

*A Publication of the*  
**National Wildfire  
Coordinating Group**



# Fire Prevention Education Team Leader Guide

**PMS 474**  
**NFES 2979**

**August 2007**

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# Fire Prevention Education

## Team Leader Guide

PMS 474

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NFES 2979

A publication of the NWCG Wildland Fire Education Working Team

Written and compiled by agency subject matter experts

Consultation by Jeannette Hartog

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## **Preface**

This guide is a project of the National Wildfire Coordinating Group and is one in a series designed to provide information and guidance for personnel who have interest and/or responsibilities in fire prevention. The goal of this series is to improve and enhance wildfire prevention programs and to facilitate the achievement of NWCG program goals.

Each guide in the series addresses an individual component of a fire prevention program. In addition to providing insight and useful information, each guide suggest implementation strategies and examples for utilizing this information.

Each wildfire prevention guide has been developed by fire prevention specialists and subject matter experts in the appropriate area.

NWCG Wildfire Prevention Guide development:

- Conducting School Programs (1996)
- Event Management (1996)
- Wildfire Prevention Marketing (1996)
- Wildfire Prevention and the Media (1998)
- Wildfire Prevention Strategies (1998)
- Effective Wildfire Prevention Patrol (1998)
- Recreation Area Fire Prevention (1999)
- Fire Communication and Education (1999)
- Fire Education Exhibits and Displays (1999)
- Industrial Operations Fire Prevention Guide (1999)
- Establishing Fire Prevention Education Cooperative Programs and Partnerships (1999)
- Participating on Wildland Fire Prevention Education Teams Guide (2005)
- Wildfire Prevention Sign and Poster Guide (2005)
- Fire Prevention Education Team Leader Guide (2007)



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## **Executive Summary**

The Fire Prevention Education Team (FPET) program has been serving on an interagency basis throughout the United States since 1996. Fire Prevention Education Teams are typically mobilized and deployed to areas that are experiencing higher than normal wildfire danger or a high incidence of human-caused wildfires. Their primary role is to supplement and support the wildfire prevention efforts of local personnel and agencies. They have proven to be highly successful at reducing the occurrence of unwanted human-caused wildfires, through the use of trained specialists and state-of-the-art communication and education techniques.

Prior to the 2002 wildland fire season, the training, equipping and mobilization of Fire Prevention Education Teams was conducted on an ad hoc basis. Although widely recognized as a successful entity and provided for in recent editions of the National Mobilization Plan, Fire Prevention Education Teams and team specialists often had to overcome mobilization, logistical, financial organizational, and demobilization challenges in order to successfully accomplish an assignment.

In 2001, the National Wildfire Coordinating Group's (NWCG) Wildland Fire Education Working Team (WFEWT) expressed interest in sponsoring the Fire Prevention Education Team program and assembled a task group to develop a strategy which would lead to the program being recognized and managed as a true national, interagency resource. The resulting document provided mission and vision statements, outlined focus areas, and presented strategies and tasks necessary for this concept to proceed. Members of the task group included subject-matter experts from the Forest Service, National Park Service, Bureau of Land Management, the Bureau of Indian Affairs, Fish and Wildlife Service and the National Association of State Foresters.

The Fire Prevention Education Team process is a recognized element of the total national fire management program. Fire Prevention Education Team mobilization is now a part of the national mobilization system.

Fire Prevention Education Teams are effective in the reduction of unwanted human-caused wildland ignitions, particularly when wildland fire severity conditions are imminent and when an area anticipates unusually high fire danger, increased human activities, weather conditions or hazardous fuels.

Working with local agencies and resources, these teams are equipped to complete on-site prevention assessments and plans, initiate the implementation of these plans, and begin immediate public outreach and information dissemination. They can be ordered to support a variety of situations affecting large or small geographic areas.

Among the purposes of the Fire Prevention Education Teams are to:

- Facilitate community awareness and education in fire prevention,
- Coordinate interagency restrictions and closures, and
- Coordinate fire prevention efforts with local agencies, fire departments, businesses, citizens and civic and homeowners organizations

## **Team Mission**

Fire Prevention Education Teams provide interagency expertise in wildland fire prevention, public relations and outreach, fire safety, the role of wildland fire on fire dependent ecosystems, potential impacts to communities adjacent to wildlands and developing safer communities.

