

## Interagency Fire Planning Committee

### Meeting Notes

Oct. 7, 2011 (September monthly meeting)

#### Attendees:

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Reeve Armstrong - Vice Chair (cc) | <input checked="" type="checkbox"/> Jeff Manley - Primary     |
| <input type="checkbox"/> Scott Bradshaw - Associate                   | <input checked="" type="checkbox"/> Elaine Waterbury - Branch |
| <input checked="" type="checkbox"/> Becky Brooks - Primary            | <input type="checkbox"/> Jaymee Fojtik - Liaison              |
| <input checked="" type="checkbox"/> Tate Fischer - Chair              | <input type="checkbox"/> Sue Weber – Associate                |
| <input checked="" type="checkbox"/> Mary Huffman – Liaison (cc)       | <input type="checkbox"/> Dan Smith - Associate                |
| <input type="checkbox"/> Ted Milesnick - Advisor                      | <input type="checkbox"/> Frank Fay – Primary (cc)             |
| <input type="checkbox"/> Steve Larrabee - Associate                   |   |

(cc) = via conference call

#### Issues/Discussions/Actions:

##### Action Items:

- Smoke Mgmt. Guide Planning Chapter - Mark Fitch ;
  - ✓ Quick over view: first published 2001, now turned over to smoke committee who has reviewed chapters to determine who should help edit and or rewrite
  - ✓ All indications would have the IFPC rewrite/edit the “fire use” chapter, this will add great interagency flavor to this rewrite
  - ✓ No particular vision inspired at this time for this chapter, i.e.; information still pertinent, used, planner’s overview, chapter to be fire planning. Capture and highlight information with coordination with the States with project plans, fire mgmt. plans. How and when should they be involved? Infrequent information with different agencies, making a more cohesive strategy with planning levels and requirements. Planning structure...
  - ✓ Use this book as guide, more technical information can be added to the online desk guide version with templates, technical information, and hyper links included expanding on desk guide to be kept current. The updated book version will be a desk guide; (with online having all technical information)
  - ✓ Dec 1, 2011 is the time frame when draft to be finished.
  - ✓ Jeff and Tate will tackle the first draft and bring it back to the committee for group edits.
  - ✓ Mary will talk with Blain from the Nature Cons and provide edits to Jeff and Tate’s draft.
  - ✓ Mark will oversee and add to first draft edits before first initial due date of Dec. 1<sup>st</sup>.
- Spatial FMP & FWS Efforts – Becky & Jeff:
  - ✓ Spatial FMP Pilot project done for Sevilletta NWR Sept 19-23, 2011. The refuge fire staff completed a lot of pre-work before the meeting including getting layers together, looking at the Australian model and formulating a process that they believe would work for them.
  - ✓ Once at the meeting the team took a draft FMP and determined what parts of the FMP could be pulled out for a spatial representation and what parts should remain as part of the written document.
  - ✓ During this process, the team determined that they could have a district wide FMP that represents the State of New Mexico (6 NWRs and 2 national fish hatcheries)

- ✓ The final written product would essentially be made up of:
    - Universal section that incorporates the high level information that is needed in all fire management plans.
    - A district level document describing the resources, eco systems, budget objectives etc, common to all refuges within the district.
    - A smaller document describing differences that could not be described within the district document for each refuge.
    - Each refuge will have a map set that will be housed in an appendix to the document described in the aforementioned bullets.
  - ✓ Four maps were discussed to be produced and they include:
    - Operations map
    - Project map
    - Current condition map
    - Air Operations (optional)
  - ✓ The NEPA process will be started for this document in November 2011.
- Virtual field trip - COFMS includes Deschutes, Tate will follow up with COFMS personnel and establish one point-of-contact and a tentative date
  - NWCG Web-portal:
    - Starting process very slow at this beginning stage
    - Last week was a play/pretend to tweak system to see how things will work, show etc.
    - Tate will get together with Elaine & Kelly to work further into the system to continue to build with agenda/minutes, build from there.
  - Learning Pathways for Fire Planning – Jeff & Mary:
    - ✓ Jeff & Mary: With approval had a meeting with Deb Flemming, Bonnie Wood, Elaine
      - took suggestions, updated information of approach/ideas (information below)
      - Suggestions and clarifications from Deb will also be incorporated in the next meeting
    - ✓ Planning, Coordination, and Support (input from XXXXXXXX)
 

