compare agency data with local/state/national statistics
   - Look for alignment, spikes, and gaps
   - Evaluate accepted safety practices
   - Establish acceptable thresholds
   - Communicate accident and injury prevention program recommendations orally and in writing
4. Use evaluative methods to determine ongoing accident and injury prevention program effectiveness
   - Continuously identify gaps and provide recommendations for improvement

Discussion Questions

1. How does your agency's accident and injury/illness prevention program align with its overall health, safety, and wellness goals.
2. How can you 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 or why not?

Application

1. Develop a measurable accident and injury prevention program, given relevant local and national data, so that the results are evaluated to determine effectiveness of the program. Write a memo that evaluates your agency's current program against agency accident/injury data and recommends a change or improvement to the accident/injury program. (Fire Officer 3 Task Book, JPR 22)

Instructor Notes

1. None

CTS Guide Reference: CTS 7-1

How to Read a Course Plan

A course plan identifies the details, logistics, resources, and training and education content for an individual course. Whenever possible, course content is directly tied to a national or state standard. SFT uses course plans as the training and education standard for an individual course. Individuals at fire agencies, academies, and community colleges use course plans to obtain their institution's consent to offer courses and provide credit for their completion. Instructors use course plans to develop syllabi and lesson plans for course delivery.

Course Details
The Course Details segment identifies the logistical information required for planning, scheduling, and delivering a course.

Required Resources
The Required Resources segment identifies the resources, equipment, facilities, and personnel required to deliver the course.

Unit
Each Unit represents a collection of aligned topics. Unit 1 is the same for all SFT courses. An instructor is not required to repeat Unit 1 when teaching multiple courses within a single instructional period or academy.

Topics
Each Topic documents a single Terminal Learning Objective and the instructional activities that support it.

Terminal Learning Objective
A Terminal Learning Objective (TLO) states the instructor's expectations of student performance at the end of a specific lesson or unit. Each TLO includes a task (what the student must be able to do), a condition (the setting and supplies needed), and a standard (how well or to whose specifications the task must be performed). TLOs target the performance required when students are evaluated, not what they will do as part of the course.

Enabling Learning Objectives
The Enabling Learning Objectives (ELO) specify a detailed sequence of student activities that make up the instructional content of a lesson plan. ELOs cover the cognitive, affective, and psychomotor skills students must master to complete the TLO.

Discussion Questions
The Discussion Questions are designed to guide students into a topic or to enhance their understanding of a topic. Instructors may add to or adjust the questions to suit their students.

Application

The Application segment documents experiences that enable students to apply lecture content through cognitive and psychomotor activities, skills exercises, and formative testing. Application experiences included in the course plan are required. Instructors may add additional application experiences to suit their student population if time permits.

Instructor Notes

The Instructor Notes segment documents suggestions and resources to enhance an instructor's ability to teach a specific topic.

CTS Guide Reference

The CTS Guide Reference segment documents the standard(s) from the corresponding Certification Training Standard Guide upon which each topic within the course is based. This segment is eliminated if the course is not based on a standard.

Skill Sheet

The Skill Sheet segment documents the skill sheet that tests the content contained within the topic. This segment is eliminated if the course does not have skill sheets.

Human Resource Management Activities

Instructions

- These activities are designed to help you complete your Fire Officer 3 Certification Task Book.
- To determine the assignment parameters, meet with your fire chief to discuss their expectations for JPR sign off.
- The time needed to complete activities is built into the course time allotment but activates may be completed independently outside of the classroom.

Activities

Developing Plans for Providing an Employee Accommodation (Topic 2-1)

Task: Develop a plan for providing an employee accommodation, given an employee need, the requirements, and applicable law, so that adequate information is included to justify the requested benefit improvement. (Fire Officer 3 Task Book, JPR 6)

Deliverable: Create a memo that lists considerations (including AHJ policies, procedures, and employee's bargaining unit agreement), identifies provisions, recommends solutions, and includes adequate information to justify the requested accommodations.

Developing Hiring Procedures (Topic 2-2)

Task: Develop or evaluate procedures for hiring employees, given AHJ policies and legal requirements, so that the process is valid and reliable. (Fire Officer 3 Task Book, JPR 2)

Deliverable: Are your hiring procedures fair and valid? Is the process clearly explained? Does it require revision? What is one thing that could be improved? Prepare a memo to communicate your findings.

Establishing Minimum Staffing Requirements (Topic 2-3)

Task: Establish minimum staffing requirements, given available human resources; policies and procedures; federal, state, and provincial laws; and rules and regulations, so that AHJ job-related credentials are maintained. (Fire Officer 3 Task Book, JPR 1)

Deliverable: Prepare a memo that outlines an organizational review (evaluating the AHJ's org chart and position assignments to ensure maximum effectiveness) and recommendations for improvement.

Applying the Requirements of the California FBOR (Topic 2-4)

Task: Apply the requirements of the California Fire Fighter Procedural Bill of Rights Act (FBOR), given the FBOR and AHJ policies and procedures, so that administrative investigations of fire fighters are conducted in accordance with the FBOR and AHJ policies and procedures. (Fire Officer 3 Task Book, JPR 8)

Deliverable: Prepare a memo that outlines how the FBOR applies to an employee disciplinary/adverse action scenario.

Encouraging Participation in Professional Development (Topic 3-1)

Task: Describe methods to facilitate and encourage employees to participate in professional development, given a professional development model, so that employees achieve their personal and professional goals. (Fire Officer 3 Task Book, JPR 4)

Deliverable: Prepare a presentation that promotes AHJ professional development opportunities (including employer programs and employee incentives)?

Developing an Ongoing Continuing Education and Training Program (Topic 3-2)

Task: Develop an ongoing continuing education and training program, given organizational training requirements, so that employees of the organization are given appropriate training to meet the mission of the organization. (Fire Officer 3 Task Book, JPR 7)

Deliverable: Write a staff report that includes a gap/needs analysis of training and education needs. Identify existing AHJ resources (internal and external), other agency or vendor options, or create something new. Develop a plan to close the gap that includes a timeline and cost to develop/implement/train.

Developing Promotion Procedures and Programs (Topic 3-3)

Task: Develop procedures and programs for promoting employees, given applicable policies and legal requirements, so that the process is valid and reliable, job-related, and nondiscriminatory. (Fire Officer 3 Task Book, JPR 3)

Deliverable: Evaluate your AHJ's current promotional process. Is the process valid and reliable, job-related, and nondiscriminatory? Is the process clearly explained? Does it require revision? What is one thing that could be improved? Prepare a memo to communicate your findings.

Developing Proposals for Improving Employee Benefits (Topic 4-1)

Task: Develop a proposal for improving an existing employee benefit or creating a new employee benefit, given a need in the organization, so that adequate information is included to justify the requested benefit improvement. (Fire Officer 3 Task Book, JPR 5)

Deliverable: Write a staff report that identifies areas for improvement, describes the improvement, and identifies associated costs and recommended process for implementation.

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

Task: Develop a measurable accident and injury prevention program, given relevant local and national data, so that the results are evaluated to determine effectiveness of the program. (Fire Officer 3 Task Book, JPR 22)

Deliverable: Write a memo that evaluates your agency's current program against agency accident/injury data and recommends a change or improvement to the accident/injury program.

Finance and Administration (2020)

Course Plan

Course Details

Certification: Fire Officer 3

CTS Guide: Fire Officer 3 CTS Guide (2020)

Description: This course provides the skills and knowledge needed for a Fire Officer 3 to safely, effectively, and competently develop a model plan for continuous organizational improvement, direct a department record management system, analyze and interpret records and data, evaluate an inspection program, develop a community awareness program, develop a budget management system, develop a division or departmental budget, and describe the process for ensuring competitive bidding.

Designed For: Personnel preparing to pursue Fire Officer 3 certification or anyone who performs the duties of a Fire Officer 3 within their agency.

Prerequisites: Meet one of the following requirements:
- Meet the education requirements of an OSFM Company Officer **or** Fire Officer 2
- Currently in the position of Chief Fire Officer (acting does not apply)

Standard: Complete all required activities and formative tests.

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

Hours (Total): 54 hours

(20 lecture / 30 application / 4 testing)

Maximum Class Size: 25

Instructor Level: SFT Fire Officer 3B Registered Instructor

Instructor/Student Ratio: 1:25

Restrictions: None

SFT Designation: CFSTES

Table of Contents

Required Resources

Instructor Resources

To teach this course, instructors need:
- One of the following textbooks with accompanying tool kit and test bank:
    - *Chief Officer: Principles and Practice* (Jones & Bartlett Learning, 3rd edition, 2019)
    - *Chief Officer* (IFSTA, 4th edition, 2019)

Additional Resources (recommended):
- *Chief Fire Officer's Desk Reference* (Jones & Bartlett Publishers, current edition)
- *Chief Fire Officer's Desk Reference* (IAFC, current edition)
- *Little Budget Book: A Portable Budgeting Guide for Local Government* (Len Wood, 2nd edition, Training Shoppe, ISBN: 9780963437457)
- *Managing Fire and Emergency Services* (ICMA Publications, current edition)

Online Instructor Resources

The following instructor resources are available online at https://osfm.fire.ca.gov/what-we-do/state-fire-training/professional-certifications
- None

Student Resources

To participate in this course, students need:
- Required textbook chosen by the instructor
- A printed copy of the Fire Officer 3 Certification Task Book (2020)
- Print or digital access to their agency's budget
- Access to a computer and printer

Facilities, Equipment, and Personnel

Facilities
The following facilities are required to deliver this course:
- Standard learning environment or facility, which may include:
    - Writing board or paper easel chart
    - Markers, erasers
    - Amplification devices
    - Projector and screen
    - Laptop or tablet with presentation or other viewing software
    - Internet access with appropriate broadband capabilities

Time Table

Segment	Lecture	Application	Unit Total
Unit 1: Introduction			
Topic 1-1: Orientation and Administration	1.0	0.0	
Topic 1-2: Fire Officer 3 Certification Process	1.0	2.0	
Topic 1-3: Definition of Duty for a Fire Officer 3	0.5	0.0	
Unit 1 Totals	**2.5**	**2.0**	**4.5**
Unit 2: Organizational Improvement			
Topic 2-1: Developing a Model Plan for Continuous Organizational Improvement	3.0	5.0	
Unit 2 Totals	**3.0**	**5.0**	**8.0**
Unit 3: Records and Data			
Topic 3-1: Directing a Department Record Management System	1.5	3.0	
Topic 3-2: Analyzing and Interpreting Records and Data	1.5	3.0	
Unit 3 Totals	**3.0**	**6.0**	**9.0**
Unit 4: Community Risk Reduction			
Topic 4-1: Evaluating an Inspection Program	1.0	2.0	
Topic 4-2: Developing or Improving a Community Risk Reduction Program	1.5	3.0	
Topic 4-3: Developing a Plan to Resolve an Identified Problem	1.5	3.0	
Unit 4 Totals	**4.0**	**8.0**	**12.0**
Unit 5: Fiscal Management			
Topic 5-1: Budgeting Basics	1.0	0.5	
Topic 5-2: Developing and Using a Budget Management System	1.5	3.0	
Topic 5-3: Developing a Budget	4.0	4.0	
Unit 5 Totals	**6.5**	**7.5**	**14.0**
Unit 6: Competitive Bidding			
Topic 6-1: Describing the Organizational Bidding Process	1.0	1.5	
Unit 6 Totals	**1.0**	**1.5**	**2.5**
Formative Assessments			
Determined by AHJ or educational institution	**0.0**	**2.0**	**2.0**
Summative Assessment			
Determined by AHJ or educational institution	**0.0**	**2.0**	**2.0**
Course Totals	**20.0**	**34.0**	**54.0**

Fire Officer 3 is an upper division level program. For every hour of teaching time, students should anticipate two hours of outside work (reading, research, assignments, etc.).

The courses are designed to align with an academic calendar, spread across a semester or delivered in a hybrid model with onsite or synchronous classes and periods of independent or asynchronous work in between.

Time in class can include discussing, preparing for, and reviewing or presenting activities, but the time to complete activities will take place outside of the classroom.

Activities may take longer to complete than the 1:2-hour time ratio documented in the course plan as the activities are intended to meet task book sign off requirements.

Time Table Key

1. The Time Table documents the amount of time estimated to deliver the content included in the course plan.

2. Time is documented using the quarter system: 15 min. = .25 / 30 min. = .50 / 45 min. = .75 / 60 min. = 1.0.

3. The Course Totals do not reflect time for lunch (1 hour) or breaks (10 minutes per each 50 minutes of instruction or assessment). It is the instructor's responsibility to add this time based on the course delivery schedule.

4. Application (activities, skills exercises, and formative testing) time will vary depending on the number of students enrolled. The Application time documented is based on the maximum class size identified in the Course Details section.

5. Summative Assessments are determined and scheduled by the authority having jurisdiction. These are not the written or psychomotor State Fire Training certification exams. These are in-class assessments to evaluate student progress and calculate course grades.

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, skills exercises, 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. Determined by instructor

Application

1. Determined by instructor

Topic 1-2: Fire Officer 3 Certification Process

Terminal Learning Objective

At the end of this topic a student will be able to identify the requirements for Fire Officer 3 certification and describe the certification task book and examination process.

Enabling Learning Objectives

1. Identify the levels of certification in the Fire Officer certification track
   - Fire Officer 2 (formerly Company Officer)
   - Fire Officer 3 (formerly Chief Fire Officer)
   - Fire Officer 4 (formerly Executive Chief Fire Officer)
2. Identify the prerequisites for Fire Officer 3 certification
   - Candidate has completed one of the following prerequisites
     - OSFM Fire Officer 2 certification
     - OSFM Company Officer certification
     - OSFM Fire Officer certification
     - Appointment to the rank of Chief Fire Officer or Fire Officer 3
3. Identify the course work required for Fire Officer 3 certification
   - Fire Officer 3A: Human Resource Management
   - Fire Officer 3B: Finance and Administration
   - Fire Officer 3C: Command of Expanding Incidents
   - I-300 ICS-300: Intermediate ICS for Expanding Incidents (CalEMA/CalOES, CDF/CAL FIRE, FEMA, FIRESCOPE, NFA, NWCG, or SFT)
   - Behavioral Health and Cancer Awareness 3A: Organizational Leader (2020)
4. Identify the exams requirements for Fire Officer 3 certification
   - Not applicable
5. Identify the task book requirements for Fire Officer 3 certification
   - Fire Officer 3 Certification Task Book (2020)
6. Identify the experience requirements for Fire Officer 3 certification
   - A minimum of two years' full-time paid or four years' volunteer of part-time paid experience working at the Fire Officer 2 level in a recognized California fire agency.
7. Identify the position requirements for Fire Officer 3 certification
   - None
8. Describe the certification task book process
9. Describe the certification testing process
   - Not applicable
   - All formative and summative testing is completed in individual courses
10. Describe how to develop a course assignment portfolio
    - Course assignments are designed to meet Task Book requirements
    - Meet with Fire Chief to determine assignment parameters and discuss expectations for JPR sign off
      - Task book activities should fulfill the JPRs while meeting AHJ needs and advancing the participant's agency
      - Activities should ideally be completed within the work environment

- Describe how to develop effective portfolio documentation:
    - Spreadsheets
    - Memos
    - Staff reports
    - Incident-related documents (IAP, ICS-225 Evaluation Form, etc.)

Discussion Questions
1. Which SFT Fire Officer 3 Task Book (2020) job performance requirements are associated with this course?
2. When would you use a memo versus a staff report?

Application
1. Determined by instructor

Instructor Notes
1. Make sure students understand expectations for task book sign offs and course assignment submissions.
2. Be prepared to provide quality feedback on all submitted assignments.

Topic 1-3: Definition of Duty for a Fire Officer 3

Terminal Learning Objective

At the end of this topic a student, given NFPA 1021 standards will be able to identify the prerequisite qualifications and community and government relations, administration, and inspection and investigation duties of a Fire Officer 3, in accordance with national, state, and local standards.

Enabling Learning Objectives

1. Identify the prerequisite qualifications of a Fire Officer 3
   - Fire Officer Level II certification as defined in NFPA 1021
   - The ability to describe
     - Current national and international trends and developments related to fire service organization, management, and administrative principles
     - Public and private organizations that support the fire and emergency services and the functions of each
   - The ability to research, use evaluative methods, analyze data, communicate orally and in writing, and motivate employees
     - Written communication methods
       - Email vs. memo vs. staff report
       - Spreadsheets
       - Special report, white papers, concept papers, position papers
2. Identify the community and government relations of an NFPA Fire Officer III
   - Developing programs that improve and expand services and build partnerships with the public
3. Identify the administration duties of an NFPA Fire Officer III
   - Preparing a divisional or departmental budget
   - Developing a budget management system
   - Developing grant applications
   - Soliciting bids
   - Planning for resource allocation
   - Working with records management systems
4. Identify the inspection and investigation duties of an NFPA Fire Officer III
   - Evaluating AHJ inspection programs to determine effectiveness
   - Developing public safety plans

Discussion Questions

1. What is your agency's role in building community partnerships?
2. What role does the Fire Officer 3 play in your agency's budgeting process?
3. What roles and responsibilities does a Fire Officer 3 have when it comes to inspections and investigations?

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Guide Reference: CTS 1-1

Unit 2: Organizational Improvement

Topic 2-1: 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. Interpret requirements
   - AHJ policies and procedures
   - Industry standards
     - o NFPA 1710 or 1720
     - o Commission on Fire Accreditation International Self-Assessment Model
     - o Insurance Service Organization Free Service Rating Schedule
     - o NHTSA A Leadership Guide to Quality Improvement for Emergency Medical Services (EMS) Systems
     - o Standards of Cover (SOC)
   - Locally established performance standards
     - o Local Agency Formation Commission (LAFCO) service-level reviews
     - o Local EMS Agency (LEMSA) standards
   - Local, state/provincial, and federal regulations
   - Budget/resources
2. Evaluate the service area and agency environment
   - Physical and geographic characteristics and hazards
   - Community risk matrix (hazard inventory)
   - Service/response zones
     - o Urban
     - o Suburban
     - o Rural
     - o Wilderness/hard-to-serve
   - Demographics
   - Community plans
     - o Local hazard mitigation plan, if applicable
     - o General Plan
   - Standards of cover
     - o Response time benchmarks
     - o Staffing
       - ▪ Critical task analysis
     - o Resources
       - ▪ Distribution
       - ▪ Concentration
       - ▪ Reliability

- Contractual agreements
  - Auto aid
  - Mutual aid
  - Special agreements
- Recognized best practice assessment programs
  - Commission on Fire Accreditation International (CFAI) Self-Assessment Model
  - Insurance Service Organization (ISO) Fire Suppression Rating Schedule
3. Use evaluative methods to determine effectiveness of model plan
4. Research potential improvements
5. Organize and analyze data
6. Communicate findings orally and in writing

Discussion Questions
1. What is your agency's performance standard for emergency service delivery?
2. How do you determine if 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?