Teams assist local units in the prevention of unwanted, human-caused wildfires, which can result in extensive loss of life, property, natural resources, and associated costs. Teams support any geographic area during periods of high fire danger or fire activity.

## **Team Vision**

As an integral part of wildland fire management, Fire Prevention Education Teams provide professional, capable, effective response to any potentially severe fire situations. Training provides team leaders and members with the skills and knowledge necessary for successful assignments. Teams work closely with federal, state, tribal, and local agencies to accomplish the fire prevention education mission.

## **The History of Fire Prevention Education Teams**

### **The Story**

- Fire Season - 1996, Southwest Region
- Department of Interior diagnostic team
- National Park Service funds first team activity
- Teams activated across geographical areas
- End of season evaluation panel - success
- Plan developed to implement a national program
- 1997 national training programs begin for Team Members and Team Leaders
- 2002 - National Wildfire Coordinating Group approves multi-year implementation plan
- NWCG Wildland Fire Education Working Team provides oversight
- NWCG training courses developed
  - Fire Prevention Education Team Member, P-310
  - Fire Prevention Education Team Leader, P-410

### **Team Utilization**

- Historical Use Patterns
  - Activation expectation - Average 22 national teams annually
  - Activation history, April-November - typical
  - Seventy percent of teams activated - July/August
  - Activation – The Forest Service generally uses 76 percent of the teams activated.
  - The remaining 24 percent of the activations are for BLS, BIA, States and FEMA.
  - Core Team - three, use history indicates 65 percent of teams activated will use a staff from 4-5 on the average.

## **Available Resources**

- Training has been completed for 100 plus Team Leaders.
- Training has been completed for 420 plus Team members.
- PIO 1 and 2
- PREVs - Prevention Technicians
- Other Technical Specialists as needed

## **Fire Prevention Education Team Standards**

- Position Code - PETL, Fire Prevention Education Team Leader
- Position Code - PETM, Fire Prevention Education Team Member
- Position Code - PREV, Prevention Technician
- NWCG NIIMS Wildland Fire Qualification System Guide (PMS 310-1)
- Forest Service Handbook, 5109.17

## **When should Fire Prevention Education Teams be used?**

- Severity conditions
- Catastrophic fire events
- Multiple fire occurrence
- Increased risk management
- Severe fire conditions - natural disasters
- Other unexpected events

## **What are Teams expected to do?**

- Public education
- Community protection planning
- Campaign development
- Mass media
- Public awareness
- Establishing cooperatives and partnerships
- Fire prevention planning and assessments

## **Fire Prevention Education Teams Purpose and Use**

When severe fire situations occur as a result of extreme fire weather, wildfires can cause extensive loss of life, property, and resources. As extreme conditions approach or worsen, fire prevention education is often overlooked as a possible source of help. Because fire weather conditions are predictable, fire prevention education teams can be mobilized in advance of fires when fire danger becomes extreme. Fire Prevention Education Teams are available to support any geographic area preceding and during periods of high fire danger or fire activity. The requesting unit may use severity dollars in support of a prevention education team.

Fire Prevention Education Teams are mobilized to areas experiencing severe wildfire threats to assist local fire managers with tasks including, but not limited to:

- Preparing fire protection assessments
- Reducing the number of human-caused fires
- Educating people about actions they can take to reduce the danger to themselves, their families, and their neighbors in the event of a wildfire
- Reducing collateral losses, such as negative effects on tourism and travel
- Educating people about pre-fire management priorities appropriate to the wildland urban interface
- Developing area-wide prevention strategies
- Developing a fire prevention communication plan
- Promoting interagency cooperation
- Promoting responsibility for fire safety and encourage self-help actions

The purpose of Fire Prevention Education Teams 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 1 and Type 2 Incident Management Teams in large and complex incident management situations.

Like Incident Management Teams, Fire Prevention Education Teams work for the local agencies with fire prevention education responsibilities to meet their goals and objectives.

They are emergency resources called up when severe conditions exist (or are predicted) that could result in an unusual number of ignitions escaping initial attack and the potential for large or damaging wildland fires.

Fire Prevention Education Teams are available to support and coordinate fire prevention education programs over large geographical areas before and during periods of high fire danger or fire activity.

Teams are effective in assisting local and regional fire managers wherever conditions have evolved to the point that prevention and education efforts must be intensified to a degree that would stretch local available resources too thin, where interagency coordination must be elevated to unusual levels, or where special political, social, cultural, economic, or ecological complexities are involved.