The Planning, Coordination, and Support curriculum area includes courses that address:

      - Fire prevention
      - Risk management processes found in the Incident Response Pocket Guide (IRPG)
      - How to follow dispatch policies and procedures including aviation, utilizing resource orders and supplemental forms to mobilize, reassign, and demobilize resources
      - Strategic planning
      - Fire investigation strategies, including proper staffing and organizational structure, and investigation plans
      - Fire planning and analysis
- Sample courses in this area are:
- Prevention Courses (P-101 thru P-401)
  - Dispatch Courses (D-110, D-310, D-311, D-510)
  - Fire Investigation Courses (FI-110, FI-210, FI-310, FI-311)
  - M-480 Multi-Agency Coordinating Group

Please see the attached document for entire curriculum and services.

○ Wifi schools (2).pdf

- ✓ Jeff will update document feedback from NWCG mtg and provide the latest draft.
  - ✓ Budget review for needs assessment. Mary Johnson will offer up ideas with software etc.
  - ✓ NWCG holding funds in contingencies to review at mid-year distribution.
  - ✓ The group feels we are ready to take the current draft back out to the field for review
- Next IFPC mtg Oct 26
    - ✓ Follow up with Mary, Jeff and Elaine regarding Learning Pathways for Fire Planning
    - ✓ Follow up with Merrie Johnson i.e.; software.

## **Curriculum and Services**

### **Content Model**

One of the keys to NWCG's corporate university is a Content Model that houses all learning offerings appropriate for employees of the wildland fire and aviation community under one common framework. The offerings apply to all job roles from hire to retire for wildland fire and aviation positions related to fire. The Content Model groups courses and learning offerings together with explicit standards and guidelines for how to catalog learning consistently throughout the organization.

The Content Model is a categorization system that groups like content together, similar to how a traditional college or university collects classes associated with literature in a College of English or all algebra and trigonometry in a College of Mathematics. Unifying all the learning available to employees through this shared model provides a more integrated approach to learning from an employee perspective; moreover, it demonstrates that learning is a process that impacts organizational goals.

The Content Model for NWCG's corporate university is divided into eight primary curriculum areas. The content areas group courses that address similar topics and subject areas regardless of the delivery methods. These curriculum areas are defined by set standards and guidelines to determine where new courses should reside. This curriculum cataloguing system makes searching for courses easier and provides a consistent genre for course codes in the Learning Management System. The cataloguing also provides a mechanism to avoid creating and offering duplicate courses. The eight primary curriculum areas for NWCG's corporate university are:

- Core
- Administration
- Incident Management
- Aviation
- Planning, Coordination, and Support
- Fire Environment
- Fuels Management
- Technology

Those curriculum areas form a pictorial model that shows the balance among the curriculum areas and the comprehensive “hire to retire” scope (Figure 07):