Application
1. Develop a model plan for continuous organizational improvement, given resources for an area to be protected, so that resource utilization is maximized. Write a staff report that includes: defined industry standards, agency performance data, a comparison/gap analysis between the two, and a plan for incremental improvement. (Fire Officer 3 Task Book, JPR 15)

Instructor Notes
1. Students should meet with their Fire Chief to map out a plan for the Topic 4-3 assignment. All other assignments in this course should be components that align with or support this goal.
2. Students from the same agency can work together but should focus on different aspects of the quality improvement program. Each student must submit their own staff report for the assignment.

CTS Guide Reference: CTS 4-6

Unit 3: Records and Data

Topic 3-1: 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 (RMS), ensuring the achievement of completeness and accuracy.

Enabling Learning Objectives

1. Determine an agency's RMS needs
   - Legal
   - Financial
   - Personnel
   - Administrative
   - Emergency and non-emergency activities
2. Identify the purpose of an RMS
   - To comply with legal requirements and best practices
   - To provide data-driven decision-making
   - To justify resource allocations
3. Evaluate principles involved in acquiring, implementing, and retrieving information
   - Policies and procedures
   - User-friendly hardware and software
   - Complete and accurate data entry
   - Proper documentation and meaningful reports
   - Frequent user training to ensure compliance with procedural guidelines
4. Evaluate the capabilities and limitations of information management systems
   - Human-technology interface (training, user errors, etc.)
   - Accuracy
   - Currency
   - Access/ease of use
5. Organize data and use evaluative methods to ensure the completeness and accuracy of a department RMS
   - Routine inspection of system to verify and validate data
6. Communicate orally and in writing

Discussion Questions

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

Application

1. Direct the development, maintenance, and evaluation of a department record and management system, given policies and procedures, so that completeness and accuracy are achieved. Write a memo that includes the following:

- A list of all RMS in the agency and which records exist in each
- An evaluation of one system for completeness, currency, and accuracy. (Fire Officer 3 Task Book, JPR 13)

Instructor Notes
1. None

CTS Guide Reference: CTS 4-4

Topic 3-2: 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.

Enabling Learning Objectives

1. Evaluate the principals involved in the acquisition, implementation, and retrieval of information and data
   - Public vs. confidential or private information
   - Asking the right questions to avoid information gaps
   - Access permissions and processes
2. Describe how to analyze and interpret records and data
   - Qualitative vs. quantitative data
   - Context
   - Data sources
3. Organize and analyze data
4. Use evaluative methods to determine validity
   - Gather quality information
   - Put 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
5. Communicate recommended improvements orally and in writing

Discussion Questions

1. What are some possible repercussions of misinterpreted data?
2. How can data support 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?

Application

1. Analyze and interpret records and data, given a fire department records system, so that validity is determined and improvements are recommend. Write a memo that measures agency performance (using records and data associated with incremental improvement proposal) against industry standards to identify areas for improvement. (Fire Officer 3 Task Book, JPR 14)

Instructor Notes

1. None

CTS Guide Reference: CTS 4-5

Unit 4: Community Risk Reduction

Topic 4-1: Evaluating an Inspection Program

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 AHJ's inspection program, assessing results to determine effectiveness.

Enabling Learning Objectives

1. Interpret applicable policies, procedures, codes, standards, and laws
2. Evaluate accepted inspection practices
   - Meet mandated/advisory requirements
   - Provide public education/information
   - Determine effectiveness in reducing risks
3. Use evaluative methods to analyze data
   - Track average inspection time
   - Quantify number of initial inspections and re-inspections
   - Consider resources allocated for inspection program
   - Evaluate complexity of occupancies
   - 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?

Application

1. Evaluate the inspection program of the AHJ, given current program goals, objectives, performance data, and resources, so that the results are evaluated to determine effectiveness. Write a memo that measures agency performance (using records and data associated with the agency's inspection program) against industry standards to determine effectiveness. (Fire Officer 3 Task Book, JPR 16)

Instructor Notes

1. None

CTS Guide Reference: CTS 5-1

Topic 4-2: Developing or Improving a Community Risk Reduction Program

Terminal Learning Objective

At the end of this topic a student, given risk assessment data, will be able to develop or improve a community risk reduction (CRR) program that meets desired program outcomes.

Enabling Learning Objectives

1. Evaluate community demographics
2. Evaluate community needs
   - Assess risks for targeted demographic
   - Community priorities
   - Identified issues
3. Evaluate resource availability
   - Personnel
   - Funding
   - Existing programs/materials
4. Describe customer service principles
   - Timeliness
   - Quality
   - Customer satisfaction
5. Describe how to develop a program
6. Analyze and interpret data
7. Relate interpersonally and communicate, 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?

Application

1. Develop or improve a community risk reduction (CPR) program, given risk assessment data, so that program outcomes are met. Prepare a staff report that outlines proposed initiatives or improvements. (Fire Officer 3 Task Book, JPR 9)

Instructor Notes

1. Students should align their community risk reduction program or improvement with their Topic 4-3 assignment as all incremental changes within an agency should ultimately reduce community risk.

CTS Guide Reference: CTS 3-1

Topic 4-3: Developing a Plan to Resolve an Identified Problem

Terminal Learning Objective

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

Enabling Learning Objectives

1. Interpret applicable policies, procedures, codes, ordinances, and standards
2. Describe how to develop:
   - A new program
   - A form of public education
   - Fire safety codes, ordinances, or standards
3. Describe and use various consensus-building techniques
   - Solicit community involvement and outreach
   - Use data to convey the message
   - Obtain stakeholder input
   - Facilitate discussion to obtain support
4. Use evaluative methods to determine effectiveness
5. Organize and communicate plans to achieve desired outcomes
   - 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 during the process?

Application

1. Develop a plan, given an identified fire safety, emergency medical, and/or public health problem so that the approval for a new program, piece of legislation, form of public education, intervention, and/or fire safety code is facilitated. Develop a plan to resolve a fire safety program through a new program. (Fire Officer 3 Task Book, JPR 17)

Instructor Notes

1. This application assignment provides the master framework for all other activities in this course. Introduce it early (Topic 2-1) to students know what they are working toward.

CTS Guide Reference: CTS 5-2

Unit 5: Fiscal Management

Topic 5-1: Budgeting Basics

Terminal Learning Objective

At the end of this topic a student, given budgetary systems, revenue streams, and expenditures will be able to describe fire agency budgetary processes so that agency budgets meet AHJ needs.

Enabling Learning Objectives

1. Describe the purpose of a budget/budgetary system
   - Accountability
   - Planning
   - Evaluation
   - Information
2. Identify types of fire agency revenue streams
   - City (generally collected and allocated from the general fund)
     - Taxes
     - Fees
     - Grants
   - County
     - Taxes
     - Fees
     - Grants
   - District (generally has more budgetary independence)
     - Primarily property taxes
     - Fees
     - Grants
3. Identify types of fire agency expenditures
   - Operating costs
     - Equipment
     - Supplies
     - Programs
   - Personnel costs
     - Base salaries
     - Benefits
   - Capital expenditures
     - Facilities
     - Apparatus
4. Identify types of budgeting systems
   - Planning programming budgeting system (PPBS)
   - Line-item budgets
   - Zero-based budgeting (ZBB)
   - Program budgeting

- Performance budgeting
- Matrix budgets

Discussion Questions

1. How is your agency funded?
2. How is a city fire agency's budgeting process different from a fire district's budgeting process?
3. How is your agency's budget tied to service levels?
4. What types of taxes, fees, and grants does your AHJ use for funding?

Application

1. Describe fire agency budgetary processes, given budgetary systems, revenue streams, and expenditures, so that agency budgets meet AHJ needs. Prepare a memo that summarizes your agency's major revenue and expenditure categories and budget process/schedule. (Fire Officer 3 Task Book, JPR 10)

Instructor Notes

1. Students need a copy of or digital access to their agency budget to participate in class discussions and assignments.

CTS Guide Reference: CTS 4-1

Topic 5-2: Developing and Using 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 and use a budget management system to keep the division or department within the budgetary authority.

Enabling Learning Objectives

1. Identify types of budgeting systems
   - Planning programming budgeting system (PPBS)
   - Line-item budgets
   - Zero-based budgeting (ZBB)
   - Program budgeting
   - Performance budgeting
   - Matrix budgets
2. Describe relevant financial data that requires continuous evaluation
   - Revenue to date
   - Anticipated revenue
   - Expenditures to date
   - Encumbered amounts
   - Anticipated expenditures
3. Interpret financial data
4. Communicate budget management system orally and in writing

Discussion Questions

1. What type of budget/management system does your agency use?
2. Who uses your budget system?
3. How does your budget system track expenditures?

Application

1. Develop and use a budget management system, given fiscal and financial policies, so that the division or department stays within the budgetary authority. Prepare a memo that identifies potential funding sources within the existing budget to fund the Topic 4-3 proposal. (Fire Officer 3 Task Book, JPR 11)

Instructor Notes

1. None

CTS Guide Reference: CTS 4-2

Topic 5-3: Developing a 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 project/program, divisional, or departmental budget, determining and justifying capital, operating, and personnel costs.

Enabling Learning Objectives

1. Describe the organization's approved budgeting system
2. Evaluate agency operation and maintenance costs
   - Programs (new or existing)
   - Equipment and supplies (new or existing)
   - Facility maintenance and repairs
   - Fleet maintenance and repairs
3. Evaluate personnel costs
   - Salary
   - Benefits
   - Training
   - Minimum staffing levels and overtime
   - Fully burdened (furniture, fixtures, equipment, and vehicle costs for new position)
4. Evaluate capital expenses
   - Amortized costs of equipment/apparatus replacement value
   - Capital improvement projects
5. Justify capital, operating, and personnel costs
   - Identify applicable strategic plan, policies, procedures, rules, and/or regulations that justify the expense
   - Demonstrate the expenditure's impact on sustaining or enhancing service levels
6. Use approved budget management system
7. Allocate finances per approved divisional or departmental budget
8. Relate interpersonally, both orally and in writing, as needed to develop, communicate, and implement budget
   - Identify and attend meetings with budget stakeholders
   - Complete required documentation (i.e., budget change proposal, budget enhancement, etc.)
   - Abide by budget cycle calendars and deadlines

Discussion Questions

1. How do you determine the stakeholders for a budget proposal or request?
2. How does the cyclical nature of the economy impact budget development?

Application

1. Develop a project/program, divisional, or departmental budget, given schedules and guidelines concerning its preparation, so that capital, operating, and personnel costs are determined and justified. Prepare a memo that fully outlines a budget for the Topic 4-3 proposal. (Fire Officer 3 Task Book, JPR 10)

Instructor Notes
1. None

CTS Guide Reference: CTS 4-1

Unit 6: Competitive Bidding

Topic 6-1: Describing the Organizational Bidding Process

Terminal Learning Objective

At the end of this topic a student, given established specifications and the organization's policies and procedures, will be able to describe the organization's process for developing requests for proposal (RFPs) and soliciting and awarding bid so that competitive bidding is ensured.

Enabling Learning Objectives

1. Interpret purchasing laws, policies, and procedures
2. Identify and use evaluative methods for ensuring competitive bidding
   - Minority, Woman, or Disabled Veteran Business Enterprise (MWDVBE) requirements
   - Local/regional vendors
   - Single-source vendors
   - Vendor capacity to fulfill the required task
   - Responsive vs. non-responsive bids
   - Prequalification documentation
   - Quality of product/service vs. lowest bid
3. Describe how to develop a request for proposal (RFP)
   - Request for qualifications (RFQ) vs. RFP
   - Scope of work and budget range
   - Timeline
   - Bid solicitation process
   - Bid selection process
   - Performance measures
4. Communicate orally and in writing

Discussion Questions

1. What evaluative methods does your agency use to ensure competitive bidding?
2. What are the components of an RFP for a given product or service?
3. How would you develop a scope of work for an RFP?

Application

1. Describe the organization's process for developing requests for proposal (RFPs) and soliciting and awarding bids, given established specifications and the organization's policies and procedures, so that competitive bidding is ensured. Write a memo that includes a developed scope of work for an RFP for a component of the Topic 4-3 proposal. (Fire Officer 3 Task Book, JPR 12)

Instructor Notes

1. Bring sample RFPs and staff reports to use as examples.

CTS Guide Reference: CTS 4-3

How to Read a Course Plan

A course plan identifies the details, logistics, resources, and training and education content for an individual course. Whenever possible, course content is directly tied to a national or state standard. SFT uses course plans as the training and education standard for an individual course. Individuals at fire agencies, academies, and community colleges use course plans to obtain their institution's consent to offer courses and provide credit for their completion. Instructors use course plans to develop syllabi and lesson plans for course delivery.

Course Details
The Course Details segment identifies the logistical information required for planning, scheduling, and delivering a course.

Required Resources
The Required Resources segment identifies the resources, equipment, facilities, and personnel required to deliver the course.

Unit
Each Unit represents a collection of aligned topics. Unit 1 is the same for all SFT courses. An instructor is not required to repeat Unit 1 when teaching multiple courses within a single instructional period or academy.

Topics
Each Topic documents a single Terminal Learning Objective and the instructional activities that support it.

Terminal Learning Objective
A Terminal Learning Objective (TLO) states the instructor's expectations of student performance at the end of a specific lesson or unit. Each TLO includes a task (what the student must be able to do), a condition (the setting and supplies needed), and a standard (how well or to whose specifications the task must be performed). TLOs target the performance required when students are evaluated, not what they will do as part of the course.

Enabling Learning Objectives
The Enabling Learning Objectives (ELO) specify a detailed sequence of student activities that make up the instructional content of a lesson plan. ELOs cover the cognitive, affective, and psychomotor skills students must master to complete the TLO.

Discussion Questions
The Discussion Questions are designed to guide students into a topic or to enhance their understanding of a topic. Instructors may add to or adjust the questions to suit their students.

Application
The Application segment documents experiences that enable students to apply lecture content through cognitive and psychomotor activities, skills exercises, and formative testing. Application experiences included in the course plan are required. Instructors may add additional application experiences to suit their student population if time permits.

Instructor Notes
The Instructor Notes segment documents suggestions and resources to enhance an instructor's ability to teach a specific topic.

CTS Guide Reference
The CTS Guide Reference segment documents the standard(s) from the corresponding Certification Training Standard Guide upon which each topic within the course is based. This segment is eliminated if the course is not based on a standard.

Skill Sheet
The Skill Sheet segment documents the skill sheet that tests the content contained within the topic. This segment is eliminated if the course does not have skill sheets.

Finance and Administration Activities

Instructions

- These activities are designed to help you complete your Fire Officer 3 Certification Task Book.
- To determine the assignment parameters, meet with your fire chief to discuss their expectations for JPR sign off.
- The time needed to complete activities is built into the course time allotment but activates may be completed independently outside of the classroom.

Activities

Developing a Model Plan for Continuous Organizational Improvement (Topic 2-1)

Task: Develop a model plan for continuous organizational improvement, given resources for an area to be protected, so that resource utilization is maximized. (Fire Officer 3 Task Book, JPR 15)

Deliverable: Write a staff report that includes: defined industry standards, agency performance data, a comparison/gap analysis between the two, and a plan for incremental improvement.

Directing a Department Record Management System (Topic 3-1)

Task: Direct the development, maintenance, and evaluation of a department record and management system, given policies and procedures, so that completeness and accuracy are achieved. (Fire Officer 3 Task Book, JPR 13)

Deliverable: Write a memo that includes the following:
- A list of all RMS in the agency and which records exist in each, and
- An evaluation of one system for completeness, currency, and accuracy.

Analyzing and Interpreting Records and Data (Topic 3-2)

Task: Analyze and interpret records and data, given a fire department records system, so that validity is determined and improvements are recommend. (Fire Officer 3 Task Book, JPR 14)

Deliverable: Write a memo that measures agency performance (using records and data associated with incremental improvement proposal) against industry standards to identify areas for improvement.

Evaluating an Inspection Program (Topic 4-1)

Task: Evaluate the inspection program of the AHJ, given current program goals, objectives, performance data, and resources, so that the results are evaluated to determine effectiveness. (Fire Officer 3 Task Book, JPR 16)

Deliverable: Write a memo that measures agency performance (using records and data associated with the agency's inspection program) against industry standards to determine effectiveness.

Developing or Improving a Community Risk Reduction Program (Topic 4-2)

Task: Develop or improve a community risk reduction (CPR) program, given risk assessment data, so that program outcomes are met. (Fire Officer 3 Task Book, JPR 9)

Deliverable: Prepare a staff report that outlines proposed initiatives or improvements.

Developing a Plan to Resolve an Identified Problem (Topic 4-3)

Task: Develop a plan, given an identified fire safety, emergency medical, and/or public health problem so that the approval for a new program, piece of legislation, form of public education, intervention, and/or fire safety code is facilitated. (Fire Officer 3 Task Book, JPR 17)

Deliverable: Develop a plan to resolve a fire safety program through a new program.

Budgeting Basics (Topic 5-1)

Task: Describe fire agency budgetary processes, given budgetary systems, revenue streams, and expenditures, so that agency budgets meet AHJ needs. (Fire Officer 3 Task Book, JPR 10)

Deliverable: Prepare a memo that summarizes your agency's major revenue and expenditure categories and budget process/schedule.

Developing and Using a Budget Management System (Topic 5-2)

Task: Develop and use a budget management system, given fiscal and financial policies, so that the division or department stays within the budgetary authority. (Fire Officer 3 Task Book, JPR 11)

Deliverable: Prepare a memo that identifies potential funding sources within the existing budget to fund the Topic 4-3 proposal.

Developing a Budget (Topic 5-3)

Task: Develop a project/program, divisional, or departmental budget, given schedules and guidelines concerning its preparation, so that capital, operating, and personnel costs are determined and justified. (Fire Officer 3 Task Book, JPR 10)

Deliverable: Prepare a memo that fully outlines a budget for the Topic 4-3 proposal.

Describing the Organizational Bidding Process (Topic 6-1)

Task: Describe the organization's process for developing requests for proposal (RFPs) and soliciting and awarding bids, given established specifications and the organization's policies and procedures, so that competitive bidding is ensured. (Fire Officer 3 Task Book, JPR 12)

Deliverable: Write a memo that includes a developed scope of work for an RFP for a component of the Topic 4-3 proposal.