The mobilization of fire prevention/education resources should be based upon the skills required for the required assignment.

## **Fire Prevention Education Team Key Contacts**

### **Geographic Area Fire Prevention Education Team Coordinators**

The list for these individuals can be found in the National Interagency Mobilization Guide. Fire Prevention Education Team Mobilization Guidelines, Section 64.4.3

### **NWCG Wildland Fire Education Working Team (WFEWT)**

The list of these individuals can be found at <https://www.nwcg.gov/>. The list can be found in the Working Team section in the team roster.

## **Fire Prevention Education Teams - Mobilization**

### **National Mobilization Standards**

The most important element of team mobilization will be the individual ROSS status. It is the Team Leader Responsibility to maintain adequate status in the system. It is also advantageous to keep the Geographic Area Fire Prevention Coordinator informed on availability. Team Leaders should also be aware of the availability of other team resources to support the order.

The minimum mobilization will be one Team Leader and two team members, consisting of the following positions:

- PETL - Fire Prevention Education Team Leader
- PIO - Public Information Officer Type 1 or, PIO – Public Information Officer Type 2
- PETM - Fire Prevention Education Team Member

Additional positions that can be utilized include:

- PETL (T) - Fire Prevention Education Team Leader Trainee
- PETM (T) – Fire Prevention Education Team Member Trainee
- PREV - Fire Prevention Technician
- PIOF – Public Information Officer (former Type 3)

Actual team composition will be determined by the team leader and the ordering unit on a case-by-case basis, to be determined by the needs of the assignment.

### **Fire Prevention Education Team Schedule Process**

Mobilization Standards:

- Fire Prevention Education Teams will be on a maximum 14 day schedule.
- Fire Prevention Education Teams have a 72 hour call status and will remain in the call status for the duration of the 14 days.
- Geographic Areas with more than one Fire Prevention Education Team may decide which team responds to the national call.
- Geographic Areas should commit all internal teams before placing requests to the National Interagency Coordination Center (NICC).
- If NICC receives a request, the first available team in the schedule will be ordered.
- The schedule will change on alternate Tuesdays, at 2400 Mountain time.

## **Fire Prevention Education Teams – Position Standards**

### **NWCG NIIMS Wildland Fire Qualification System Guide (PMS 310-1)**

#### **Fire Prevention Education Team Leader (PETL)**

- Position category - Associated activities
- Required training – None
- Required experience – Satisfactory performance as a Fire Prevention Education Team Member (PETM), and successful position performance as a Fire Prevention Education Team Leader Trainee (PETL T)
- Physical fitness level - None required
- Other position assignments that will maintain currency - Fire Prevention Education Team Member (PETM)
- Other training which supports development of knowledge and skills:
  - I-200, Basic ICS
  - P-410, Fire Prevention Education Team Leader
  - P-301, Wildland Fire Prevention Planning

#### **Fire Prevention Education Team Member (PETM)**

- Position category - Associated activities
- Required training – None
- Required experience – Successful position performance as a Fire Prevention Education Team Member (PETM)
- Physical fitness level - None required
- Other position assignments that will maintain currency – Any higher position for which this position is a prerequisite.
- Other training which supports development of knowledge and skills:
  - I-100, Introduction to ICS
  - FI-110, Wildland Fire Observations and Origin Scene Protection for First Responders
  - P-310, Fire Prevention Education Team Member
  - P-101, Fire Prevention Education 1
  - S-190, Introduction to Fire Behavior
  - S-130, Firefighter Training
  - S-110, Basic Wildland Fire Orientation

## **5109.17 – USDA, Forest Service Qualification Standards**

Forest Service, Fire and Aviation Management Qualification Handbook, Chapter 20 - Qualifications and Certifications.

### **Fire Prevention Education Team Leader (PETL)**

Coordination and Support Position Qualifications.

- Training: P-301, Wildland Fire Prevention Planning  
P-410, Fire Prevention Education Team Leader
- Required Experience:
  - Satisfactory position performance as a Fire Prevention Education Team Member (PETM)

### **AND**

- Satisfactory position performance as a Fire Prevention Education Team Leader (PETL)
- Physical fitness: None required
- Other position assignments that will maintain currency: Fire Prevention Education Team Member

### **Fire Prevention Education Team Member (PETM)**

Coordination and Support Position Qualifications.