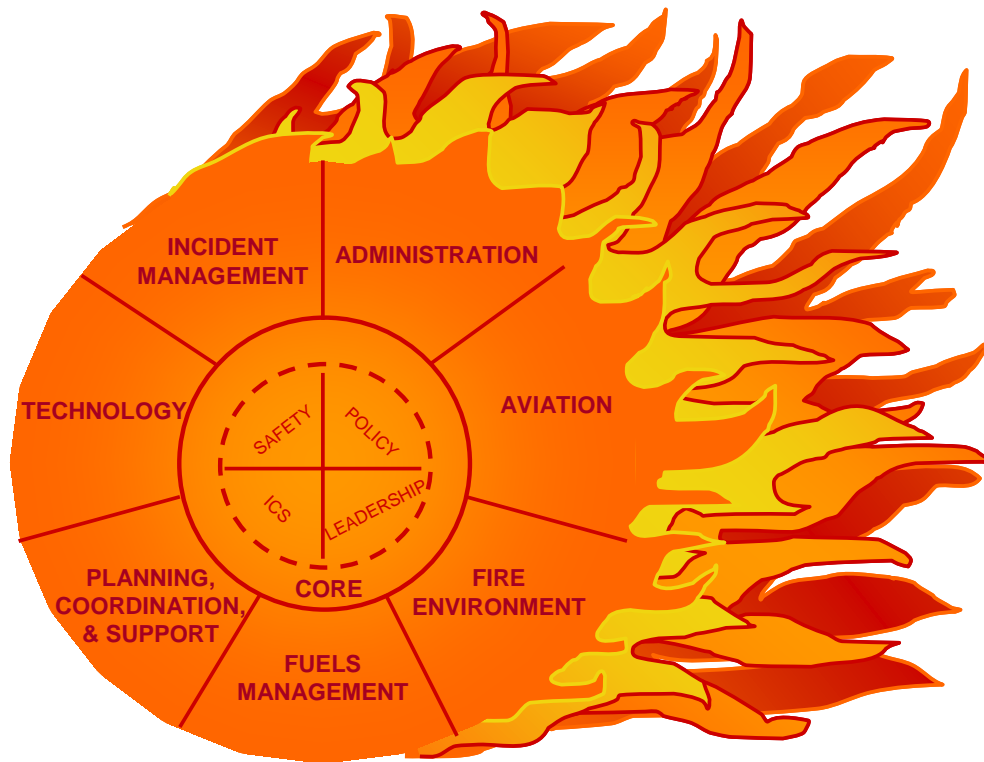


Figure 07

These eight primary curriculum areas are sub-categorized into topics (Table 09):

Curriculum Area	Topics
Core	<ul style="list-style-type: none"> <li>• Policy</li> <li>• Safety</li> <li>• ICS</li> <li>• Leadership</li> </ul>
Administration	<ul style="list-style-type: none"> <li>• Business Management</li> <li>• Non-Incident Finance</li> </ul>
Incident Management	<ul style="list-style-type: none"> <li>• Command &amp; General Staff</li> <li>• Incident Operations</li> <li>• Incident Planning</li> <li>• Incident Logistics</li> <li>• Incident Finance</li> </ul>
Aviation	<ul style="list-style-type: none"> <li>• Aviation Operations</li> <li>• Risk Management</li> <li>• Aviation Management</li> </ul>
Planning, Coordination, and Support	<ul style="list-style-type: none"> <li>• Mitigation</li> <li>• Education</li> <li>• Dispatch</li> <li>• Strategic Fire Planning</li> <li>• Fire Investigation</li> </ul>

Curriculum Area	Topics
	<ul style="list-style-type: none"> <li>• Multi-agency Coordination</li> <li>• Fire Planning and Analysis</li> </ul>
Fire Environment	<ul style="list-style-type: none"> <li>• Fire Behavior</li> </ul>
Fuels Management	<ul style="list-style-type: none"> <li>• Smoke</li> <li>• Prescribed Fire</li> <li>• Urban Interface</li> </ul>
Technology	<ul style="list-style-type: none"> <li>• Equipment</li> <li>• Information Technology</li> </ul>

Table 09

The Content Model only makes sense if set criteria are established to clarify the how courses should be placed in each curriculum area.

### Core

The center of the Content Model is the Core curriculum area. The Core curriculum area addresses courses that all employees of the wildland fire and aviation community need regardless of their role, rank, or tenure. The only courses and learning solutions included in the Core are policies and regulations outlined by NWCG and its member agencies, on-the-job safety, Incident Command System, and knowledge, skills, and abilities needed to lead and direct people, teams, organizations, and initiatives. Sample courses include:

- ICS (I-100 thru I-402)
- Safety (S-359, S-404)
- Leadership (L-180 thru L-580)
- Facilitative Instructor (M-410)
- Fire Program Management (M-581)

### Administration

The Administration portion of the Content Model focuses on the areas of business management and finance. It houses learning offerings and courses related to ethical conduct on the job; knowledge, skills, and abilities to manage and supervise people and teams; basic budget and financial tasks and processes; and non-incident business management. This section of the Content Model is unique because it is the only curriculum area that does not contain courses unique to or developed by NWCG. All courses within the Administration area are developed by and offered directly through the appropriate agency. This portion of the Content Model is populated with descriptions of these agency courses rather than courses that have been developed by NWCG.