Command of Expanding Incidents (2020)

Course Plan

Course Details

Certification: Fire Officer 3

CTS Guide: Fire Officer 3 CTS Guide (2020)

Description: This course provides the skills and knowledge needed for a Fire Officer 4 to safely, effectively, and competently command an expanding incident including integrating fire service resources into a community emergency plan; developing or improving a plan to use mutual aid agreements; identifying assistive technology; initiating, assuming, or transferring command; developing and maintaining situational awareness; implementing a risk management process; managing an integrated communication network; establishing effective command and control communications; developing an effective incident organization; developing and using an incident action plan; deploying and managing resources; revising the incident action plan; transitioning, transferring, or terminating command; and developing post-incident analysis and maintaining incident records. This course also fulfills the coursework requirements for Extended Attack Incident Task Commander (NWCG S300).

Designed For: Personnel preparing to pursue Fire Officer 3 certification or anyone who performs the duties of a Fire Officer 3 within their agency.

Prerequisites: ICS-300: Intermediate ICS for Expanding Incidents (FEMA)

Meet one of the following requirements:
- Meet the education requirements of an OSFM Company Officer **or** Fire Officer 2
- Currently in the position of Chief Fire Officer (acting does not apply)

Standard: Complete all required activities and formative tests.

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

Hours (Total): 54 hours

(23 lecture / 31 application / 4 testing)

Maximum Class Size: 25

Instructor Level: SFT Fire Officer 3C Registered Instructor

Instructor/Student Ratio: 1:25

Restrictions: None

SFT Designation: CFSTES

Table of Contents

Required Resources

Instructor Resources

To teach this course, instructors need:
- One of the following textbooks with accompanying tool kit and test bank:
  - *Chief Officer: Principles and Practice* (Jones & Bartlett Learning, 3rd edition, 2019)
  - *Chief Officer* (IFSTA, 4th edition, 2019)
- Extended Attack Incident Commander (NWCG S-300 / https://www.nwcg.gov/training/courses/s-300-extended-attack-incident-commander-2008/course-materials)

Additional Resources (recommended):
- California Incident Command Certification System (CICCS, current edition)
- California Mobilization Guide (http://gacc.nifc.gov/oncc/mob_guide/index.html)
- FIRESCOPE *Field Operations Guide*, ICS 420-1, Incident Command System Publication (current edition)
- FIRESCOPE ICS Forms (www.firescope.org)
- NFPA 1021: Standard for Fire Officer Professional Qualifications (current edition)
- NFPA 1026: Standard for Incident Management Personnel Professional Qualifications (current edition)
- NFPA 1051: Standard for Wildland Firefighting Professional Qualifications (current edition)
- NFPA 1500: Standard on Fire Department Occupational Safety, Health, and Wellness Program (current edition)
- NFPA 1561: Standard for Emergency Services Incident Management System and Command Safety (current edition)
- NWCG *Incident Response Pocket Guide* (current edition)
- *Wildland Fire Incident Management Field Guide* (NWCG / PMS 210)
- *Wildland Urban Interface Operating Principles* (California Department of Forestry and Fire Protection, current edition)

Online Instructor Resources

The following instructor resources are available online at https://osfm.fire.ca.gov/what-we-do/state-fire-training/professional-certifications
- None

Student Resources

To participate in this course, students need:
- Required textbook chosen by the instructor

- Extended Attack Incident Commander (NWCG S-300 pre-work / https://training.nwcg.gov/dl/s300/s-300-sw.pdf)
    - Read all pre-course work
    - Prepare responses to three discussion points before the course begins and bring to the class for discussion
- A printed copy of the Fire Officer 3 Certification Task Book (2020)
- A printed copy of the NWCG S-300 Task Book (current edition) (optional)
- Access to their agency's Emergency Operations Plan (EOP)
- Access to their agency's mutual aid plans
- Access to a computer and printer

Facilities, Equipment, and Personnel

Facilities
The following facilities are required to deliver this course:
- Standard learning environment or facility, which may include:
    - Writing board or paper easel chart
    - Markers, erasers
    - Amplification devices
    - Projector and screen
    - Laptop or tablet with presentation or other viewing software
    - Internet access with appropriate broadband capabilities

Time Table

Segment	Lecture	Application	Unit Total
Unit 1: Introduction			
Topic 1-1: Orientation and Administration	1.0	0.0	
Topic 1-2: Fire Officer 3 Certification Process	1.0	2.0	
Topic 1-3: Definition of Duty for a Fire Officer 3	0.50	0.0	
Unit 1 Totals	**2.5**	**2.0**	**4.5**
Unit 2: Command Concepts			
Topic 2-1: Foundational Skills	0.50	2.0	
Topic 2-2: Operational Leadership	1.0	0.50	
Topic 2-3: Incident Dynamics	0.50	0.50	
Unit 2 Totals	**2.0**	**3.0**	**5.0**
Unit 3: Response Abilities			
Topic 3-1: Integrating Fire Service Resources into a Community Emergency Plan	1.0	1.0	
Topic 3-2: Developing or Improving a Plan to Use Mutual Aid Agreements	1.0	1.0	
Topic 3-3: Identifying Assistive Technology	1.0	1.0	
Unit 3 Totals	**3.0**	**3.0**	**6.0**
Unit 4: Initiating, Assuming, and Transferring Command			
Topic 4-1: Transitioning from Initial Response to Extended Command	2.0	2.0	
Topic 4-2: Obtaining Incident Information to Assume Command	1.0	1.0	
Unit 4 Totals	**3.0**	**3.0**	**6.0**
Unit 5: Situational Awareness and Risk Management			
Topic 5-1: Developing and Maintaining Situational Awareness	1.0	1.0	
Topic 5-2: Implementing a Risk Management Process	1.0	1.0	
Unit 5 Totals	**2.0**	**2.0**	**4.0**
Unit 6: Communications			
Topic 6-1: Managing an Integrated Communication Network	0.50	.50	
Topic 6-2: Establishing Effective Command and Control Communications	0.50	.50	
Unit 6 Totals	**1.0**	**1.0**	**2.0**
Unit 7: Incident Organization and Planning			
Topic 7-1: Developing an Effective Incident Organization	1.0	1.0	
Topic 7-2: Developing and Using an Incident Action Plan	2.0	2.0	
Unit 7 Totals	**3.0**	**3.0**	**6.0**

Unit 8: Deploying and Managing Resources			
Topic 8-1: Ordering Resources	1.0	0.50	
Topic 8-2: Deploying and Managing Multiple Resources	1.0	1.50	
Topic 8-3: Providing Logistical Support	0.50	0.50	
Topic 8-4: Evaluating Incident Facilities	0.50	0.50	
Unit 8 Totals	**3.0**	**3.0**	**6.0**
Unit 9: Revising the Incident Action Plan			
Topic 9-1: Revising the IAP	0.50	0.50	
Unit 9 Totals	**0.50**	**0.50**	**1.0**
Unit 10: Transitioning, Transferring, or Terminating Command			
Topic 10-1: Transitioning, Transferring, or Terminating Command	1.5	1.5	
Unit 10 Totals	**1.5**	**1.5**	**3.0**
Unit 11: Post-incident Activities			
Topic 11-1: Developing and Conducting a Post-incident Analysis	0.50	0.50	
Topic 11-2: Developing and Maintaining Incident Records	0.50	0.50	
Unit 11 Totals	**1.0**	**1.0**	**2.0**
Unit 12: Command an Expanding Incident			
Topic 12-1: Command an Expanding Incident	0.50	4.0	
Unit 12 Totals	**0.50**	**4.0**	**4.5**
Formative Assessments			
Determined by AHJ or educational institution	0.0	**2.0**	**2.0**
Summative Assessment			
Determined by AHJ or educational institution	0.0	**2.0**	**2.0**
Course Totals	**23.0**	**31.0**	**54.0**

Fire Officer 3 is an upper division level program. For every hour of teaching time, students should anticipate two hours of outside work (reading, research, assignments, etc.).

The courses are designed to align with an academic calendar, spread across a semester or delivered in a hybrid model with onsite or synchronous classes and periods of independent or asynchronous work in between.

Time in class can include discussing, preparing for, and reviewing or presenting activities, but the time to complete activities will take place outside of the classroom.

Activities may take longer to complete than the 1:2-hour time ratio documented in the course plan as the activities are intended to meet task book sign off requirements.

Time Table Key

1. The Time Table documents the amount of time estimated to deliver the content included in the course plan.

2. Time is documented using the quarter system: 15 min. = .25 / 30 min. = .50 / 45 min. = .75 / 60 min. = 1.0.

3. The Course Totals do not reflect time for lunch (1 hour) or breaks (10 minutes per each 50 minutes of instruction or assessment). It is the instructor's responsibility to add this time based on the course delivery schedule.

4. Application (activities, skills exercises, and formative testing) time will vary depending on the number of students enrolled. The Application time documented is based on the maximum class size identified in the Course Details section.

5. Summative Assessments are determined and scheduled by the authority having jurisdiction. These are not the written or psychomotor State Fire Training certification exams. These are in-class assessments to evaluate student progress and calculate course grades.

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, skills exercises, 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. Determined by instructor

Application

1. Determined by instructor

Topic 1-2: Fire Officer 3 Certification Process

Terminal Learning Objective

At the end of this topic a student will be able to identify the requirements for Fire Officer 3 certification and describe the certification task book and examination process.

Enabling Learning Objectives

1. Identify the levels of certification in the Fire Officer certification track
   - Fire Officer 2 (formerly Company Officer)
   - Fire Officer 3 (formerly Chief Fire Officer)
   - Fire Officer 4 (formerly Executive Chief Fire Officer)
2. Identify the prerequisites for Fire Officer 3 certification
   - Candidate has completed one of the following prerequisites
     o OSFM Fire Officer 2 or Company Officer certification
     o Appointment to the rank of Chief Fire Officer or Fire Officer 3
3. Identify the course work required for Fire Officer 3 certification
   - Fire Officer 3A: Human Resource Management
   - Fire Officer 3B: Finance and Administration
   - Fire Officer 3C: Command of Expanding Incidents
   - I-300 ICS-300: Intermediate ICS for Expanding Incidents (CalEMA/Cal OES, CDF/CAL FIRE, FEMA, FIRESCOPE, NFA, NWCG, or SFT)
   - Behavioral Health and Cancer Awareness 3A: Organizational Leader (2020)
4. Identify the exams requirements for Fire Officer 3 certification
   - Not applicable
5. Identify the task book requirements for Fire Officer 3 certification
   - Fire Officer 3 Certification Task Book (2020)
6. Identify the experience requirements for Fire Officer 3 certification
   - A minimum of two years' full-time paid or four years' volunteer of part-time paid experience working at the Fire Officer 2 level in a recognized California fire agency.
7. Identify the position requirements for Fire Officer 3 certification
   - None
8. Describe the certification task book process
9. Describe the certification testing process
   - Not applicable
   - All formative and summative testing is completed in individual courses
10. Describe how to develop a course assignment portfolio
    - Course assignments are designed to meet Task Book requirements
    - Meet with Fire Chief to determine assignment parameters and discuss expectations for JPR sign off
      o Task book activities should fulfill the JPRs while meeting AHJ needs and advancing the participant's agency
      o Activities should ideally be completed within the work environment
    - Describe how to develop effective portfolio documentation:
      o Spreadsheets

- o Memos
- o Staff reports
- o Incident-related documents (IAP, ICS-225 Evaluation Form, etc.)

Discussion Questions
1. Which SFT Fire Officer 3 Task Book (2020) job performance requirements are associated with this course?
2. When would you use a memo versus a staff report?

Application
1. Determined by instructor

Instructor Notes
1. Make sure students understand expectations for task book sign offs and course assignment submissions.
2. Be prepared to provide quality feedback on all submitted assignments.

Topic 1-3: Definition of Duty for a Fire Officer 3

Terminal Learning Objective

At the end of this topic a student, given NFPA 1021 and 1140 standards will be able to identify the list duties of a Fire Officer 3, in accordance with national, state, and local standards.

Enabling Learning Objectives

1. Identify the prerequisite qualifications of a Fire Officer 3
   - Fire Officer Level II certification as defined in NFPA 1021
   - The ability to describe
     - o Current national and international trends and developments related to fire service organization, management, and administrative principles
     - o Public and private organizations that support the fire and emergency services and the functions of each
   - The ability to research, use evaluative methods, analyze data, communicate orally and in writing, and motivate employees
     - o Written communication methods
       - ▪ Email vs. memo, vs. staff report
       - ▪ Spreadsheet
       - ▪ Special report, white papers, concept papers, position papers
2. Identify the emergency service delivery duties of an NFPA Fire Officer III
   - Managing multiagency planning, deployment, and operations
3. Identify the emergency management duties of an NFPA 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
4. Identify the prerequisite qualifications of a Wildland Fire Officer II
   - Wildland Fire Officer Level I certification as defined in NFPA 1140
   - 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

Discussion Questions

1. What are the knowledge, skills, and abilities of a qualified leader?
2. What are the knowledge, skills, and abilities of a competent leader?
3. What are the typical duties of a Fire Officer 3 on a wildland incident?

Application

1. Determined by instructor

Instructor Notes:

1. For this course, all references to an Incident Commander are a reference to the Fire Officer 3 roll.

CTS Guide Reference: CTS 1-1, 9-1

Unit 2: Command Concepts

Topic 2-1: Foundational Skills

Terminal Learning Objective

At the end of this topic a student, given pre-course work, will be able to understand and articulate foundational skills associated with expanding/extended incidents.

Enabling Learning Objectives

1. Describe foundational skills
   - Foundations of leadership
   - Composition of a leader
   - Command climate
   - Leader's intent (Commander's intent)
   - Span of control
   - Team effectiveness
   - Operational tempo
   - Command and control
2. Describe operational leadership
   - *Incident Response Pocket Guide* (NWCG)
   - Duty, respect, and integrity
3. Describe the importance of communication responsibilities
   - Brief others
   - Debrief actions
   - Communicate hazards
   - Acknowledge messages
   - Ask for information or clarification

Discussion Questions

1. Thinking of a recent incident, how did you see commander's intent communicated and/or demonstrated?
2. How does an Incident Commander provide motivation for crews to initiate appropriate action in the absence of orders?
3. What are some situations in which leaders are called upon to act in an authoritative, autocratic manner, making unpopular decisions that require immediate compliance?
4. What traits can make a healthy command climate more effective?

Application

1. Using the NWCG S-300 pre-course work completed by students prior to class, have students discuss their thoughts and written responses.

Instructor Notes

1. Have any students who did not complete the NWCG S-300 pre-course work, complete it as homework.
2. Verify NWCG S-300 pre-course work completion for each student.

CTS Guide: None

Topic 2-2: Operational Leadership

Terminal Learning Objective

At the end of this topic a student, given a Type 3 incident, will be able to delegate decisions and actions so that delegation levels are selected, appropriate information is communicated, and incident objectives are met in accordance with AHJ-defined policies and constraints.

Enabling Learning Objectives

1. Describe delegation
   - Getting work done through others
   - Entrusting authority to others
     - o Balance between authority and responsibility
   - Trusting others to initiate actions independently and assume responsibility for certain tasks
     - o Staff has authority to react/respond to situations without referring back to IC
     - o IC is ultimately responsible
   - Delegate in such a way that things get done, but do not go wrong
2. Describe levels of decision making and delegation
   - IC decides and informs team
     - o Team plays no active part in decision making
     - o Practically no delegated authority
     - o May be necessary due to emergency situations or time constraints
   - IC decides and "sells" decision to team
     - o Does not motivate or take advantage of team talents, but provides more understanding of leader's motivations
     - o Can build team cohesion if team agree with the IC's rationale
     - o Can be a barrier if team disagrees with the IC's rationale
   - IC presents decision with background ideas and invites questions
     - o Higher level of team involvement and discussion
     - o Enables team to understand and accept or agree with decision more easily
     - o Enables team to appreciate issues and reasons for decision
   - IC suggests provisional decision and invites discussion
     - o Enables team to influence IC's final decision
     - o Acknowledges team has something to contribute to decision-making process
   - IC presents situation or problem, seeks feedback, then decides
     - o High-involvement and high-influence for team
     - o Team is encouraged and expected to offer ideas and additional options
     - o Team discusses implications of each course of action
   - IC explains situation, defines parameters, and asks team to decide
     - o IC effectively delegates responsibility to the team within stated limits
     - o IC can manage risk and outcomes to an extent, according to the constraints they stipulate
     - o Requires a mature team because IC remains accountable for any resulting issues

- IC allows team to identify problem, develop options, and decide on action, within the AHJ's defined policy/constraints
    - Team effectively doing what IC does in lowest delegation level
    - Team is delegated responsibility for:
        - Identifying and analyzing situation or problem
        - Defining process for resolving situation or problem
        - Developing and evaluating options
        - Evaluating implications
        - Deciding on and implementing a course of action
    - IC retains accountability for any resulting disasters, while team must get credit for all successes
    - Team must be mature and competent, and capable of strategic decision-making
    - IC delegates all authority but retains all responsibility
3. Identify what to delegate
    - Tasks not associated with IC position
    - Things others do better than you
    - Areas with subject matter expertise you don't have
    - Decisions that can be made at a lower level
4. Identify what not to delegate
    - Overall incident objectives
    - Clear intent and instruction to staff
    - Prioritization of competing objectives
        - Choose which objectives and tasks take priority over others
    - Judgments about acceptable risk
        - Evacuation
        - Structure protection
        - Perimeter control
5. Identify requirements for effective delegation
    - Clear direction and intent for task
        - Know intent, objectives, and guidance parameters
        - Know how to do it (training/experience to carry out task)
            - Use talents and skills to best advantage
        - Have the authority to achieve it (command climate, effectively delegated the task)
    - Define standard and communicate with subordinate(s)
        - Identify end state and let subordinates determine "how"
6. Describe how communication and information access impacts delegation
    - Subordinates need full and rapid access to the relevant information
    - Communicate information received from outside sources down to subordinates
    - Ensure horizontal communication for key information between all staff to achieve common operating picture
    - Confident leaders encourage open communication

- o Diverse points of view
- o Respectful challenge of decisions
- o Providing additional criteria
- o Encouraging respectful conflict leads to better decisions
- o Restricting information increases ineffective leadership

7. Identify principles of accountability
- Motivation
  - o IC sets tone for entire incident
- Organization
  - o Only IC should assign Command and General Staff positions
- Praise and reprimand
  - o Publicly recognize exceptional performance
  - o Privately address poor performance or misconduct
- Addressing errors
  - o Initially, focus on problem, not cause
  - o Review cause with subordinate later (coaching)
  - o If possible, provide input to subordinate and allow them to fix problem
  - o Ensure the subordinate:
    - ▪ Understands problem
    - ▪ Feels confident enough to resume
    - ▪ Takes steps to prevent recurrence
  - o Command and control
    - ▪ Lead with Commander's Intent
    - ▪ Establish controls (methods to ensure that IC is informed of a breakdown in operations in time to correct it and still meet incident objectives)

Discussion Questions
1. As an Incident Commander, what actions might you delegate? What action might you choose not to delegate?
2. What level of delegation would you give to an ad hoc group of chiefs formed at the incident vs. a well-practiced Type 3 Incident Management Team?
3. How does an Incident Commander balance their own decision making based on input from others?
4. What are some examples of controls that Incident Commanders should put in place to inform them of potential breakdowns?

