

HOST UNIT
AND
WILDLAND FIRE PREVENTION/EDUCATION
TEAM (WFPE)
INTERACTION GUIDE

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**HOST UNIT
AND
WILDLAND FIRE PREVENTION and EDUCATION TEAM
INTERACTION GUIDE**

The purpose of this guide is to facilitate the interaction between units requesting Wildland Fire Prevention/Education (WFPE) Team support and the team as it relates to the different aspects of business and finance.

OBJECTIVE:

The Wildland Fire Prevention and Education Team supports geographical fire prevention and wildland fire prevention and educational needs preceding and during periods of high wildland fire danger or prescribed fire activity.

The team's purpose is to reinforce local fire prevention/education resources and to bring special prevention/education planning, logistics, and operations expertise to bear in larger, complex severity situations that exceed the capabilities of local organizations. Their roles in fire prevention/education are similar to the roles of Type I and Type II Incident Management Teams in large and complex incident management situations.

The agreement that authorizes and supports the use of teams is the master agreement between the United States Department of Interior and the United States Department of Agriculture. A copy of the agreement is found in the National Interagency Mobilization Guide, NFES 2092, Chapter 40. In addition to these Departments, the 2001 Federal Wildland Fire Management Policy contains recommendations to interact with other Departments and Cooperators broadening the potential use of Prevention/Education teams.

Mobilization procedures for teams can be found in the National Interagency Mobilization Guide:

Chapter 20, Section 22.9.10.

Chapter 7, Preparedness Level Action Items, Severity Fund Guidance – Fire Prevention Team Request

Chapter 7, Wildland Fire Mitigation/Education

WILDLAND FIRE PREVENTION/EDUCATION TEAM INTERACTIONS

HOST UNIT RESPONSIBILITIES

- Determine need for a wildland fire prevention/education team
 - Severe burning conditions
 - Unusually high fire occurrence
 - Heavy resource commitment
 - Preparedness Level II
 - Wildland/urban interface issues

- The host unit will provide:
 - Team leader with an approved Delegation of Authority
 - Source, type, and amount of funds for use by the team
 - Initial briefing to the team leader and team members as to purpose of requesting the team, objectives, and expectations
 - Communication with local unit personnel of the prevention/education team's goals and objectives
 - A liaison representing the Agency Administrator to the team leader
 - Contact names and telephone numbers of key contacts:
 - Public information officer
 - Cooperators
 - Local media
 - Financial contact
 - Procurement contact
 - Computer support
 - Incident Management Team information officer (if applicable)
 - Agency documentation and cost tracking requirements
 - A copy of unit's service and supply plan
 - A copy of unit's incident business guidelines
 - Office space, with desks, chairs and operating equipment
 - Telephones
 - Access to a copy machine and copy paper
 - Connections for personal computers and printers
 - Facsimile
 - Office Supplies
 - Transportation, as need to support team activities

HOST UNIT EXPECTATIONS

- Wildland Fire Prevention/Education (WFPE) Team operations are conducted safely
- Interactions between WFPE Team and host unit are to be professional and cooperative
- WFPE Team members are to operate within the scope of all laws, regulations, and policies relative to the operations, including fiscal
- WFPE Team members are to communicate with Agency Administrator or their designate as necessary
- Host unit will provide initial briefing to the team leader and team members as to purpose of requesting the team, objectives, and expectations
- Host unit will communicate to the local unit personnel the prevention/education team's goals and objectives to create an open line of communications with the team while it is assigned to the unit
- Provide copy of the unit's incident business guidelines to the team leader
- Review all plans developed prior to implementation
- Provide funding considerations for implementation of materials required to meet the assigned objectives

PREVENTION/EDUCATION TEAM RESPONSIBILITIES

- WFPE Team operations are conducted safely
- Team leader reports to the host unit
- Establish a liaison role with the various fire protection agencies – federal, state, and local
- Obtain approvals and authority to implement the fire prevention effort area wide
- Obtain copies of host unit's service and supply plan, incident business guidelines, and key contact names and telephone numbers
- Obtain briefing from host unit and determine level of support that will be provided as well as office work area available
- Maintain contacts with agency administrative and procurement personnel to ensure fiscal integrity
- Develop area-wide prevention strategies based on fire protection assessment and evaluation of communication behavior and information needs of population demographics
- Develop and procure prevention products for use by the team and host unit
- Maintain/promote interagency approach
- Promote responsibility for fire safety and encourage self-help actions in all handouts
- Leave documentations with host unit