### Incident Management

Another curriculum area is Incident Management that catalogues courses directly related to incident response. Samples of these courses include:

- Gap Courses (G-130 thru G-330)
- Command and General Staff Courses
- Incident Operations Courses
- Incident Planning Courses
- Incident Logistics Courses
- Incident Finance Courses
- Wildland Fire Refresher
- Incident Management
- Area Command (S-620)

## **Aviation**

The Content Model's Aviation section contains aircraft dispatching and aviation operations. Placed in this area are courses and learning solutions related to:

- Incident aviation operations
- Aircraft safety, maintenance, capabilities, and limitations
- Flight manager responsibilities
- Load calculations, manifesting, passenger transportation, cargo transportation, sling loads, hover hook up, hand signals, and radio communication
- National airspace systems covering: Class A-G airspace, special use airspace, military training routes, cruise missile routes, slow routes, and LATNs
- Aircraft and pilot approval procedures

Sample courses placed within Aviation include:

- IAT Aviation Courses
- NWCG Aviation Courses (RT-273, RT-372, S-270, S-271, S-273, S-371, S-372, S-375, S-378, S-470)

## **Fire Environment**

The Fire Environment curriculum area focuses on fire behavior. Courses related to identifying and describing the characteristics of fuels, weather, and topography that influence wildland fire behavior apply. Fire Behavior Courses (S-190, S-290, S-390, S-490, S-590) are sample courses included in this curriculum area.

## **Planning, Coordination, and Support**

The Planning, Coordination, and Support curriculum area includes courses that address:

- Fire prevention
- Risk management processes found in the Incident Response Pocket Guide (IRPG)
- How to follow dispatch policies and procedures including aviation, utilizing resource orders and supplemental forms to mobilize, reassign, and demobilize resources
- Strategic planning
- Fire investigation strategies, including proper staffing and organizational structure, and investigation plans
- Fire planning and analysis

Sample courses in this area are:

- Prevention Courses (P-101 thru P-401)
- Dispatch Courses (D-110, D-310, D-311, D-510)
- Fire Investigation Courses (FI-110, FI-210, FI-310, FI-311)
- M-480 Multi-Agency Coordinating Group

## **Fuels Management**

The Fuels Management curriculum area contains curriculum related to smoke, prescribed fire, and urban interface. These courses and learning solutions are related to the role of fire and fire management in ecosystem management, and social, political, legal economic, and environmental factors critical to fire and fuels treatment for ecosystem management. Sample courses include:

- Prescribed Fire Implementation (RX-301)
- Introduction to Fire Effects (RX-310)
- Prescribed Fire Plan Preparation (RX-341)
- Smoke Management Techniques (RX-410)
- Applied Fire Effects (RX-510)
- Fire Operations in the Wildland/Urban Interface (S-215)
- Fire in Ecosystem Management (M-580)

## **Technology**

The Technology portion of the Content Model houses the courses related to equipment and information technology. Courses and learning solutions grouped here are related to equipment requirements and maintenance and software and hardware training specific to conducting day-to-day functions. Sample courses include:

- IQCS
- RAWs
- GIS Specialist (S-341)
- Intermediate National Fire Danger Rating System (S-491)
- Geospatial Fire Analysis, Interpretation, and Application (S-495)

None of the components of the Content Model are aligned to particular agencies, Geographic Areas, or even roles. The model is aligned with subject areas. This kind of alignment:

- Generates an opportunity for a subject expert or leader from the wildland fire and aviation community to oversee the on-going development and delivery of offerings in one of the curriculum areas by serving in a Dean's capacity,
- Eliminates the opportunity to create overlapping or duplicate courses and learning events, and
- Organizes content to make it easier to search from an employee's perspective.

Initially, all course titles that are currently being offered through NWCG must be mapped according to these criteria. Note that some new courses, as they are developed and considered for integration into the Content Model, may appear to apply to more than one domain or topic. All courses should be mapped to one, and only one, domain or topic. If a course appears to apply to more than one area, it should be placed on the domain or topic where it meets the criteria to at least 60%. Deans must meet and collaborate regularly to discuss the course mapping to avoid overlap and duplication.

Deans and the corporate university core team must collaborate to initially map all existing courses and continually map new courses that are developed. Reviews should include an analysis of course titles, learning objectives, content descriptions, and expected outcomes. The sample courses mentioned and mapped in the previous descriptions are to provide guidance for the Deans. Ultimately, the Deans are responsible for the course mapping. They need to agree and keep the corporate university core team informed of the decisions. Deans must determine the most appropriate place for the courses based on content not just course title. On a going forward basis, during the needs assessment process, these criteria will also be used to determine placement of newly required programs. This process will lead to a more comprehensive list of courses to be placed in the Learning Management System (LMS) where the employees and managers will be able to easily find them as they build their learning plans and register for appropriate learning.