Application
1. Delegate decisions and actions, given a Type 3 incident scenario, so that incident objectives are met in accordance with AHJ-defined policies and constraints.
- Select delegation level
- Communicated appropriate information

Instructor Notes
1. Refer to operational leadership principles in the *IRPG*.

2. Incorporate the Application for Topic 2-2 into the Application for 12-1: Command an Expanding Incident.

CTS Guide: 12-1

Topic 2-3: Incident Dynamics

Terminal Learning Objective

At the end of this topic a student, given incident scenarios, will be able to differentiate between incident Types and characteristics so that incident operations and leadership meet incident requirements in accordance with ICS principles.

Enabling Learning Objectives

1. Define incident Types (1, 2, 3, 4, 5) and complexity
   - General features
   - Resources assigned
   - ICS positions activated
2. Describe incident environment
   - Theater of operations
   - Statics vs. dynamic
     - Static – The event happened prior to response
     - Dynamic – The event continues to grow, evolve, and get worse
   - Linear vs. simultaneous choreography
     - Linear – Each response task must happen sequentially (e.g., hazmat)
     - Simultaneous – Multiple response tasks happening at the same time (e.g., structure fire)
   - Resource situation (availability, response times, etc.)
3. Describe the command gap associated with expanding incidents
   - Transition from initial to extended operations
   - Number of resources exceeds supervision capabilities
   - Incident outpaces resource availability
4. Describe the "Fog of War" and its impact on incident safety
   - Common during initial phases of an incident or transition to new organization
   - Generally made up of unknowns and uncertainties surrounding incident
   - Decreases over time as IC gains situational awareness and familiarity with incident
5. Describe methods to reduce "Fog of War"
   - Prior planning and use of common standard operating procedures
   - Gather information to continually update situational awareness, but do not over analyze
   - Prioritize critical problems that need immediate attention
   - Set priorities for subordinates
   - Pre-plan for different outcomes or contingencies
   - Develop plans that are flexible and not rigid
   - Commander's guidance should include PACE plans so subordinates can take initiative in the absence of orders
   - Be a visible leader and keep subordinates informed of decision, changes, and updates
6. Understand command challenges
   - Manage command barriers and distractions

- o Radio, phone, and text traffic
- o News media
- o Superior officers
- o Elected officials
- o Distressed public
- o Property management personnel
- o Cooperating and allied agencies
- o EOC interface
- o Physical factors (noise, smoke, debris, weather, etc.)
- o Other
- Manage current incident as it expands while planning for next operational period
- Working with incoming incident management team (IMT) or standing up an ad hoc IMT
7. Understand the fire service's cultural relationship to failure
   - Current "failure" culture
     - o Try and make a mistake (normal part of learning process – not failure)
     - o Make the same mistake multiple times (failing to learn)
     - o Not try at all (failing to try)
   - Impact on decision making

Discussion Questions
1. Thinking about *The Tortoise and the Hare* fable, is the incident the tortoise or the hare? What about the response?
2. Why are Type 3 incidents the most challenging to command?
3. What are the qualities and characteristics of effective and ineffective Incident Commanders?
4. What is your definition of failure? How does that impact your decision making?
5. What is the correlation between command presence and the "Fog of War"?

Application
1. Differentiate between incident types and characteristics, given incident scenarios (images, case studies, etc.), so that incident operations and leadership meet incident requirements in accordance with ICS principles. Type an incident scenario and document it on an Incident Briefing (ICS 201) form. (Fire Officer 3 Task Book JPR 18).

Instructor Notes
1. Incorporate the Application for Topic 2-3 into the Application for 12-1: Command an Expanding Incident.
2. All Application activities that include ICS forms or documentation build toward the Application for 7-2: Developing an Incident Action Plan.

CTS Guide: CTS 6-1, CTS 12-1

Unit 3: Response Abilities

Topic 3-1: Integrating Fire Services Resources into a Community Emergency Plan

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. Describe the integrated emergency management system
   - National Incident Management System (NIMS)
     - ICS components
     - Presidential Directive
     - Emergency Support Functions (ESF)
   - State Emergency Plan
     - Standardized Emergency Management System (SEMS)
     - Office of Emergency Services (OES) roles
   - Local Emergency Operations Plan (EOP)
     - County and city roles and responsibilities
     - Local Hazard Mitigation Plan (LHMP)
     - General Plan (Hazard Element)
2. Describe the roles of local, state/provincial, and national emergency management agencies
   - Federal Emergency Management Agency (FEMA)
   - California Office of Emergency Services (Cal OES)
   - Operational Area Coordinators (fire)
   - Local emergency management agencies and coordinators (e.g., law, medical health)
3. Describe the roles and responsibilities of emergency operations centers (EOCs)
   - Mitigation
   - Preparedness
   - Response
     - Mutual aid, interagency coordination, and cooperative agreements
     - Emergency Support Functions (ESFs)
     - Coordinate and process intelligence between emergency operations center and incident command post (ICP)
   - Recovery
4. Evaluate the role of the fire service within the integrated emergency management system
   - City or county fire agency vs. fire district
   - Describe how to integrate with emergency operations centers
     - Evaluate preparedness and emergency management planning integration
   - Describe emergency management interagency planning and coordination process

- o Systems and processes for ordering, tracking, and utilizing resources
- o Local, regional, state, and federal operational areas
- NIMS-compliant emergency resource directory for fire and non-fire resources
5. Demonstrate familiarity with emergency management interagency planning and coordination
6. Organize an integrated emergency management plan
7. Communicate an integrated emergency management plan orally and in writing

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? From where do they obtain their authority?
3. What thresholds must be reached to trigger the opening of an EOC in your community?

Application
1. Develop a plan for integrating fire services resources in the community's emergency operations plan, given the requirements of the community and the resources available in the fire department, so that the role of the fire service is in compliance with local, state/provincial, and national requirements. Prepare a memo that outlines how your EOP and mutual aid plans integrate fire service resources. (Fire Officer 3 Task Book JPR 23).

Instructor Notes
1. None

CTS Guide: CTS 8-1

Topic 3-2: Developing or Improving a Plan to Use Mutual Aid Agreements

Terminal Learning Objective

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

Enabling Learning Objectives

1. Identify local hazards and events that may require outside resources
    - Local emergency operations plans (EOP)
    - Local operational agreements
2. Describe the needs assessment and planning process
    - Conduct a resource needs assessment
        o Resource typing
        o Resource status
    - Evaluate availability and capability of external resources
3. Define authority/jurisdiction
    - Local, state, and federal responsibility areas (LRA/SRA/FRA)
    - Direct Protection Area (DPA)
4. Develop a plan to acquire and utilize external resources
    - Describe local, state, and federal mutual aid agreements
        o California Fire Assistance Agreement (CFAA)
        o California Fire Management Agreement (CFMA)
        o Cooperative Fire Protection Agreement (CFPA)
        o Master Mutual Aid (MMA)
        o Operational agreements
        o Assistance by hire
    - Describe environmental, cultural, and political concerns
        o Differences between federal and state approaches to suppression
    - Describe the IC's role in fiscal accountability, cost apportionment, and cost sharing
        o Parameters and scope of the Fire Management Assistance Grant (FMAG) process

Discussion Questions

1. How does your AHJ assess hazards and resource needs?
2. How would you develop a plan to acquire a non-fire-service resource?
3. How might fiscal, environmental, or political concerns influence an Incident Commander's objectives, strategy, and tactics?
4. How can knowledge of interjurisdictional agreements help facilitate a smooth command process?

Application

1. Develop a plan for the organization, given an unmet need for resources that exceed what is available in the organization, so that the mission of the organization is capable of being performed in times of extraordinary need. Develop or improve an emergency

resource guide (ERG) to secure local non-fire resources (e.g. skip loaders, backhoe, dump trucks, fallers, etc.). (Fire Officer 3 Task Book JPR 21)

Instructor Notes

1. None

CTS Guide: CTS 6-4

Topic 3-3: Identifying Assistive Technology

Terminal Learning Objective

At the end of this topic a student, given an expanding incident, will be able to identify different types of technology that assist the Incident Commander.

Enabling Learning Objectives

1. Describe intelligence and/or predictive tools and apps available to support an IC
   - North Ops and South Ops Predictive Services
   - Weather forecast products
   - GPS applications
   - Maps
   - Logistics
   - Other
2. Demonstrate incident management technology available to the IC

Discussion Questions

1. What tools and applications does your AHJ use to support incident management?
2. What non-fire technology could be used in an expanding incident (e.g., public works private utility, and transportation technologies)?

Application

1. Have students give five-minute demonstrations on the tools and their applications.

Instructor Notes

1. None

CTS Guide: None

Unit 4: Initiating, Assuming, and Transferring Command

Topic 4-1: Transitioning from Initial Response to Extended Command

Terminal Learning Objective

At the end of this topic a student, given an incident that cannot be controlled by initial resources, will be able to transition from initial response to an extended command role so that the incident is continuously managed.

Enabling Learning Objectives

1. Describe actions an IC should take if an incident cannot be controlled by initial resources
    - Withdraw from direct tactical supervision
    - Establish an ICP check-in point to receive, brief, and assign incoming resources
    - Document incident status and resource information in writing (e.g., ICS Form 201)
    - Sketch map of fire and identify resource assignments
    - Document fire organization
    - Keep track of all resources on the scene, en route, and ordered
    - Document strategy, tactics, and current actions
    - If available, assign a status check-in recorder to handle documentation when:
        o Incident is expanding rapidly
        o Numerous resources are arriving or being ordered
        o Radio contact is constant
    - Consistently inform designated officer, dispatch, incoming IC, or other higher-level officers of:
        o Incident status
        o Progress of on-scene resources
        o Additional resource needed
        o Weather conditions, especially changes
        o Special situations (e.g., values threatened)
    - As additional forces arrive:
        o Divide fire into areas of responsibilities (e.g., right and left flank, Division A/B)
        o Assign responsibility for areas
2. Describe how to provide personnel safety, welfare, and accountability
    - IC's central role and primary responsibility
    - Adhere to work/rest and length of assignment guidelines
    - Ensure resources are capable and qualified
        o Training, equipment, and experience
    - Watch for fatigue, PTSD, behavioral health, and logistical needs
    - Ensure every resource:
        o Receives a thorough briefing
        o Understands their assignment, organizational structure, and communication protocol
        o Monitors weather and other environmental factors to anticipate changes in situation

- - Request spot forecasts as needed
    - Communicate weather to subordinates
  - Replay critical weather/fire behavior information to all incident personnel
  - Assign a safety officer to:
    - Conduct inspections for safety and health hazards
    - Ensure compliance with 10 Standard Firefighting Orders
    - Ensure mitigation of applicable Watch Out Situations
3. Describe how to track initial resources
   - Key to situational awareness and ability to provide for personnel safety and welfare
   - May (or may not) receive a complete list of resources assigned and ordered
   - Assign a scribe/status check-in recorder or staging area manager to track resources
     - Reconcile resources with dispatch
       - Ordered
       - En route
       - On scene
       - Assigned
     - Update line supervisors on availability of incoming resources
4. Describe considerations for multi-jurisdiction incidents
   - Determine if unified command is appropriate and who should participate
   - Reconcile interagency resources and establish single-point ordering
   - Identify agency representatives
   - Identify cooperators

Discussion Questions
1. What is the difference between a "greater alarm" and an "extended attack" incident?
2. What are some indicators that initial resources are not making progress?
3. What makes transitioning from initial response to extended operations dangerous?
4. What techniques can an Incident Commander use to close resource and safety gaps?
5. What are some methods and/or tools commonly used to track resources on an incident?

Application
1. Transition from initial response to extended/greater alarm command role, given an incident that cannot be controlled by initial resources, so that the incident is continuously managed. Document the transition on an Incident Briefing (ICS 201) form. (Fire Officer 3 Task Book JPR 29)

Instructor Notes
1. See NFES 1077, *Incident Response Pocket Guide* for additional information on transition of command.
2. Use a form such as the Incident Check-In List (ICS 211) or the Incident Commander's Organizer.
3. Incorporate the Application for Topic 4-1 into the Application for 12-1: Command an Expanding Incident.
4. All Application activities that include ICS forms or documentation build toward the Application for 7-2: Developing an Incident Action Plan.

CTS Guide: CTS 12-1

Topic 4-2: Obtaining Incident Information to Assume Command

Terminal Learning Objective

At the end of this topic a student, given an expanding incident, will be able to obtain incident information from the outgoing initial Incident Commander to ensure the incoming Incident Commander has the information necessary to operate and complete the transfer of command.

Enabling Learning Objectives

1. Describe AHJ policies and procedures for transfer of command
   - Incoming IC should personally perform an assessment of incident situation with initial IC (if possible)
   - Initial IC briefs incoming IC
     - *IRPG* Briefing Checklist
     - Other applicable AHJ documents
   - ICS 201 Incident Briefing Form
     - Document resource summary
     - Incident map
     - Document fire organization chart
     - Summary of current actions: POST (priorities, objectives, strategies, tactics)
   - Incident Commander's Organizer (ICO)
     - A wildland job aid/tool that provides IC with a method to organize a rapidly evolving incident
     - A place to collect situational awareness
   - Incoming and initial IC determine appropriate time for transfer of command
   - Incoming IC announces change in incident command
   - Incoming IC should determine next role/assignment for initial IC
2. Describe when and how to implement unified command
   - Identify the primary features of unified command
     - One co-located command post
     - Incident objectives unified and prioritized
     - Strategy coordinated among all agencies
     - One incident action plan
     - One operations section chief
   - List advantages of unified command
   - Describe how unified command functions on a multi-jurisdiction or multiagency incident
3. Communicate verbally and in writing
4. Document

Discussion Questions

1. After a transfer of command, why must the Incident Commander announce the change on all appropriate radio frequencies?
2. What considerations are involved in determining an appropriate reassignment for the initial Incident Commander?

3. For an incident that begins in one jurisdiction and threatens another, what is the process for implementing unified command?
4. What is the process for identifying each agency's priorities when setting incident objectives under unified command?
5. What made the most effective unified-command team you have witnessed successful?

Application

1. Obtain incident information from the outgoing Incident Commander, given a wildland fire, so that the transfer of command is completed and the new Incident Commander has the information necessary to operate. Conduct an incident briefing and document it on the Incident Briefing (ICS 201) form. (Fire Officer 3 Task Book JPR 28)

Instructor Notes

1. Incorporate the Application for Topic 4-2 into the Application for 12-1: Command an Expanding Incident.
2. All Application activities that include ICS forms or documentation build toward the Application for 7-2: Developing an Incident Action Plan.

CTS Guide: CTS 11-4, CTS 12-1

Unit 5: Situational Awareness and Risk Management

Topic 5-1: Developing and Maintaining Situational Awareness

Terminal Learning Objective

At the end of this topic a student, given an expanding incident, will be able to develop and maintain situational awareness (SA), so that sound strategic and tactical decisions are made.

Enabling Learning Objectives

1. Describe SA
   - Perception of current environment
       - Previous experience
       - Visual observation
       - Reported information
       - Pre-incident planning and familiarity
   - Internal and runs continuously
   - Foundation for decision making
       - Life safety/survivability profile
       - Values at risk, including characteristics and stability
       - Environmental factors
       - Ongoing tactical actions
2. Identify levels of SA
   - Level 1 – Perception of elements in current situation
       - Basic perception of cues is fundamental for an IC to gather quality SA
   - Level 2 – Comprehension of current situation
       - Beyond perception, quality SA deals with how people combine, interpret, store, and retain information
   - Level 3 – Projection of future status
       - Projecting from current events to predict future events and situations allows for timely decision making
3. Describe how to develop SA skills
   - Develop a common operating picture
       - A transfer of command is a transfer of SA
       - Complexity of a Type 3 incident requires a team effort to build and maintain SA
       - As incident grows, IC becomes more dependent on command staff to build and maintain SA
       - The SA an IC gathers and communicates directly impacts other resources
   - SA development phases
       - Collect pre-dispatch intelligence
       - Collect information at initial dispatch
       - Upon arrival, collect information through observations and communication
       - Throughout the incident until transfer of command
       - Use references such as *IRPG* and tactical worksheets
4. Identify barriers to situational awareness

- Span of control
    - Expand your organization
    - Delegate tasks
- Information overload
    - Filter
    - Prioritize
    - Delegate
- Operational tempo
    - Tactical pause
    - Recognize false sense of urgency
    - Prioritize

Discussion Questions
1. What is intelligence different from information?
2. How do situational awareness perceptions shift or change between a company officer and an Incident Commander?
3. How does situational awareness play a role in "command and control" operations?
4. What sources of information can enhance situational awareness on a non-fire incident?
5. How could an Incident Commander with poor situational awareness impact other incident resources?

Application
1. Given incident scenarios (photos, case studies, videos, etc.) have students identify key SA factors and how they would impact incident decision making. (Fire Officer 3 Task Book JPR 29)

Instructor Notes
1. The *IRPG* includes SA barriers.
2. Incorporate the Application for Topic 5-1 into the Application for 12-1: Command an Expanding Incident.

CTS Guide: CTS 12-1

Topic 5-2: Implementing a Risk Management Process

Terminal Learning Objective

At the end of this topic a student, given an expanding incident, will be able to implement a risk management process so that risks and hazards are identified and mitigated and personnel safety is prioritized during operations.

