



# Finance and Administration (2020)

## Course Plan

### Course Details

<b>Certification:</b>	Fire Officer 3
<b>CTS Guide:</b>	Fire Officer 3 CTS Guide (2020)
<b>Description:</b>	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.
<b>Designed For:</b>	Personnel preparing to pursue Fire Officer 3 certification or anyone who performs the duties of a Fire Officer 3 within their agency.
<b>Prerequisites:</b>	Meet one of the following requirements: <ul style="list-style-type: none"><li>• Meet the education requirements of an OSFM Company Officer <b>or</b> Fire Officer 2</li><li>• Currently in the position of Chief Fire Officer (acting does not apply)</li></ul> Fire Officer 3A: Human Resource Management
<b>Standard:</b>	Complete all required activities and formative tests.  Complete all summative tests with a minimum score of 80%.
<b>Hours (Total):</b>	54 hours  (20 lecture / 30 application / 4 testing)
<b>Maximum Class Size:</b>	25
<b>Instructor Level:</b>	SFT Fire Officer 3B Registered Instructor
<b>Instructor/Student Ratio:</b>	1:25
<b>Restrictions:</b>	None
<b>SFT Designation:</b>	CFSTES

## Table of Contents

Course Details .....	1
Required Resources.....	3
Instructor Resources.....	3
Online Instructor Resources.....	3
Student Resources.....	3
Facilities, Equipment, and Personnel.....	3
Time Table .....	4
Time Table Key.....	5
Unit 1: Introduction.....	6
Topic 1-1: Orientation and Administration .....	6
Topic 1-2: Fire Officer 3 Certification Process .....	7
Topic 1-3: Definition of Duty for a Fire Officer 3 .....	9
Unit 2: Organizational Improvement.....	11
Topic 2-1: Developing a Model Plan for Continuous Organizational Improvement.....	11
Unit 3: Records and Data .....	13
Topic 3-1: Directing a Department Record Management System .....	13
Topic 3-2: Analyzing and Interpreting Records and Data .....	15
Unit 4: Community Risk Reduction.....	16
Topic 4-1: Evaluating an Inspection Program.....	16
Topic 4-2: Developing or Improving a Community Risk Reduction Program .....	17
Topic 4-3: Developing a Plan to Resolve an Identified Problem .....	18
Unit 5: Fiscal Management .....	19
Topic 5-1: Budgeting Basics.....	19
Topic 5-2: Developing and Using a Budget Management System .....	21
Topic 5-3: Developing a Budget.....	22
Unit 6: Competitive Bidding.....	24
Topic 6-1: Describing the Organizational Bidding Process .....	24
How to Read a Course Plan.....	25
Finance and Administration Activities .....	27
Instructions .....	27
Activities .....	27

## 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, 3<sup>rd</sup> 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, 2<sup>nd</sup> 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
<b>Unit 1: Introduction</b>			
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	
<b>Unit 1 Totals</b>	<b>2.5</b>	<b>2.0</b>	<b>4.5</b>
<b>Unit 2: Organizational Improvement</b>			
Topic 2-1: Developing a Model Plan for Continuous Organizational Improvement	3.0	5.0	
<b>Unit 2 Totals</b>	<b>3.0</b>	<b>5.0</b>	<b>8.0</b>
<b>Unit 3: Records and Data</b>			
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	
<b>Unit 3 Totals</b>	<b>3.0</b>	<b>6.0</b>	<b>9.0</b>
<b>Unit 4: Community Risk Reduction</b>			
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	
<b>Unit 4 Totals</b>	<b>4.0</b>	<b>8.0</b>	<b>12.0</b>
<b>Unit 5: Fiscal Management</b>			
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	
<b>Unit 5 Totals</b>	<b>6.5</b>	<b>7.5</b>	<b>14.0</b>
<b>Unit 6: Competitive Bidding</b>			
Topic 6-1: Describing the Organizational Bidding Process	1.0	1.5	
<b>Unit 6 Totals</b>	<b>1.0</b>	<b>1.5</b>	<b>2.5</b>
<b>Formative Assessments</b>			
Determined by AHJ or educational institution	<b>0.0</b>	<b>2.0</b>	<b>2.0</b>
<b>Summative Assessment</b>			
Determined by AHJ or educational institution	<b>0.0</b>	<b>2.0</b>	<b>2.0</b>
<b>Course Totals</b>	<b>20.0</b>	<b>34.0</b>	<b>54.0</b>

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
    - NFPA 1710 or 1720
    - Commission on Fire Accreditation International Self-Assessment Model
    - Insurance Service Organization Free Service Rating Schedule
    - NHTSA A Leadership Guide to Quality Improvement for Emergency Medical Services (EMS) Systems
    - Standards of Cover (SOC)
  - Locally established performance standards
    - Local Agency Formation Commission (LAFCO) service-level reviews
    - 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
    - Urban
    - Suburban
    - Rural
    - Wilderness/hard-to-serve
  - Demographics
  - Community plans
    - Local hazard mitigation plan, if applicable
    - General Plan
  - Standards of cover
    - Response time benchmarks
    - Staffing
      - Critical task analysis
    - 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 (CRR) 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 activities 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 recommended. (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.