- Report accomplishments
- Obtain action plan/local and national operational procedures, if available
- Identify agency issues, concerns, and barriers
- Identify barriers to an effective prevention program and offer solutions
- Leave positive solutions/suggestions for a sustainable program in fire prevention with area liaison
- Document all work on agency forms for inclusion in summary report
- Conduct organized exit interviews and information sharing based on documentation

WILDLAND FIRE PREVENTION/EDUCATION TEAM EXPECTATIONS – The team will be provided with the following:

- Information and documentation as source, type, and amount of funds for the assignment
- Initial briefing from the host unit that includes the purpose of requesting the team, objectives, and expectations
- Delegation of Authority
- Assurance that the host unit has communicated with local unit personnel of the prevention/education team's goals and detailed objectives and expectations from the team
- Telephone numbers for the Agency Administrator designated liaison
- Contact names and telephone numbers of key contacts:
 - Public information officer
 - Cooperators: federal, state, and local
 - Local media
 - Financial contact
 - Procurement contact
 - Computer support
 - Incident Management Team information officer (if applicable)
- A copy of unit's service and supply plan
- A copy of unit's incident business guidelines
- Office space, desks, telephones, copy machine access, computers and or connections, printers, and other office needs
- The opportunity to meet with agency representatives and cooperators to review proposed operating plans and strategies
- The opportunity to meet host unit personnel and interact with them in a professional and cooperative atmosphere
- Receive and understand host unit documentation and cost tracking requirements
- Receive exit briefing and performance review

WILDLAND FIRE PREVENTION/EDUCATION TEAM PROGRAM AREAS

FIRE PREVENTION ORGANIZATION

In order to organize a fire prevention education response to meet a wildland fire prevention objective, it is necessary to define an organizational structure. The basic fire prevention/education team consists of:

- Team Leader
- Fire Prevention Specialist
- Fire Prevention Team Member
- Public Affairs Officer

Other positions may be added, depending on the extent and complexity of the assignment. The requesting unit may perform some duties or one person on the team may cover multiple duties. Additional positions are:

- Agency Representative
- Finance Specialist
- Logistics Specialist
- Administrative Support
- Operations Specialist

POSITION DESCRIPTIONS

- Team Leader – provides overall fire prevention planning, implementation, evaluation, and monitoring of the area-wide interagency program. The team leader reports directly to the requesting unit and has a primary mission to serve as leader and liaison to the various fire prevention specialists in the area. This individual also maintains a liaison role for the various agencies, both federal and state levels in fire prevention.
- Fire Prevention Specialist – implements the fire prevention and education programs and activities. This is the key role for implementation of a fire prevention/education program and may consist of more than one person depending on the workload of the area. This person, or persons, reports and receives work assignments directly from the Team Leader or designate.
- Fire Prevention Team Member – works under the direction of an experienced fire prevention specialist. Applies basic fire prevention techniques and have a working knowledge of fire prevention as the incumbent carries out various assignments. Assignments are in support of the implementation of the prevention/education plan.

- Public Affairs Officer – provides overall coordination, implementation, and monitoring of the area-wide interagency fire prevention/education communication program while coordinating and assisting with the production of tangible products. The Public Affairs Officer reports to the Team Leader.
- Agency Representative – is assigned to a prevention team and may be from a cooperating or assisting agency. Works with the team leader in order to accomplish the mutually agreed upon mission and goals of the team.
- Finance Specialist – provides overall budget tracking coordination for the team, assisting in business management, clerical, travel, computer, timekeeping and purchasing.
- Logistics Specialist – provides for facilities, services, and materials in support of the team.
- Administrative Support – responsible for clerical and other administrative assistance.
- Operations Specialist – responsible for the management of all operations directly applicable to the primary mission.

FIRE PREVENTION ASSESSMENT

The two elements of assessment are the gathering of information and its evaluation. Wildland fire prevention programs are directed toward risks that pose the greatest potential for fires that will result in unacceptable damage or loss.