Enabling Learning Objectives

1. Identify hazards associated with expanding incidents
   - Use SA to gather information and understand the situation
2. Assess hazards
   - Use hazard-specific job aids or Operations Section subject matter experts
   - Estimate incident potential
   - Identify tactical hazards
   - Determine SA update intervals based on conditions
   - Consider probability vs. severity metrics
3. Develop controls including decision points and mitigations for hazards
4. Make risk decisions
   - Are controls in place to mitigate risk?
     - Yes – Move to next step
     - No – Reassess and put controls in place
   - Are selected tactics based on projected conditions?
     - Yes – Move to next step
     - No – Reassess and adjust tactics
   - Have instructions been given and understood?
     - Yes – Move to next step
     - No – Reassess and brief personnel
   - Consider risk vs. gain
5. Implement controls
   - Ensure controls are in place and being implemented by personnel
   - Ensure controls are integrated into operational plan and understood at all levels
6. Supervise personnel and evaluate effects of risk-management process
   - Are controls adequately mitigating hazards?
     - Yes – Good job!
     - No – Reassess
       - Consider human factors (experience, distractions, fatigue, and unsafe attitudes)
       - Consider situation
         - What is changing?
         - Are strategy and tactics aligned with actual conditions?
7. Match resources to the situation
   - Training, experience, and qualifications
   - Type of kind of resource required for task
   - Tactical actions should meet production benchmarks and safety requirements

8. Describe refusal of risk/assignment turndown process
9. Use the risk management process in IRPG or an ICS 215A or ICS 208

Discussion Questions
1. What is the primary field reference for the risk management process?
2. When would you use refusal of risk/assignment turndown process on an all-hazards incident?

Application
1. Given all-hazard incident scenarios, have students work in small groups to implement the risk management process. Complete an Incident Action Plan Safety Analysis (ICS 215A). Students will present their findings to the class. (Fire Officer 3 Task Book JPR 29)

Instructor Notes
1. Students should use the *IRPG* (current version) and may reference NFPA 1500 and NFPA 1561 for information on the risk-management process.
2. Incorporate the Application for Topic 5-2 into the Application for 12-1: Command an Expanding Incident.
3. All Application activities that include ICS forms or documentation build toward the Application for 7-2: Developing an Incident Action Plan.

CTS Guide: CTS 12-1

Unit 6: Communications

Topic 6-1: Managing an Integrated Communication Network

Terminal Learning Objective

At the end of this topic a student, given an expanding incident, will be able to manage an integrated communication network so that incident resources communicate effectively.

Enabling Learning Objectives

1. Describe components of an integrated communications network
   - Communications infrastructure
     - o Cell and radio repeater towers
       - ▪ Location
       - ▪ Integrity/viability
     - o Transmitters and receivers
     - o Intercom and microwave
     - o CAD-to-CAD sharing
   - Radio frequencies/channels
     - o Dispatch
     - o Command
     - o Tactical
     - o Travel
     - o Support
     - o Air-to-ground
     - o Air-to-air
   - Other communication methods
     - o Face-to-face
     - o Proxy
     - o Phone (call/text)
     - o Written documents
2. Describe minimum interoperability requirements between resources
3. Describe components of an ICS Communications Plan
4. Assert ongoing radio discipline

Discussion Questions

1. How are a dispatch frequency, a command frequency, and a tactical frequency different? How do they affect an expanding incident?
2. What key indicators necessitate additional tactical and air-to-ground frequencies?

Application

1. Have students familiarize themselves with radios used for in-class scenarios.
2. Evaluate radio frequency needs. (Fire Officer 3 Task Book JPR 29)

Instructor Notes

1. Incorporate the Application for Topic 6-1 into the Application for 12-1: Command an Expanding Incident.

CTS Guide: CTS 12-1

Topic 6-2: Establishing Effective Command and Control Communications

Terminal Learning Objective

At the end of this topic a student, given an expanding incident, will be able to establish effective command and control communications so that incident resources communicate effectively.

Enabling Learning Objectives

1. Describe the process for communicating commander's intent
   - Task (what needs to be done)
   - Purpose (why it needs to be done)
   - End state (what it looks like when complete)
2. Describe communication interactions
   - Effective two-way communication between leader and subordinates is key to command and control
     - Leader is in command
     - Subordinates are in control of situation
     - Effective communication from subordinate allows leader to make informed decisions
     - Effective communication from leader that clearly states commander's intent empowers subordinates to take initiative and avoid micro- management
   - Command and control between IC and staff
     - IC is the commander of the incident
     - Staff is in control of the individual functional areas
   - Command and control between DIVS and resources
     - DIVS is in command of the Division
     - Resources are in control of on-the- ground situation
3. Describe how to brief incoming resources and communicate hazardous situations
   - Keep subordinates informed of plan of action and commander's intent
     - *IRPG* checklist
     - Formal briefings with all resources
     - IC must ensure briefings occur but is not required to personally conduct all briefings
4. Describe how briefings create a common operating picture and positive command climate
   - Describes plan of action and commander's intent
   - Defines objectives using commander's intent based on task, purpose, end state
     - Define the "box," (task)
     - Why we want to keep the fire within the box (purpose)
     - How we will measure success (end state)
     - Divisions should be able to use their initiative to take tactical actions to keep fire within the "box"

Discussion Questions

1. How do you formulate a common operating picture?
2. How can an Incident Commander influence command climate?

3. What are some barriers to effective interpersonal communications?

Application

1. Establish effective command and control communications, given an expanding incident or scenario, so that incident resources communicate effectively. Document this on the Incident Radio Communications Plan (ICS 205) form. (Fire Officer 3 Task Book JPR 29)

Instructor Notes

1. Reference the *IRPG*.
2. Incorporate the Application for Topic 6-2 into the Application for 12-1: Command an Expanding Incident.
3. All Application activities that include ICS forms or documentation build toward the Application for 7-2: Developing an Incident Action Plan.

CTS Guide: CTS 12-1

Unit 7: Incident Organization and Planning

Topic 7-1: Developing an Effective Incident Organization

Terminal Learning Objective

At the end of this topic a student, given an expanding incident, will be able to develop an effective incident organization that can expand to align with incident complexity.

Enabling Learning Objectives

1. Describe the full range of Type 3 incidents
   - Emerging incident
     - Growing from a Type 5 or 4 incident to a Type 3
   - Sustained
     - Prolonged Type 3 incident
   - Transitioning incident
     - Moving from Type 3 to Type 1 or 2
     - Type 1 incident managed at the Type 3 level until a higher qualified IC arrives
     - Moving from Type 1 or 2 back down to Type 3
   - Wildland fire or all-risk incidents
2. Define Type 3 incident characteristics (Red Book)
   - Organizational structure necessary to manage incident, based on complexity level
     - IC's responsibility to continually assess complexity level and recommend any changes
   - Some or all ICS functional areas are activated
   - Resources vary from multiple resources to multiple task force/strike teams
   - The incident may be divided into divisions, groups, and/or branches
   - May require staging areas and incident base
   - May involve low/emerging complexity aviation operations
   - May involve multiple operational periods prior to control (requires a written IAP)
3. Describe how to direct and coordinate staff
   - May need to operate without sufficient staff
   - Will have at least some command and general staff positions filled
     - Fill by priority
     - Ensure coordination across positions
   - Remember to direct others, not engage in tasks directly (essence of being a commander)
   - Conduct effective command and general staff meetings
     - Operational/planning meeting to coordinate for next operational period
     - Refer to planning "P"
4. Describe how to maintain unity of command and span of control
   - Organize operational resources based on incident priorities
   - Staff overhead positions as needed based on span of control guidelines
   - Staff critical command and general staff positions as needed to provide safe and efficient operations (especially operations and aviation)

- Increase staffing as complexity increases
- Staff support functions as needed, based on logistical complexities
- As complexity increases, may need to consider using higher qualifications for certain positions (operations and DIVS)

Discussion Questions
1. What is the difference between a "greater alarm" and an "extended attack" incident?
2. How would you divide or expand the ICS organization on expanding incidents
3. How do you build an ICS organization that anticipates incident growth?
4. What actions would you take to maintain span of control?

Application
1. Given an expanding incident, have students work in groups to create an ICS incident organization that aligns with incident complexity. Complete an Organizational Assignment List (ICS 203) and/or Incident Organizational Chart (ICS 207). (Fire Officer 3 Task Book JPR 29)

Instructor Notes
1. The FOG manual has examples of small, medium, and large incident organizations.
2. Incorporate the Application for Topic 7-1 into the Application for 12-1: Command an Expanding Incident.
3. All Application activities that include ICS forms or documentation build toward the Application for 7-2: Developing an Incident Action Plan.

CTS Guide: CTS 12-1

Topic 7-2: Developing and Using 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 that determines, assigns, and places required resources to mitigate the incident, and applies strategies and tactics according to agency policies and procedures and incident objectives.

Enabling Learning Objectives

1. Interpret policies, procedures, and standards, including:
   - NFPA 1600, 1700, 1710, and 1720
   - Incident Briefing (ICS 201) form
   - NIMS planning process
   - Other applicable ICS documents
2. Identify incident priorities based on personnel safety and values at risk
   - Life
   - Incident stabilization
   - Property
   - Environment
3. Identify incident objectives
   - Commander's intent
     - o Intent should describe purpose and end state to give relative importance among objectives, empowering subordinates to take initiative to accomplish tasks on their own
     - o Develop at onset to define overall purpose and end state for incident
       - ▪ Should include incident objectives, broad strategies on how objectives will be met, and commander's guidance
       - ▪ Should be conveyed to subordinates
     - o Should be developed using appropriate information sources
       - ▪ SA/size up
       - ▪ In-briefing from outgoing IC
       - ▪ Pre-plans
       - ▪ Values to protect
       - ▪ Hazard assessment and risk management process
     - o Develop broad strategies that best meet incident objectives
   - Commander's guidance is a continuation of commander's intent
     - o Should be used to provide subordinates with more specific instructions and direction to meet incident objectives
   - Commander's intent, incident objectives, strategies, and commander's guidance should:
     - o Set priorities to meet objectives
     - o Empower subordinates to think for themselves
4. Describe how to develop incident objectives

- Objectives "define the box" and describe where specific actions are to take place (hold the fire at the road, ridge, and river)
- Objectives are specific, measurable, attainable, realistic, and timely (SMART) things you want to get done

5. Describe how to determine strategy
   - General approach taken towards meeting one or more objectives, such as direct or indirect attack based on current or expected fire behavior

6. Describe how to determine tactics
   - Specific actions taken by resources
   - May be adjusted based on conditions but should always be directed towards meeting objectives and reflect commander's intent

7. Describe relationship between intent, objectives, strategies, tactics, and tasks

8. Describe how to develop plans
   - PACE (primary, alternate, contingency, emergency)
   - Divide incident into manageable divisions to address span of control
   - Assign resources and personnel
   - Delegate responsibility to subordinate staff to meet objectives

9. Describe the elements of an incident within an incident (IWI)
   1. Recognize major versus minor incidents within an incident
   2. Types of incidents within an incident
   3. Declarations and notifications
   4. Resources required
   5. Remain alert to important indicators that objectives and strategies may need to be revised
   6. Post-IWI considerations
      o Investigation, SART
      o Employee support services, CISM

10. Describe how to document the plan of action
    - ICS 201
    - Incident Organizer
    - Form a written Incident Action Plan (IAP)
      o ICS 202
      o ICS 203
      o ICS 204 or 204A
      o ICS 205
      o ICS 206
      o ICS 207
      o ICS 208 (HazMat)
      o ICS 215A

11. Describe how to convey a plan of action to subordinates
    - *IRPG* Briefing Checklist
    - One-on-one conversations with subordinate leaders as needed
    - Delegate responsibility to specific subordinates

- Feedback from resources on the fire – what is effective and what is working?
- Should reflect current and expected weather and fire behavior
- Should include specific instructions
12. Evaluate availability and capability of resources
13. Evaluate the sources of emergency operations controlling authority, including EMS protocols if applicable
14. Evaluate support agencies
    - Resources
    - Capabilities
    - Roles
    - Responsibilities
    - Authority
15. Establish incident priorities and objectives
16. Identify values at risk
17. Set objectives
18. Select correct strategies and tactics
19. Organize plans and delegate authority in accordance with established incident action plan
20. Communicate incident action plan orally and in writing
21. Delegate authority

Discussion Questions

1. At what point in time should incident action planning begin?
    - What types of considerations should be involved in pre-planning for emergency events?
2. What is the threshold for establishing a written incident action plan?
3. What factors go into developing the Incident Commander's priorities?
4. How would risk management decisions change as incident priorities shift from life safety to incident stabilization and/or property preservation?
5. How does an Incident Commander align priorities with objectives, strategies and tactics?
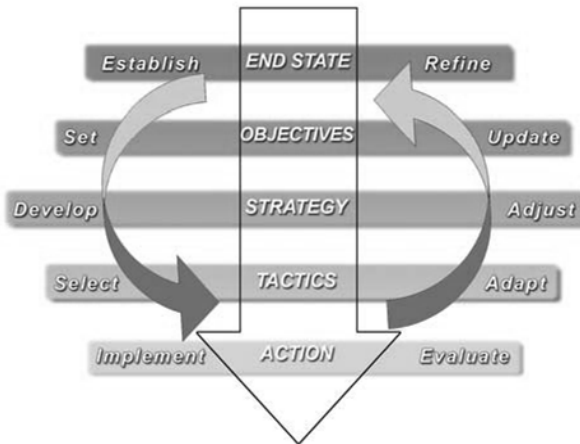6. How do you prioritize the components of a written IAP?

Application

1. Prepare review, validate, modify, and document an incident action plan, given an emergency incident requiring multiple agency operations, so that the resources required to mitigate the incident are determined, assigned, and placed, and strategies and tactics are applied according to agency policies and procedures and incident objectives. Develop an IAP that includes the following:
    - Incident Objectives (ICS 202)
    - Organization Assignment List (ICS 203)
    - Incident Radio Communications Plan (ICS 205)
    - Medical Plan (206)
    - Incident Organization Chart (ICS 207)
    - HM Site Safety and Control Plan (ICS 208) (if applicable)

- Incident Action Plan Safety Analysis (ICS 215A) (Fire Officer 3 Task Book JPR 19 and 26)

Instructor Notes

1. Reference graphic below that illustrates how planning is both a linear and circular process.

Establish — END STATE — Refine

Set — OBJECTIVES — Update

Develop — STRATEGY — Adjust

Select — TACTICS — Adapt

Implement — ACTION — Evaluate

2. Incorporate the Application for Topic 7-2 into the Application for 12-1: Command an Expanding Incident.

CTS Guide: CTS 6-2, CTS 11-1, CTS 12-1

Unit 8: Deploying and Managing Resources

Topic 8-1: Ordering Resources

Terminal Learning Objective

At the end of this topic a student, given an expanding incident, will be able to order resources according to the incident priorities and objectives.

Enabling Learning Objectives

1. Describe how to determine resource needs
   - Order resources (crews, engines, aircraft, etc.) by priority as appropriate and needed to meet incident objectives
     - Initial resources orders are informal, based on estimates
       - Place rolling resource orders en route to incident (if applicable)
       - Make additional comprehensive single-point resource orders as needed
     - Resource orders for subsequent operational periods require a formal process using the Operation Planning Worksheet (ICS 215G)
2. Describe how to order resources
   - Single point (at ICP or through a single agency dispatch/command center)
   - State-wide incident prioritization process
     - North Ops / South Ops
     - Importance of the Incident Status Summary (ICS 209) when resources are limited
3. Describe how to track resources
   - Expanded Incident Briefing (ICS 201) form
   - Incident Check-In List (ICS 211)
   - Resource reconciliation with dispatch/command center
   - Staging areas
4. Describe relationship between resource ordering and reflex time (time of order to time actual work begins)
5. Implement resource planning process for future operational periods
   - Utilize "Planning P" and ICS 215G
   - Coordination between Situation Unit and Resources Unit
   - Coordination between Planning and Operations Section chiefs

Discussion Questions

1. What is the relationship between SitStat and ReStat?
2. How are resources, contingency planning, and operational tempo related?

Application

1. Given an expanding incident, determine initial resources needs and complete an Operation Planning Worksheet (ICS 215G) for the next operational period. Share with the class. (Fire Officer 3 Task Book JPR 29)

Instructor Notes

1. Incorporate the Application for Topic 8-1 into the Application for 12-1: Command an Expanding Incident.

2. All Application activities that include ICS forms or documentation build toward the Application for 7-2: Developing an Incident Action Plan.

CTS Guide: CTS 12-1

Topic 8-2: Deploying and Managing Multiple Resources

Terminal Learning Objective

At the end of this topic a student, given an assignment and resources, will be able to deploy and manage multiple resources in accordance with AHJ policies and procedures.

Enabling Learning Objectives

1. Interpret agency policies and procedures covering the movement of multiple resources
2. Assess readiness of assigned resources prior to deployment
   - Availability and capability
   - Configuration for tactical assignments and span of control
     - o Single resource
     - o Task force
     - o Strike team
     - o Branch/division/group
   - Briefings
     - o Operational
     - o Assignment
     - o Tailgate safety
     - o Rendezvous
3. Describe strategic use of resources (principles of engagement)
   - Objectives
     - o Unify and focus strategic actions allowing resources to work towards a common goal
   - Simplicity
     - o Commander's intent, orders, and directives should be simple, concise, and clear
   - Offense
     - o Assertive actions should be taken toward incident priorities
     - o Offensive action necessary to achieve decisive results
   - Mass
     - o Having enough resources and staff assembled
   - Maneuverability
     - o Resources should be mobile enough to keep up with incident dynamics
     - o Time and flexibility for resources to position at advantageous points
   - Tactical reserves
     - o Having resources in reserve is essential for changing conditions and unforeseen situations
     - o Provide flexibility to sustain power and momentum
4. Describe resources engagement strategies (DRAW-D)
   - Defend, reinforce, advance, withdraw, delay
5. Describe how to manage resource overwhelm
   - Properly staff overhead positions to maintain span of control
   - Organize at grassroots level
   - Divide divisions into smaller segments

- Use task forces to bundle resources
- Use crew, dozer, and water tender strike team leaders as task force leaders
6. Describe the use of air resources
   - Air operations policies for various agencies and capabilities
   - Special operations performed by air resources
     - Fixed wing
     - Rotary wing
7. Describe how to demobilize resources and overhead positions when no longer needed
8. Manage the strategic operations
9. Manage resources according to the incident's evolving needs
10. Maintain unity of command and span of control
11. Maintain accountability at all levels:
    - Task (company level)
    - Tactical (branch, division, or group level)
    - Strategic (IC or staff level)
12. Create and maintain a tactical reserve, and modify the tactical plan based on resource availability and capability

Discussion Questions
1. How would you address an assigned resource that does not meet minimum standards for deployment and utilization?
2. How do you ensure the safety and proper briefing of incoming resources?
3. How can the Incident Commander work with aircraft to achieve an updated size up and report on conditions to develop or update the incident action plan?
4. How would you implement DRAW-D principles with the tactical use of resources on a dynamic incident?
5. What resource configuration techniques can you use to reduce span of control?

Application
1. Deploy and manage multiple resources, given an assignment or scenario and resources, in accordance with AHJ policies and procedures. (Fire Officer 3 Task Book JPR 24)
   - The assignment or scenario should include an incident-within-an-incident with students completing an incident-within-an-incident template as part of PACE planning.

Instructor Notes
1. Incorporate the Application for Topic 8-2 into the Application for 12-1: Command an Expanding Incident.

CTS Guide: CTS 10-1, CTS 12-1

Topic 8-3: Providing Logistical Support

Terminal Learning Objective

At the end of this topic a student, given an expanding incident, will be able to provide logistical incident support for current and subsequent operational periods so that incident resources are supported.

Enabling Learning Objectives

1. Identify resource support needs
   - Personnel/overhead
     - o Water
     - o Food
     - o Sanitation
     - o Sleep/Rest
   - Equipment/apparatus
     - o Power/fuel
     - o Supply cache/modules
   - Aircraft
     - o Helispot/base
     - o Tanker base
     - o Reload/return times
     - o Fuel
     - o Flight hours
2. Describe how to determine resource needs for current and subsequent operational periods
3. Identify factors that can impact logistical ordering
   - Time of day / day of the week
   - AHJ policies on financial authority
   - Timeliness
   - Reflex time
   - Preplanning

Discussion Questions

1. Who is responsible for providing logistical support on an expanding incident?
2. How does your organization provide logistical support to personnel during an expanding incident?
3. What factors impact logistical ordering on an expanding incident?

Application

1. Provide logistical incident support for current and subsequent operational periods, given an expanding incident, so that incident resources are supported. (Fire Officer 3 Task Book JPR 29)

Instructor Notes

1. Incorporate the Application for Topic 8-3 into the Application for 12-1: Command an Expanding Incident.

CTS Guide: CTS 12-1

Topic 8-4: 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 types of incident facilities
   - Drop point
   - Incident command post (ICP)
   - Staging areas
   - Incident camp
   - Incident base
   - Helispot/base
2. Evaluate factors affecting the need for appropriate incident facilities
   - Environmental
   - Access
   - Logistical requirements
     - Power
     - Communications
     - HVAC
     - Sanitation
     - Meeting space
     - Media briefing area
     - Rest/rehab areas
     - Medical unit
     - Kitchen
     - Mechanics/shop
     - Finance
     - Sleeping area
3. 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 encounter when establishing incident facilities?

Application

1. Evaluate the need for, and location of, incident facilities, given AHJ policies and procedures, so that the location is correctly sited, clearly identified, and communicated to personnel. (Fire Officer 3 Task Book JPR 26)

Instructor Notes

1. Incorporate the Application for Topic 8-4 into the Application for 12-1: Command an Expanding Incident.

CTS Guide: CTS 11-2, CTS 12-1

Unit 9: Revising the Incident Action Plan

Topic 9-1: Revising the IAP

Terminal Learning Objective

At the end of this topic a student, given an IAP, will be able revise the IAP as needed so that the IAP is reviewed, evaluated, and updated to align with incident conditions.

Enabling Learning Objectives

1. Identify when to review the IAP
   - When incident objectives change
   - Periodically, as conditions or situation changes
2. Describe how to evaluative the IAP to determine effectiveness
   - Direct observation
   - Periodic reporting
   - Benchmark comparison
3. Describe elements to evaluate
   - Attainment of identified objectives
     - o Evaluate incident complexity
     - o Monitor tactical operations for progress
     - o Compare actual progress to planned tactics
   - Safety factors and risk assessment
   - Adequacy of contingencies
4. Describe how to adjust IAP as needed using planning process
   - Validate and revise incident objectives
   - Reevaluate and adjust assignments based on changing situations
   - Reevaluate risk management process and ensure appropriate situational awareness
   - Forecast future needs to support current plan
5. Describe how to communicate changes to current IAP throughout organization
6. Describe how to plan for next operational period
   - Evaluate or establish incident facilities
     - o ICP
     - o Helibase
     - o Staging areas
     - o Other
   - Create or obtain forecasts/projections
   - Review and confirm incident objectives
   - Review and confirm strategy and tactics
   - Identify resource needs
   - Identify logistical needs
   - Consider demobilization needs
   - Consider documentation needs
   - Consider incident information needs

Discussion Questions
1. What conditions would trigger changes to your IAP?
2. What methods would you use to review, evaluate, and revise your IAP?
3. How do you communicate IAP changes throughout the organization?

Application
1. Develop, validate, modify, and document an incident action plan for each operational period, given an incident, so that strategies and tactics are applied according to AHJ policies and procedures in accordance with incident objectives. (Fire Officer 3 Task Book JPR 25)

Instructor Notes
1. This application JPR appears in multiple Topics as IAP development, validation, and modification occurs throughout an incident lifecycle.
2. Incorporate the Application for Topic 9-1 into the Application for 12-1: Command an Expanding Incident.

CTS Guide: CTS 11-1, CTS 12-1

Unit 10: Transitioning, Transferring, or Terminating Command

Topic 10-1: Transitioning, Transferring, or Terminating Command

Terminal Learning Objective

At the end of this topic a student, given a transitioning incident, will be able to continue, transfer, and terminate command so that ICS aligns with incident conditions.

Enabling Learning Objectives

1. Analyze critical factors
   - Incident objectives
   - Complexity
   - Resource requirements
   - Projected duration of incident
2. Describe considerations for transitioning command
   - AHJ policies and procedures regarding command duration
   - Effectiveness of current operations
   - When to transition
     - Another IC with more experience arrives on-scene
     - Shift ends before incidents
     - Initial IC is replaced by an IMT
3. Describe considerations for transitioning to in-coming (relief) IC
   - Size of organization and critical positions needed
   - Current strategies and tactics – what is working, what is not
   - Identified hazards and mitigations (ICS 215A)
   - Previous incident objectives and plan of action
   - Logistical support needs to support objectives and plan of action
   - Appropriate time for take-over of command
4. Describe considerations for transitioning to Incident Management Team (IMT) (incident is expanding or getting worse)
   - Identify the need for an incident management team
   - Determine roles and responsibility before an IMT arrives
     - Agency Administrator and Delegation of Authority (DOA)
     - Line Officer
     - IC
   - Ensure Type 3 organization already in place remains in charge until incoming team is briefed and a mutually agreed time for transfer of command has been established
   - Integrate with incident management team
   - Maintain clear lines of authority and operational control to minimize confusion
   - Transfer of command should occur at beginning of an operational period whenever possible
   - Determine staff participation in transition process
5. Describe considerations for transitioning back to AHJ (incident objectives being met)
   - Roles and responsibilities of the IMT and AHJ

- o Anticipate when incident objectives are likely to be met and plan accordingly
- o Determine when incident objectives are actually met
- o Coordinate with resource advisor or local representative to ensure resource objectives have actually been met
- o Coordinate with resource advisor or local representative to establish rehabilitation objectives and standards
- o Discuss contents of final documentation package
- o Discuss need for IC to keep copies of certain documentation

6. Describe considerations for terminating command (incident is improving)
   - Customer service support
   - Cooperating and assisting agencies
   - Plan for the demobilization of resources

7. Describe how to provide for a seamless transition
   - Develop a transition plan
   - Manage and mitigate transition dangers
     - o Continue to manage the incident; do not let your guard down
   - Manage command presence
   - Update and maintain situational awareness
   - Assemble documentation
     - o Incident Action Plan or various ICS forms
     - o Cell phone directory
     - o Weather and fire behavior forecasts
     - o Maps
     - o Resource orders
     - o Pre-plans
     - o Air space restrictions
     - o Incident Complexity Analysis
     - o Wildland Fire Situation Analysis
     - o Completed time reports for personnel and equipment
     - o Rental agreements
     - o Pre- and post-equipment inspections
     - o Accident reports
     - o Compensation claims documentation
     - o Equipment and damage claim investigation and documentation
     - o Fire cause investigation report
     - o Fire report
     - o Performance evaluations
   - Prepare for and hold transition briefing (IRPG Briefing Checklist)
     - o Situation
     - o Mission/execution
     - o Communication
     - o Service/support
     - o Risk management

        o   Questions or concerns
8. Describe demobilization considerations
   - Start thinking of demobilization at beginning of incident
     - Choose size and location of staging area/incident base to accommodate surplus personnel and equipment while processing releases and arranging transportation
     - Resources come from various locations and long travel times may be involved
     - Behavioral health and wellness considerations
   - Prioritize the release of resources
     - Release incident resources by predetermined criteria or as incident progress dictates
       - Length of assignment (current policy)
       - Cost containment considerations
       - Travel times
       - Resources needed elsewhere
       - Resource's AHJ policies
     - Evaluate and debrief resources prior to release
   - Coordinate demobilization with dispatch
     - No personnel or equipment leaves incident without authorization
     - No personnel released prior to meeting current work/rest guidelines
     - Departing resources provide method of travel, destination, ETAs, and follow-up phone numbers
9. Describe performance evaluation considerations
   - Ensure performance evaluations are completed before resources are released
   - Performance evaluations should:
     - Be complete, honest, and accurate
     - Cover safety, performance, conduct, etc.
     - Be discussed with individual
     - Be required for specified contract resources

Discussion Questions
1. Who should be notified of a command transfer and how is that communicated?
2. What considerations are involved in determining an appropriate reassignment for an outgoing Incident Commander?
3. How do you determine when to transfer or terminate command?
4. What are the behavioral health considerations during demobilization?

Application
1. Continue, transfer, or terminate command, given a transitioning incident, so that the ICS aligns with incident conditions. Document everything on the appropriate briefing forms. (Fire Officer 3 Task Book JPR 29)

Instructor Notes
1. Incorporate the Application for Topic 10-1 into the Application for 12-1: Command an Expanding Incident.

2. All Application activities that include ICS forms or documentation build toward the Application for 7-2: Developing an Incident Action Plan.

CTS Guide: CTS 12-1

Unit 11: Post-incident Activities

Topic 11-1: Developing and Conducting a Post-incident Analysis

Terminal Learning Objective

At the end of this topic a student, given a multiagency 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 AHJ policies and procedures.

Enabling Learning Objectives

1. Identify the differences between:
   - Hot wash (informal small-group conversation)
   - After Action Review (AAR)
   - Post-incident analysis
2. Describe considerations for an After Action Review (AAR)
   - Capture lessons learned and best practices
   - Suggest how to apply lessons learned
   - Concentrate on the *what*, not the *who*
3. Describe considerations for a multiagency post-incident analysis briefing
   - 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
4. Describe incident action plan objectives and process
   - Commander's intent
     - What was planned?
     - What actually happened?
     - Why did it happen?
     - What would we do differently next time?
5. Evaluate pre-incident plans
   - Emergency management plan
   - Emergency Operations Plan (EOP)
   - Emergency Resource Directory (ERD)
   - Mutual aid plans
6. Evaluate critical issues
   - Involved agencies' resources and responsibilities
   - Procedures relating to dispatch response
   - Strategy, tactics, and operations
   - Customer service needs
   - Challenges and breakdowns
   - Interpersonal dynamics
7. Write post-incident analysis reports

8. Communicate results orally and in writing
9. Evaluate skills and performance of assigned personnel to identify training needs

Discussion Questions
1. What interagency considerations you may want to account for when facilitating a post-incident analysis?
2. How would you address performance issues identified during a post-incident analysis?

Application
1. Develop and conduct a post-incident analysis, given a multiagency incident and post-incident analysis policies, procedures, and forms, so that all required critical elements are identified and communicated and the appropriate forms are completed and processed in accordance with policies and procedures. Conduct a verbal post-incident briefing and write a summary memo. (Fire Officer 3 Task Book JPR 20)

Instructor Notes
1. Reference the following resources:
   - Fire Leadership website: www.fireleadership.gov
   - www.lessons.wildfire.gov
   - www.firefighterclosecalls.com
2. Incorporate the Application for Topic 11-1 into the Application for 12-1: Command an Expanding Incident.

CTS Guide: CTS 6-3, CTS 12-1

Topic 11-2: Developing and Maintaining Incident Records

Terminal Learning Objective

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

Enabling Learning Objectives

1. Describe AHJ incident documentation procedures
   - National Fire Incident Reporting System (NFIRS)
   - Fire report (agency specific forms)
   - Unit log (ICS 214)
   - Incident Status Summary (ICS 209)
   - Objectives met
   - Narrative incident summary
2. Describe how to assemble documentation package
   - Incident summary first
   - Then chronologically by operational period
   - Supporting documents last
3. Maintain active and archived records

Discussion Questions

1. How do you assemble an incident documentation package?
2. What are your agency's document retention policies?
3. Who may need to access incident records?

Application

1. Develop and maintain incident records, given AHJ policies and procedures and applicable forms, so that required information is documented. Organize and package incident documentation (course portfolio). (Fire Officer 3 Task Book JPR 27)

Instructor Notes

1. Incorporate the Application for Topic 11-2 into the Application for 12-1: Command an Expanding Incident.

CTS Guide: CTS 11-3, CTS 12-1

Unit 12: Command an Expanding Incident

Topic 12-1: Command an Expanding Incident

Terminal Learning Objective

At the end of this topic a student, given an expanding wildland incident scenario that incorporates multiple agency resources, will be able to command an expanding wildland incident that incorporates multiple agency resources so that incident operations and leadership meet incident requirements in accordance with ICS principles; incident objectives are met in accordance with AHJ-defined policies and constraints; the incident is continuously managed; transfer of command is completed and the new Incident Commander has the information necessary to operate; incident resources communicate effectively; ICS incident organization aligns with incident complexity; resources required to mitigate the incident are determined, assigned, and placed, and strategies and tactics are applied according to agency policies and procedures and incident objectives; incident resources are ordered for the next operational period; incident resources are supported; the location is correctly sited, clearly identified, and communicated to personnel; strategies and tactics are applied according to AHJ policies and procedures in accordance with incident objectives; the ICS aligns with incident conditions; all required critical elements are identified and communicated and the appropriate forms are completed and processed in accordance with policies and procedures; and all required information is documented.

Enabling Learning Objectives

1. Differentiate between incident types and characteristics
2. Delegate decisions and actions
3. Demonstrate incident management technology
4. Transition from initial response to extended/greater alarm command role
5. Obtain incident information from the outgoing Incident Commander (ICS 201)
6. Identify key situational awareness factors and how they impact incident decision making
7. Implement the risk management process and complete an Incident Action Plan Safety Analysis (ICS 215A)
8. Use radios to manage an integrated communication network
9. Establish effective command and control communications (ICS 205)
10. Create an ICS incident organization that aligns with incident complexity (ICS 203/207)
11. Prepare review, validate, modify, and document an incident action plan for an incident requiring multiple agency operations (ICS 202, 204)
12. Determine initial resources needs and complete an Operation Planning Worksheet (ICS 215G) for the next operational period
13. Deploy and manage multiple resources
14. Provide logistical incident support for current and subsequent operational periods
15. Evaluate the need for, and location of, incident facilities
16. Develop, validate, modify, and document an incident action plan for each operational period
17. Continue, transfer, or terminate command
18. Develop and conduct a post-incident analysis

19. Develop and maintain incident records

Discussion Questions

1. Determined by instructor

Application

1. Activity 12-1: Command an Expanding Incident (Fire Officer 3 Task Book JPR 29)

CTS Guide: CTS 12-1

How to Read a Course Plan

A course plan identifies the details, logistics, resources, and training and education content for an individual course. Whenever possible, course content is directly tied to a national or state standard. SFT uses course plans as the training and education standard for an individual course. Individuals at fire agencies, academies, and community colleges use course plans to obtain their institution's consent to offer courses and provide credit for their completion. Instructors use course plans to develop syllabi and lesson plans for course delivery.

Course Details
The Course Details segment identifies the logistical information required for planning, scheduling, and delivering a course.

Required Resources
The Required Resources segment identifies the resources, equipment, facilities, and personnel required to deliver the course.

Unit
Each Unit represents a collection of aligned topics. Unit 1 is the same for all SFT courses. An instructor is not required to repeat Unit 1 when teaching multiple courses within a single instructional period or academy.

Topics
Each Topic documents a single Terminal Learning Objective and the instructional activities that support it.

Terminal Learning Objective
A Terminal Learning Objective (TLO) states the instructor's expectations of student performance at the end of a specific lesson or unit. Each TLO includes a task (what the student must be able to do), a condition (the setting and supplies needed), and a standard (how well or to whose specifications the task must be performed). TLOs target the performance required when students are evaluated, not what they will do as part of the course.

Enabling Learning Objectives
The Enabling Learning Objectives (ELO) specify a detailed sequence of student activities that make up the instructional content of a lesson plan. ELOs cover the cognitive, affective, and psychomotor skills students must master to complete the TLO.

Discussion Questions
The Discussion Questions are designed to guide students into a topic or to enhance their understanding of a topic. Instructors may add to or adjust the questions to suit their students.

Application

The Application segment documents experiences that enable students to apply lecture content through cognitive and psychomotor activities, skills exercises, and formative testing. Application experiences included in the course plan are required. Instructors may add additional application experiences to suit their student population if time permits.

Instructor Notes

The Instructor Notes segment documents suggestions and resources to enhance an instructor's ability to teach a specific topic.

CTS Guide Reference

The CTS Guide Reference segment documents the standard(s) from the corresponding Certification Training Standard Guide upon which each topic within the course is based. This segment is eliminated if the course is not based on a standard.

Skill Sheet

The Skill Sheet segment documents the skill sheet that tests the content contained within the topic. This segment is eliminated if the course does not have skill sheets.

Command of Expanding Incidents Activities

Instructions

- These activities are designed to help you complete your Fire Officer 3 Certification Task Book.
- To determine the assignment parameters, meet with your fire chief to discuss their expectations for JPR sign off.
- The time needed to complete activities is built into the course time allotment but activates may be completed independently outside of the classroom.

Activities

Integrating Fire Service Resources into a Community Emergency Plan (Topic 3-1)

Task: Develop a plan for integrating fire services resources in the community's emergency operations plan, given the requirements of the community and the resources available in the fire department, so that the role of the fire service is in compliance with local, state/provincial, and national requirements.

Deliverable: Prepare a memo that outlines how your EOP and mutual aid plans integrate fire service resources. (Fire Officer 3 Task Book JPR 23).

Developing or Improving a Plan to Use Mutual Aid Agreements (Topic 3-2)

Task: Develop or improve a plan for the organization, given an unmet need for resources that exceed what is available in the organization, so that the mission of the organization is capable of being performed in times of extraordinary need.