The assessment elements are:

- Gathering Information
 - Collect information from local agencies, groups, and individuals
 - Host unit will identify what and where the problem is
 - Fire statistics
 - Collect any existing prevention plans
- Evaluating Information
 - Assess the risk
 - Assess the hazard
 - Assess the Values
 - Fire occurrence evaluation

- Assessment Actions
 - Determine method(s) to treat the risk
 - Determine method(s) to treat the hazard
 - Determine what fire cause prevention actions should target

- Developing a Wildland Fire Prevention Plan
 - Analyzes the situation
 - Identifies the opportunities and problems facing wildland fire prevention
 - Identifies goals and actions required
 - Defines a prevention strategy
 - Includes a communication plan
 - Provides a contingency plan to deal with developments which would have an impact on the host unit

- Purpose of Wildland Fire Prevention Planning
 - The plan must produce results
 - The plan should enable the fire manager to exercise some control and discipline over the wildland fire prevention effort
 - The plan should communicate

- Wildland Fire Prevention Strategy – Two Categories
 - General Actions – include prevention activities that have application throughout the unit
 - Specific Actions – target a specific compartment or area and fire cause

- Presenting the Wildland Fire Prevention Plan
 - Create and follow an agenda
 - Clearly state purpose of the presentation
 - Limit objectives to no more than two at presentation
 - Obtain action or response in order to proceed to the next stage of planning

SOCIAL CONSIDERATIONS

The United States is a diverse country – geographically and demographically. The team will be sensitive to the local agency’s existing programs and the many cultural differences in the region of operation.

The fire prevention/education team will gain awareness and understanding of local audiences and what, if any, prevention and education programs currently exist. Adaptation of current programs or creation of new ones to meet the situation should be tailored for the communication needs of the local audiences.

- Identifying Cultures and Lifestyles
 - Learn about the demographics of where the assignment is
 - Learn about the target audience

- Learning About a New Population
 - Host unit should assist with identifying target audience, cultural diversity, political considerations
 - Local Public Affairs Officer should assist
 - Identify sensitive issues
 - Be knowledgeable about the community when attending public meetings

MATERIALS

Support and reference materials are used to assist in developing a neighborhood, community, or residential fire prevention program. The host unit will provide guidelines and authority to produce and/or procure needed materials.

- Brochures/Pamphlets
- Videotapes
- Publications/Documents
- Wildland Fire Prevention Training Courses
- Targeted PSA's both audio and video
- On site visits for assessments

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APPENDICIES

- APPENDIX 1 FIRE PREVENTION TEAM CHECKLIST
- APPENDIX 2 BRIEFING FOR INCOMING TEAM MEMBERS CHECKLIST
- APPENDIX 3 LIST OF REFERENCES

APPENDIX 1

WILDLAND FIRE PREVENTION/EDUCATION TEAM CHECKLIST

- Develop area-wide prevention strategies, based on a fire protection assessment and evaluation of communication behavior and information needs of different segments of the population
- Develop talking points to ensure a unified message
- Develop prevention products for use
- Maintain/promote interagency approach (use of logos)
- Promote responsibility for fire safety and encourage self-help actions in all handouts
- Leave documentation with others
- Report accomplishments
- Action plan/local and national operational procedures, are they available?
- Assess the situation, gather information, and plan for the future
- Conduct organized exit interviews and information sharing based on documentation
- Identify agency issues, concerns, and barriers
- Planning barriers, statistical information, and policy available
- Leave positive solutions/suggestions for a sustainable program in fire prevention with area liaison
- Document all work on agency forms – all contacts, etc., for inclusion in summary report
- Identify barriers to an effective prevention program and offer solutions

APPENDIX 2

BRIEFING FOR INCOMING TEAM MEMBERS CHECKLIST

The orientation should be given by team leader or operations specialist, and, if possible, previous prevention specialist.

- Welcome
- Team mission, goals, objectives
- Team organization
- Orientation to office and introductions
- Ethics of time and money
- Area organization and management
- Upper level politics, cultural sensitivities, interagency concept
- Importance of documentation, e.g., conversation records, expenditures, activities
- Make contact with all agency representatives and all field going people (prevention and others) – provide a key contact list if possible
- Orientation packet
- Area Maps

APPENDIX 3

LIST OF REFERENCES

National Interagency Mobilization Guide, NFES 2092

Interagency Incident Business Management Handbook, NFES 2160

Federal Acquisition Regulations

Government Printing Office

Administratively Determined Pay Plan

Wildfire Prevention Analysis & Planning Guide, NIFC, BLM

Wildfire Prevention-Event Management Guide, NFES 1253

Introduction to Wildfire Prevention, P-101

NWCG Web Site (www.nwcg.gov)

NIFC Web Site (www.nifc.gov)

Participating on Wildland Fire Prevention/Education Teams Field Guide

National Wildland Fire Prevention/Education Team Member Training

National Wildland Fire Prevention/Education Team Leader Training

Standards for Fire and Aviation Operations 2003