Deliverable: Develop or improve an emergency resource guide (ERG) to secure local non-fire resources (e.g. skip loaders, backhoe, dump trucks, fallers, etc.). (Fire Officer 3 Task Book JPR 21)

Command an Expanding Incident (Topic 12-1)

See Activity 12-1: Command an Expanding Incident

Activity 12-1: Command an Expanding Incident

Scenario: _____

Student: _____

Evaluator: _____

Date: _____

Time: _____

Evaluation Criteria	Observations
1. Initiate/Assume Command ☐ Obtain incident information from the outgoing initial Incident Commander ☐ Collect initial sitstat and restat information ☐ Identify incident type and characteristics ☐ Consider unified command ☐ Transition from initial response to extended/greater alarm command role ☐ Complete Incident Briefing (ICS 201) form	
2. Notice Conditions and Risk ☐ Develop and maintain situational awareness ☐ Complete hazard assessment and risk mitigation (HARM) using Incident Action Plan Safety Analysis (ICS 215A)	
3. Communicate ☐ Demonstrate command presence by clearly stating commander's intent ☐ Establish effective command and control communications and reporting requirements ☐ Evaluate radio frequency needs ☐ Use incident management technology ☐ Manage integrated communication network	

4. Incident Planning and Organization ☐ Forecast potential and identify priorities ☐ Develops incident objectives and PACE plans ☐ Organize incident using ICS ☐ Prepare incident action plan (IAP) • Incident Objectives (ICS 202) • Organization Assignment List (ICS 203) • Incident Radio Communications Plan (ICS 205) • Medical Plan (206) • Incident Organization Chart (ICS 207) • HM Site Safety and Control Plan (ICS 208) (if applicable) • Incident Action Plan Safety Analysis (ICS 215A) ☐ Provide logistical support for current and subsequent operational periods ☐ Evaluate incident facility needs ☐ Consider financial impacts	
5. Deploy and Direct Resources ☐ Determine workload and resource needs ☐ Complete Operation Planning Worksheet (ICS 215G) for the next operational period ☐ Place single-point comprehensive resource order ☐ Brief, deploy, and manage multiple resources ☐ Delegate decisions and actions based on priorities ☐ Track resources	
6. Establish Controls and Evaluate Progress ☐ Provide appropriate briefings ☐ Establish timelines, benchmarks, and decision-points ☐ Track progress ☐ Manage risk and safety	

7. Note Changing Conditions and Update IAP ☐ Update current IAP (as needed) ☐ Develop IAP for next operational period ☐ Communicates changes	
8. Transfer, Transition, or Terminate Command ☐ Provide notifications ☐ Brief incoming Incident Commander (transfer) ☐ Brief incoming Incident Management Team (IMT) (transition) ☐ Conduct post incident analysis (terminate) ☐ Develop and maintain incident records	

Overall Observations:

Evaluator Signature:

Completion of this simulation fulfills Fire Officer 3 Task Book JPRs: 18, 19, 20, 21, 23, 24, 25, 26, 27, 28, and 29.

Fire Officer 3

(NFPA 1021: Fire Officer III and
NFPA 1140: Wildland Fire Officer II)

Certification Task Book (2020)

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

Overview

Authority

This certification task book includes the certification training standards set forth in the Fire Officer 3 Certification Training Standards Guide (2020) which is based on:

- NFPA 1021: Standard for Fire Officer Professional Qualifications (2020)
- NFPA 1140: Standard for Wildland Fire Protection (2022)

Published: Month Year

Published by: State Fire Training, PO Box 944246, Sacramento, CA 94244-2460

Cover photo courtesy of Name, Job Title, Organization.

Purpose

The State Fire Training certification task book is a performance-based document that identifies the minimum requirements necessary to perform the duties of that certification. Completion of a certification task book verifies that the candidate has the required experience, holds the required position, and has demonstrated the job performance requirements to obtain that certification.

Assumptions

A candidate may initiate a Fire Officer 3 certification task book at the beginning of their first Fire Officer 3 course.

Each job performance requirement (JPR) shall be evaluated after the candidate's fire chief initiates the task book.

An evaluator may verify satisfactory execution of a job performance requirement (JPR) through the following methods:

- First-hand observation
- Review of documentation that verifies prior satisfactory execution

State Fire Training task books do not count towards the NWCG task book limit. There is no limit to the number of State Fire Training task books a candidate may pursue at one time if the candidate meets the initiation requirements of each.

It is the candidate's responsibility to routinely check the State Fire Training website for updates to an initiated task book. All State Fire Training issued updates to an initiated task book are required for task book completion.

A candidate must complete a task book within five years its initiation date. Otherwise, a candidate must initiate a new task book using the certification's current published version.

Roles and Responsibilities

Candidate

The candidate is the individual pursuing certification.

Initiation

The candidate shall:
1. Complete all Initiation Requirements.
- Please print or type.
2. Obtain their fire chief's signature as approval to open the task book.
- A candidate may not obtain evaluation signatures prior to the fire chief's initiation approval date.

Completion

The candidate shall:
1. Complete all Job Performance Requirements.
- Ensure that an evaluator initials, signs, and dates each task to verify completion.
2. Complete all Completion Requirements.
3. Sign and date the candidate verification statement under Review and Approval with a handwritten signature.
4. Obtain their fire chief's handwritten (not stamped) signature on the fire chief verification section.
5. Create and retain a physical or high-resolution digital copy of the completed task book

Submission

The candidate shall:
1. Submit a copy (physical or digital) of the completed task book and any supporting documentation to State Fire Training.
- See Submission and Review below.

A candidate should not submit a task book until they have completed all requirements and obtained all signatures. State Fire Training will reject and return an incomplete task book.

Evaluator

An evaluator is any individual who verifies that the candidate can satisfactorily execute a job performance requirement (JPR).

An evaluator may verify satisfactory execution through the following methods:
- First-hand observation
- Review of documentation that verifies prior satisfactory execution

A qualified evaluator is designated by the candidate's fire chief* and holds an equivalent or higher-level certification. If no such evaluator is present, the fire chief shall designate an individual with more experience than the candidate and a demonstrated ability to execute the job performance requirements.

A task book evaluator may be, but is not required to be, a registered skills evaluator who oversees a State Fire Training certification exam.

A certification task book may have more than one evaluator.

All evaluators shall:
1. Complete a block on the Signature Verification page with a handwritten signature.
2. Review and understand the candidate's certification task book requirements and responsibilities.
3. Verify the candidate's successful completion of one or more job performance requirements through observation or review.
- Do not evaluate any job performance requirement (JPR) until after the candidate's fire chief initiates the task book.
- Sign all appropriate lines in the certification task book with a handwritten signature or approved digital signature (e.g., DocuSign or Adobe Sign) to record demonstrated performance of tasks.

* For certification task books that do not require fire chief initiation, academy instructors serve as or designate evaluators.

Fire Chief

The fire chief is the individual who initiates (when applicable) and then reviews and confirms the completion of a candidate's certification task book.

A fire chief may identify an authorized designee already on file with State Fire Training to fulfill any task book responsibilities assigned to the fire chief. (See *State Fire Training Procedures Manual*, 4.2.2: Authorized Signatories.)

Initiation

The fire chief shall:
1. Review and understand the candidate's certification task book requirements and responsibilities.

- Verify that the candidate has met all Initiation Requirements prior to initiating the candidate's task book.
- Open the candidate's task book by signing the Fire Chief Approval verification statement with a handwritten (not stamped) signature.
- Designate qualified evaluators.

Completion

The fire chief shall:

1. Confirm that the candidate has obtained the appropriate signatures to verify successful completion of each job performance requirement.
- Ensure that all Job Performance Requirements were evaluated after the initiation date.
2. Confirm that the candidate meets the Completion Requirements.
3. Sign and date the Fire Chief verification statement under Review and Approval with a handwritten signature.
- If signing as an authorized designee, verify that your signature is on file with State Fire Training.

Submission and Review

A candidate should not submit a task book until they have completed all requirements and obtained all signatures. State Fire Training will reject and return an incomplete task book.

To submit a completed task book, please send the following items to the address below:

- A copy of the completed task book (candidate may retain the original)
- All supporting documentation
- Payment

State Fire Training
Attn: Certification
PO Box 944246
Sacramento, CA 94244-2460

State Fire Training reviews all submitted task books.

- If the task book is complete, State Fire Training will authorize the task book and retain a digital copy of the authorized task book in the candidate's State Fire Training file.
- If the task book is incomplete, State Fire Training will return the task book with a notification indicating what needs to be completed prior to resubmission.

Completion of this certification task book is one step in the certification process. Please refer to the *State Fire Training Procedures Manual* for the complete list of qualifications required for certification.

Initiation Requirements

The following requirements must be completed prior to initiating this task book.

Candidate Information

Name: _____

SFT ID Number: _____

Fire Agency: _____

Prerequisites

The candidate has completed one of the following prerequisites.

- OSFM Fire Officer 2 certification
- OSFM Company Officer certification
- OSFM Fire Officer certification
- Appointment to the rank of Chief Fire Officer or Fire Officer 3

Rank	Appointment Date

Include documentation to verify prerequisite requirements when you submit your instructor task book unless verification is already documented in your SFT User Portal.

Education

SFT confirms that there is no coursework required to initiate this task book.

Fire Chief Approval

Candidate's Fire Chief (please print): _____

I, the undersigned, am the person authorized to verify the candidate's task book initiation requirements and to initiate State Fire Training task books. I hereby certify under penalty of perjury under the laws of the State of California, that the completion of all requirements to open the task book documented herein are true in every respect. I understand that misstatements, omissions of material facts, or falsification of information or documentation may be cause for rejection.

Signature: _____ Date: _____

Signature Verification

The following individuals have the authority to verify portions of this certification task book using the signature recorded below.

Please print except for the Signature line where a handwritten signature is required.
Add additional signature pages as needed.

Name: _____   **Name:** _____

Job Title: _____   Job Title: _____

Organization: _____   Organization: _____

Signature: _____   Signature: _____

Name: _____   **Name:** _____

Job Title: _____   Job Title: _____

Organization: _____   Organization: _____

Signature: _____   Signature: _____

Name: _____   **Name:** _____

Job Title: _____   Job Title: _____

Organization: _____   Organization: _____

Signature: _____   Signature: _____

Name: _____   **Name:** _____

Job Title: _____   Job Title: _____

Organization: _____   Organization: _____

Signature: _____   Signature: _____

Name: _____   **Name:** _____

Job Title: _____   Job Title: _____

Organization: _____   Organization: _____

Signature: _____   Signature: _____

Job Performance Requirements

The candidate must complete each job performance requirement (JPR) in accordance with the standards of the authority having jurisdiction (AHJ) or the National Fire Protection Association (NFPA), whichever is more restrictive.

When California requirements exceed or require revision to the NFPA standard, the corresponding Office of the State Fire Marshal-approved (OSFM) additions or revisions appear in *italics*.

All JPRs must be completed within a California fire agency or State Fire Training Accredited Regional Training Program (ARTP).

For JPRs that are not part of a candidate's regular work assignment or are a rare event, the evaluator may develop a scenario or interview that supports the required task and evaluate the candidate to the stated standard.

Each JPR shall be evaluated after the candidate's fire chief initiates the task book.

Fire Officer III

Human Resource Management

1.   Establish minimum staffing requirements, given available human resources; policies and procedures; federal, state, and provincial laws; and rules and regulations, so that AHJ job-related credentials are maintained. (NFPA 1021: 6.2.1) (CTS 2-1)

     Evaluator Signature: _____ Date Verified: _____

2.   Develop procedures for hiring employees, given applicable policies and legal requirements, so that the process is valid and reliable, job-related, and nondiscriminatory. (NFPA 1021: 6.2.2) (CTS 2-2)

     Evaluator Signature: _____ Date Verified: _____

3.   Develop procedures and programs for promoting employees, given applicable policies and legal requirements, so that the process is a valid and reliable, job-related, and nondiscriminatory. (NFPA 1021: 6.2.3) (CTS 2-3)

     Evaluator Signature: _____ Date Verified: _____

4.   Describe methods to facilitate and encourage employees to participate in professional development, given a professional development model, so that employees achieve their personal and professional goals. (NFPA 1021: 6.2.4) (CTS 2-4)

Evaluator Signature: _____ Date Verified: _____

5.   Develop a proposal for improving an employee benefit or for a new employee benefit, given a need in the organization, so that adequate information is included to justify the requested benefit improvement. (NFPA 1021: 6.2.5) (CTS 2-5)

Evaluator Signature: _____ Date Verified: _____

6.   Develop a plan for providing an employee accommodation, given an employee need, the requirements, and applicable law, so that adequate information is included to justify the requested change(s). (NFPA 1021: 6.2.6) (CTS 2-6)

Evaluator Signature: _____ Date Verified: _____

7.   Develop an ongoing continuing education and training program, given organizational training requirements, so that employees of the organization are given appropriate training to meet the mission of the organization. (NFPA 1021: 6.2.7) (CTS 2-7)

Evaluator Signature: _____ Date Verified: _____

8.   Apply the requirements of the California Firefighters Procedural Bill of Rights Act (FBOR), given the FBOR and AHJ policies and procedures, so that administrative investigations of fire fighters are conducted in accordance with the FBOR and AHJ policies and procedures. (OSFM) (CTS 2-8)

Evaluator Signature: _____ Date Verified: _____

Community and Government Relations

9.   Develop or improve a community risk reduction (CRR) program, given risk assessment data, so that program outcomes are met. (NFPA 1021: 6.3.1) (CTS 3-1)

Evaluator Signature: _____ Date Verified: _____

Administration

10.   Develop a project/program, divisional, or departmental budget, given schedules and guidelines concerning its preparation, so that capital, operating, and personnel costs are determined and justified. (NFPA 1021: 6.4.1) (CTS 4-1)

Evaluator Signature: _____ Date Verified: _____

11. Develop and use a budget management system, given fiscal and financial policies, so that the division or department stays within the budgetary authority. (NFPA 1021: 6.4.2) (CTS 4-2)

   Evaluator Signature: _____ Date Verified: _____

12. Describe the organization's process for developing requests for proposal (RFPs) and soliciting and awarding bids, given established specifications and the organization's policies and procedures, so that competitive bidding is ensured. (NFPA 1021: 6.4.3). (CTS 4-3)

   Evaluator Signature: _____ Date Verified: _____

13. Direct the development, maintenance, and evaluation of a department record and management system, given policies and procedures, so that completeness and accuracy are achieved. (NFPA 1021: 6.4.4) (CTS 4-4)

   Evaluator Signature: _____ Date Verified: _____

14. Analyze and interpret records and data, given a fire department records system, so that validity is determined and improvements are recommend. (NFPA 1021: 6.4.5) (CTS 4-5)

   Evaluator Signature: _____ Date Verified: _____

15. Develop a model plan for continuous organizational improvement, given resources for an area to be protected, so that resource utilization is maximized. (NFPA 6.4.6) (CTS 4-6)

   Evaluator Signature: _____ Date Verified: _____

Inspection and Investigation

16. Evaluate the inspection program of the AHJ, given current program goals, objectives, performance data, and resources, so that the results are evaluated to determine effectiveness. (NFPA 1021: 6.5.1) (CTS 5-1)

   Evaluator Signature: _____ Date Verified: _____

17. Develop a plan, given an identified fire safety, emergency medical, and/or public health problem, so that the approval for a new program, piece of legislation, form of public education, intervention, and/or fire safety code is facilitated. (NFPA 1021: 6.5.2). (CTS 5-2)

   Evaluator Signature: _____ Date Verified: _____

Emergency Service Delivery

18. Differentiate between incident Types and characteristics, given incident scenarios, so that incident operations and leadership meet incident requirements in accordance with ICS principles. (OSFM) (CTS 6-1)

    Evaluator Signature: _____ Date Verified: _____

19. Prepare an action plan, given an emergency incident requiring multiple agency operations, so that the required resources are determined and the resources are assigned and placed to mitigate the incident. (NFPA 1021: 6.6.1) (CTS 6-2)

    Evaluator Signature: _____ Date Verified: _____

20. Develop and conduct a post-incident analysis, given a multiagency incident and post-incident analysis policies, procedures, and forms, so that all required critical elements are identified and communicated and the appropriate forms are completed and processed in accordance with policies and procedures. (NFPA 1021: 6.6.2) (CTS 6-3)

    Evaluator Signature: _____ Date Verified: _____

21. Develop or improve a plan for the organization, given an unmet need for resources that exceed what is available in the organization, so that the mission of the organization is capable of being performed in times of extraordinary need. (NFPA 1021: 6.6.3) (CTS 6-4)

    Evaluator Signature: _____ Date Verified: _____

Health and Safety

22. Develop a measurable accident and injury prevention program, given relevant local and national data, so that the results are evaluated to determine effectiveness of the program. (NFPA 1021: 6.7.1) (CTS 7-1)

    Evaluator Signature: _____ Date Verified: _____

Emergency Management

23. Develop a plan for integrating fire services resources in the community's emergency operations plan, given the requirements of the community and the resources available in the fire department, so that the role of the fire service is in compliance with local, state/provincial, and national requirements. (NFPA 1021: 6.8.1) (CTS 8-1)

    Evaluator Signature: _____ Date Verified: _____

Wildland Fire Officer II

Mobilization

24. Supervise multiple resources, given an assignment and resources, so that they are mobilized in accordance with AHJ policies and procedures. (NFPA 1140:7.4.1) (CTS 10-1)

    Evaluator Signature: _____ Date Verified: _____

Suppression

25. Develop, validate, modify, and document an incident action plan for each operational period, given an incident, so that strategies and tactics are applied according to AHJ policies and procedures in accordance with incident objectives. (NFPA 1140: 7.5.2) (CTS 11-1)

    Evaluator Signature: _____ Date Verified: _____

26. Evaluate the need for and location of incident facilities, given AHJ policies and procedures, so that the location is sited, identified, and communicated to personnel. (NFPA 1140: 7.5.3) (CTS 11-2)

    Evaluator Signature: _____ Date Verified: _____

27. Develop and maintain incident records, given AHJ policies and procedures and applicable forms, so that required information is documented. (NFPA 1140: 7.5.4) (CTS 11-3)

    Evaluator Signature: _____ Date Verified: _____

28. Obtain incident information from the outgoing incident commander, given a wildland fire, so that the transfer of command is completed and the new incident commander has the information necessary to operate. (NFPA 1140: 7.5.5) (CTS 11-4)

    Evaluator Signature: _____ Date Verified: _____

Command

29. Command an expanding wildland incident that incorporates multiple agency resources, given an expanding wildland incident scenario that incorporates multiple agency resources, so that incident operations and leadership meet incident requirements in accordance with ICS principles; incident objectives are met in accordance with AHJ-defined policies and constraints; the incident is continuously managed; transfer of command is completed and the new Incident Commander has the information necessary to operate; incident resources communicate effectively; ICS incident organization aligns with incident complexity; resources required to mitigate the incident are determined, assigned, and placed, and strategies and tactics are applied according to agency policies and procedures and incident objectives; incident resources are ordered for the next operational period; incident resources are supported; the location is correctly sited, clearly identified, and communicated to personnel; strategies and tactics are applied according to AHJ policies and procedures in accordance with incident objectives; the ICS aligns with incident conditions; all required critical elements are identified and communicated and the appropriate forms are completed and processed in accordance with policies and procedures; and all required information is documented. (OSFM based on NFPA 1140) (CTS 12-1)

Evaluator Signature: _____ Date Verified: _____

Completion Requirements

The following requirements must be completed prior to submitting this task book.

Education

The candidate has completed the following course(s).

- Fire Officer 3A: Human Resource Management (2020) or CFO 3A: Human Resource Management for the Chief Fire Officer (2014)
- Fire Officer 3B: Finance and Administration (2020) or CFO 3B: Budget and Fiscal Responsibilities for Chief Fire Officers (2014) and CFO 3C: General Administration Functions for Chief Fire Officers (2014)
- Fire Officer 3C: Command of Expanding Incidents (2020) or CFO 3D: Command of Expanding All-Hazard Incidents (2014)
- ICS-300: Intermediate ICS for Expanding Incidents (CalEMA/Cal OES, CDF/CAL FIRE, FEMA, FIRESCOPE, NFA, NWCG, or SFT)

Include documentation to verify education requirements when you submit your instructor task book unless verification is already documented in your SFT User Portal.

Experience

The candidate meets one of the following experience requirements.

- A minimum of two years' full-time paid experience* working at the Fire Officer 2 level in a recognized California fire agency.
- A minimum of four years' volunteer of part-time paid experience* working at the Fire Officer 2 level in a recognized California fire agency.
- A combination of full-time paid and part-time paid or volunteer experience* equal to two year's full-time paid experience working at the Fire Officer 2 level in a recognized California fire agency
- Part-time paid or volunteer to full-time paid ratio is 2:1 (for example, two months' part-time paid or volunteer = one month full-time paid)

Agency	Experience	Start Date	End Date

* Time spent in an "acting" or "interim" role does not count towards meeting the Experience requirement.

Include documentation to verify experience requirements when you submit your instructor task book unless verification is already documented in your SFT User Portal.

Position

The candidate meets the qualifications for this level of certification. The position requirement is met when the applicant fulfills the role of the specific duties as defined by the Fire Chief.

Supporting Documentation

The candidate meets the following supporting documentation requirements.

- Associate degree (any major) or higher from a post-secondary institution accredited by an organization recognized by the US Department of Education.

Institution	Date on Diploma

Include documentation to degree completion when you submit your instructor task book unless verification is already documented in your SFT User Portal.

Updates

The candidate has completed and enclosed all updates to this certification task book released by State Fire Training since its initial publication.

Number of enclosed updates: _____

Completion Timeframe

The candidate has completed all requirements documented in this certification task book within five years of its initiation date.

Initiation Date (see Fire Chief signature under **Initiation Requirements**): _____

Review and Approval

Candidate

Candidate (please print): _____

I, the undersigned, am the person applying for certification. I hereby certify under penalty of perjury under the laws of the State of California, that the completion of all requirements documented herein is true in every respect. I understand that misstatements, omissions of material facts, or falsification of information or documentation may be cause for rejection or revocation.

Signature: _____ Date: _____

Fire Chief

Candidate's Fire Chief (please print): _____

I, the undersigned, am the person authorized to verify the candidate's qualifications for certification. I hereby certify under penalty of perjury under the laws of the State of California, that the completion of all requirements documented herein are true in every respect. I understand that misstatements, omissions of material facts, or falsification of information or documentation may be cause for rejection.

Signature: _____ Date: _____

Fire Officer 3 (2020)
Interim Procedures

Procedure Changes

Edition: May 2020 edition of the State Fire Training Procedures Manual

Effective Date: July 1, 2025 (anticipated)

Section Changes: Modify and update the following sections:
- 6.7.1: COMMAND INSTRUCTOR
- 6.7.14: MANAGEMENT INSTRUCTOR
- 7.10.2: CHIEF FIRE OFFICER
- 9.1.2: APPROVED COURSES

Justification: Following approval by the State Board of Fire Services (SBFS), the new Fire Officer 3 (2020) curriculum will go into effect on July 1, 2025. The new curriculum provides directive for instructor qualifications, OSFM certification, and course equivalency.

SFT Contact: SFT Staff assigned to instructor registration, certification, and course equivalency.

Note: All new text appears in <u>underline</u>. All deleted text appears in ~~strikeout~~.

6.7.1: COMMAND INSTRUCTOR

6.7.1.1: Eligible Courses

Table 6.7.1.1: Command Instructor Eligible Course

CFSTES Courses	FSTEP Courses
• Company Officer 2D: All-Risk Command Operations • Company Officer 2E: Wildland Incident Operations • ~~Chief~~ Fire Officer 3~~CD~~: Command of Expanding Incidents ~~Emergency Services Delivery Responsibilities~~ • Executive Chief Fire Officer 4D: Emergency Services Delivery	• None

6.7.1.2: General Qualifications

A. A Registered ~~Primary~~ Instructor for a California Fire Service Training and Education System (CFSTES) Command course shall meet the qualifications required of all State Fire Training (SFT) Registered Primary Instructors.
    1. See **6.2.1: Qualifications**.

B. ~~A Registered Primary Instructor authorized to teach one of the courses in Retired Courses column is authorized to deliver the corresponding course in the Corresponding Courses column.~~

~~**Table 6.7.1.2: Command Instructor Legacy Matrix**~~

~~Retired Courses~~	~~Corresponding Courses~~
~~Command 1A: Structure Fire Command Operations for the Company Officer~~	~~Company Officer 2D: All-Risk Command Operations~~
~~Command 1C: WUI Command Operations for the Company Officer~~	~~Company Officer 2E: Wildland Incident Operations~~
~~Fire Command 2A: Command Tactics at Major Fires~~	~~Chief Fire Officer 3D: Emergency Service Delivery Responsibilities~~
~~Fire Command 2B: Management of Major Hazmat Incidents~~	~~Chief Fire Officer 3D: Emergency Service Delivery Responsibilities~~
~~Fire Command 2C: High-Rise Fire Fighting Tactics~~	~~Chief Fire Officer 3D: Emergency Service Delivery Responsibilities~~
~~Fire Command 2D: Planning for Large Scale Disasters~~	~~Chief Fire Officer 3D: Emergency Service Delivery Responsibilities~~
~~Fire Command 2E: Wildland Fire Fighting Tactics~~	~~Chief Fire Officer 3D: Emergency Service Delivery Responsibilities~~

6.7.1.3: Professional Experience

A. A Registered ~~Primary~~ Instructor for a CFSTES Command course shall meet the professional experience qualifications listed below.
1. Performing in an "acting" capacity does not qualify.

Table 6.7.1.3: Command Instructor Professional Experience

CFSTES Course	Experience
Company Officer 2D	Held the rank of Company Officer of higher within a recognized fire agency in California for a minimum of three years
Company Officer 2E	Performed in the Incident Command System (ICS) position of Division/Group Supervisor on a minimum of two incidents that extended 24 hours beyond the initial burning phase (24 hours)

~~Chief~~ Fire Officer 3~~CD~~	~~Held the rank of Chief Officer or higher within a recognized fire agency in California for a minimum of three years~~
	 ~~Specific expertise in emergency services delivery responsibilities~~
	 A minimum of three years' full-time paid or six years' volunteer or part-time paid experience working as a Fire Officer 3 in a recognized California fire agency
	 Specific expertise in:
	     o Emergency services delivery and management (FO3C)
	     o Wildland mobilization and suppression (FO3C)

Executive Chief Fire Officer 4D	Held the rank of Executive Chief Fire Officer* or higher within a recognized fire agency in California for a minimum of three years Specific expertise in emergency services delivery responsibilities

* An Executive Chief Fire Officer is defined as a Division Chief, Assistant Chief, or Deputy Chief, assigned to a staff position within an organization, or any Chief Officer with staff position responsibilities.

6.7.14: MANAGEMENT INSTRUCTOR

6.7.14.1: Eligible Courses

Table 6.7.14.1(A): Management Instructor Eligible CFSTES Courses

CFSTES Courses
• Company Officer 2A: Human Resource Management
• Company Officer 2B: General Administrative Functions
• ~~Chief~~ Fire Officer 3A: Human Resource Management
• ~~Chief~~ Fire Officer 3B: Finance and Administration ~~Budget & Fiscal Responsibilities~~
• ~~Chief Fire Officer 3C: General Administrative Functions~~
• Executive Chief Fire Officer 4A: Human Resource Management
• Executive Chief Fire Officer 4B: Community and Government Relations
• Executive Chief Fire Officer 4C: Administration
• Executive Chief Fire Officer 4E: Health and Safety

Table 6.7.14.1(B): Management Instructor Eligible FSTEP Courses

FSTEP Courses
• Fire Service Supervision: Increasing Personal Effectiveness
• Fire Service Supervision: Increasing Team Effectiveness
• Volunteer Fire Service Management

6.7.14.2: General Qualifications

A. A Registered ~~Primary~~ Instructor for a California Fire Service Training and Education System (CFSTES) Management course shall meet the qualifications required of all State Fire Training (SFT) Registered ~~Primary~~ Instructors.
   1. See **6.2.1: Qualifications**.

B. ~~An Instructor registered to teach one of the courses in Retired Courses column is authorized to deliver the corresponding course in the Corresponding Courses column.~~

~~Table 6.7.14.2: Management Instructor Legacy Matrix~~

~~Retired Courses~~	~~Corresponding Courses~~
• ~~Fire Management 1~~	• ~~Company Officer 2A~~ • ~~Company Officer 2b~~
• ~~Fire Management 2A or 2C~~	• ~~Chief Fire Officer 3A~~
• ~~Fire Management 2B~~	• ~~Chief Fire Officer 3B~~
• ~~Fire Management 2A or 2D~~	• ~~Chief Fire Officer 3C~~

6.7.14.3: Professional Experience

A. A Registered ~~Primary~~ Instructor for a CFSTES or FSTEP Management course shall meet the professional experience qualifications listed below.
   1. Performing in an "acting" capacity does not qualify.

Table 6.7.14.3(A): Management Instructor Professional Experience CFSTES Courses

CFSTES Courses	Experience
• Company Officer 2A • Company Officer 2B	• Held the rank of Company Officer within a recognized fire agency in California for a minimum of three years
• Company Officer 3A	Both required: • Held the rank of Chief Officer or higher within a recognized fire agency in California for a minimum of three years • Specific expertise in human resource management
• Company Officer 3B	Both required: • Held the rank of Chief Officer or higher within a recognized fire agency in California for a minimum of three years • Specific expertise in budgets and fiscal responsibilities
• Fire Officer 3A	Both required: • A minimum of three years' full-time paid or six years' volunteer or part-time paid experience working as a Fire Officer 3 in a recognized California fire agency (all courses) • Specific expertise in human resource management and health and safety
• Fire Officer 3B	Both required: • A minimum of three years' full-time paid or six years' volunteer or part-time paid experience working as a Fire Officer 3 in a recognized California fire agency (all courses) • Specific expertise in community and government relations, administration, and inspection and investigation
• ~~Chief Fire Officer 3D~~	~~Both required:~~ • ~~Held the rank of Chief Officer or higher within a recognized fire agency in California for a minimum of three years~~ • ~~Specific expertise in general administrative functions~~
• Executive Chief Fire Officer 4A	Both required: • Held the rank of Executive Chief Fire Officer* or higher within a recognized fire agency in California for a minimum of three years • Specific expertise in human resource management
• Executive Chief Fire Officer 4B	Both required: • Held the rank of Executive Chief Fire Officer* or higher within a

CFSTES Courses	Experience
	recognized fire agency in California for a minimum of three years • Specific expertise in community and government relations
• Executive Chief Fire Officer 4C	Both required: • Held the rank of Executive Chief Fire Officer* or higher within a recognized fire agency in California for a minimum of three years • Specific expertise in administration
• Executive Chief Fire Officer 4E	Both required: • Held the rank of Executive Chief Fire Officer* or higher within a recognized fire agency in California for a minimum of three years • Specific expertise in health and safety

* An Executive Chief Officer is defined as a Division Chief, Assistant Chief, or Deputy Chief assigned to a staff position within an organization or any Chief Officer with staff position responsibilities.

Table 6.7.14.3(B): Management Instructor Professional Experience ~~CFSTES~~ FSTEP Courses

FSTEP Courses	Experience
• Fire Service Supervision: Increasing Personal Effectiveness • Fire Service Supervision: Increasing Team Effectiveness • Volunteer Fire Service Management	• Held the rank of Company Officer within a recognized fire agency in California for a minimum of two years

7.10.2: ~~CHIEF~~ FIRE OFFICER 3

7.10.2.1: Overview

A. The ~~Chief~~ Fire Officer 3 certification provides the knowledge and skills needed to organize and direct a fire agency including human resource management, budgeting and finance management, general administrative functions, emergency services delivery, and incident command for expanding incidents.

B. ~~Chief~~ Fire Officer 3 certification replace~~ds~~ Chief Fire Officer certification, which retired on ~~December 31, 2016~~June 30, 2026.

C. As of July 1, 20~~15~~26, candidates pursuing ~~Chief~~ Fire Officer 3 certification should utilize the ~~Chief Fire Officer curriculum~~ requirements listed below.

D. Candidates pursuing Chief Fire Officer certification under that certification's requirements must complete all requirements and submit all application materials and fees by ~~December 31, 2018~~ June 30, 2026.

7.10.2.2: History

A. Established
  - November 20, 2014
B. Revised
  - Not applicable
  - July 1, 2025
    - Updated to align with NFPA 1021 (2020)
    - Restructured application activities to align with task book job performance requirements enabling participants to begin working on task book assignments during their education (rather than after)

7.10.2.3: Prerequisites

A. ~~Office of the State Fire Marshal (OSFM) certified Fire Officer or OSFM certified Company Officer~~
  The candidate has completed one of the following prerequisites.
  - OSFM Fire Officer 2 certification
  - OSFM Company Officer certification
  - OSFM Fire Officer certification
  - Appoint~~edment~~ to the rank of Chief Fire Officer or Fire Officer 3 ~~waives this prerequisite.~~
    i. Performing in an "acting" capacity does not ~~qualify for this waiver~~ fulfill this requirement.

B. Possess, at a minimum, an associate's degree (any major) or higher from a post-secondary institution an accredited by an organization recognized by the US Department of Education postsecondary institution

7.10.2.4: Education

A. Fire Officer 3A: Human Resource Management (2020) or Chief Fire Officer 3A: Human Resource Management for Chief Fire Officers (2014)
B. Fire Officer 3B: Finance and Administration (2020) or Chief Fire Officer 3B: Budget and Fiscal Responsibilities for Chief Fire Officers (2014) and Chief Fire Officer 3C: General Administration Functions for Chief Fire Officers (2014)
C. Fire Officer 3C: Command of Expanding Incidents (2020) or Chief Fire Officer 3D: Emergency Services Delivery Responsibilities Command of Expanding All-Hazard Incidents (2014)
D. ICS-300: Intermediate ICS for Expanding Incidents (CalEMA/CalOES, CDF/CAL FIRE, FEMA, FIRESCOPE, NFA, NWCG, or SFT)
    1. SFT shall accept Incident Command System (ICS) certificates from:
        i. Governor's Office of Emergency Services (CalEMA/CalOES)
        ii. California Department of Forestry and Fire Protection (CDF/CAL FIRE)
        iii. Federal Emergency Management Agency (FEMA)
        iv. Firefighting Resources of California Organization for Potential Emergencies (FIRESCOPE)
        v. National Fire Academy (NFA)
        vi. National Wildfire Coordinating Group (NWCG)
        vii. State Fire Training (SFT)

7.10.2.5: Certification Exam

A. Not applicable

7.10.2.6: Certification Task Book

A. Chief Fire Officer 3 Certification Task Book (2020)

7.10.2.7: Experience

A. Fire Service (one of the following)
    1. Have a minimum of five two years' full-time paid experience* working at the Fire Officer 2 level in a recognized fire agency in California as a Fire Fighter performing suppression duties
        i. 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.

2. Have a minimum of ~~10~~ four years' part-time paid or volunteer experience* working at the Fire Officer 2 level in a recognized fire agency in California ~~as a Fire Fighter performing suppression duties~~
    i. ~~At least four 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.~~
3. Have a combination of full-time paid and part-time paid or volunteer experience equal to ~~five~~ two year's full-time paid experience* working at the Fire Officer 2 level in a recognized fire agency in California ~~in fire and life safety education~~
    i. Part-time paid or volunteer to full-time paid ratio is 2:1 (for example, two months' part-time paid or volunteer = one month full-time paid)
    ii. ~~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.~~

* Time spent in an "acting" or "interim" role does not count towards meeting the Experience requirement.

7.10.2.8: Position

A. ~~Appointed to the rank of Chief Fire Officer or Chief Officer~~
The position requirement is met when the applicant fulfills the role of the specific duties as defined by the Fire Chief.

7.10.2.9: Application

A. See **7.2.4: Application Process – With a Certification Task Book**.

B. ~~Supporting Documentation~~
    1. ~~A copy of OSFM Fire Officer or Company Officer certificate~~
        i. ~~If waiving this requirement, submit a verification letter signed by the Fire Chief, or his or her authorized designee, verifying the candidate's Chief Officer rank. (See 4.1.1: Letters of Verification.)~~
    2. ~~Copies of course completion certificates from SFT for each educational requirement~~
    3. ~~A copy of ICS-300: Intermediate ICS for Expanding Incidents course completion certificate from one of the following organizations: CalEMA, CalOES, CDF/CAL FIRE, FEMA, FIRESCOPE, NFA, NWCG, and SFT~~

C. ~~Diploma~~
    1. ~~Candidates shall submit a copy of their diploma when submitting their completed task book. A diploma copy is not required in order to submit a task book application.~~

7.10.2.10: Maintenance

A.   Not applicable

9.1.2: APPPROVED COURSES

A. In Table 9.1.2: SFT Approved Courses (following), SFT has identified the following SFT courses as either equivalent (E) or reciprocal (R).

B. See **Acronym Glossary** for a complete list of provider acronyms.

Table 9.1.2: SFT Approved Courses

SFT Course	E/R	Approved Equivalent	Provider	Effective Dates
Chief Fire Officer 3A	E	Executive Development (R123); or Interpersonal Dynamics in Fire Service Organizations (R332)	NFA (10-day course)	
Chief Fire Officer 3B	E	Executive Leadership (R125)	NFA (10-day course)	
Chief Fire Officer 3C	E	Fire Services Financial Management (R333)	NFA (10-day course)	
Chief Fire Officer 3D	E	Command and Control of Fire Department Operations at MultiAlarm Incidents (R297)	NFA (6-day course)	