- Position Category – Associated Activities
- Training: Level 1
  - FI-110, Wildland Fire Observations and Origin Scene Protection for First Responders
  - I-100, Introduction to Incident Command System
  - P-310, Fire Prevention Education Team Member
  - P-101, Fire Prevention Education 1
  - S-190, Introduction to Wildland Fire Behavior
  - S-130, Firefighter Training
  - S-110, Basic Wildland Fire Orientation
- Required Experience:  
Satisfactory position performance as a Fire Prevention Education Team Member (PETM)
- Physical fitness: None required
- Other position assignments that will maintain currency: Any higher position for which this position is a prerequisite.

# **Fire Prevention Education Teams – Position Descriptions**

## **Fire Prevention Education Team Leader**

### **Position Duties**

- Develops a comprehensive fire prevention education program on a local, district, region, state, or multi-state level to reduce-human caused wildfires. The program includes components of education, engineering, and enforcement. Complexity is defined by geography, fire causes, community awareness, and cultural values. Frequently, program precedent does not exist and the host agency administrator has few, if any, trained staff to develop and implement a comprehensive prevention education program.
- Develops a strategic communication plan with key messages. Delivers persuasive fire prevention education programs to large community groups such as homeowner associations, key community leaders, elected officials, fire departments, and agency partners to address needed behavioral changes to reduce wildfires.
- Identifies community activities and events that provide an opportunity to reach communities with fire prevention education activities and messages.
- Responds to wildland fire conditions that are frequently extreme. Homes may be lost to wildfires. The host agency is frequently at preparedness level 4 or 5.
- Reports to the agency administrator who provides the PETL broad agency policies and performance expectations through a formal delegation of authority. The PETL develops comprehensive, well defined policies, objectives, and strategies, incorporating program components with tactical operations.
- Establishes agency and community communications and collaboration with the agency PAO, agency prevention personnel, Incident Management Team (if staged), local fire departments, key community leaders, and elected officials to develop and implement a fire prevention education strategy and communications plan. Collaborates with partners to identify fire causes, recognize the threat of the problem to the geographic area, and target specific prevention education programs. Partners and cooperators are important to successful program implementation.
- Prepares and produces a variety of prevention education products including news releases, educational products including billboards, radio and television ads, posters, flyers, and door hangars targeting fire causes including debris burning, arson, campfires, mechanical equipment failure and children. Works with billboard business owners and the National Ad Council for public service placement of Smokey Bear billboards. Works with the state highway department to display fire prevention messages on electronic message signs.
- Supervises a team of two to five specialists including a Prevention Education Team Member and an agency public affairs officer or PIO 1 or 2. In addition, the complexity of the assignment may call for additional PIOs, PETMs, prevention technician, a graphic artist, a business manager, and an agency liaison. Staff size reflects the complexity of the assignment which may include establishing satellite offices. The PETL assigns tasks, evaluates performance, reviews program effectiveness, and resolves conflicts that may arise; ensures the safety and welfare of the assigned staff; leads and maintains a focus to team safety; holds daily safety briefings.

- Maintains positive interpersonal relationships. Employs good listening skills with co-workers, agency personnel, community partners including elected officials, fire departments, key community leaders, and the agency administrator. Is responsive to requests and needs of others.
- Works with national, regional, and local media to address fire causes, fire weather, and fire fuel conditions in creative ways to get the fire prevention message before the public. Media includes live television and radio interviews and print media interviews including media tours. Examples include The Weather Channel, CNN, national, regional and local markets, cable television channels, and newspaper and wire services. Works with NOAA and radio and television weather forecasters to include fire danger in their daily weather reports.
- Works within a budget managing staffing and logistics for immediate and long term needs. Manages procurements including office space rental, GPO printing, office supplies, lodging, equipment rental, per diem supported by agency procurement personnel. May have procurement assigned to the team. Teams frequently work in cities and communities where there are no agency offices.
- Establishes effective community relations with elected officials, key community leaders, and agency partners. In consultation with the agency administrator(s), initiates, plans and leads briefings, presentations at agency meetings and community meetings. Establishes and implements procedures for information exchange and coordination with the National Incident Information Center located in the Washington Office (WO), regional fire prevention manager, and area IMTs.
- Prepares a final report of team activities and team recommendations for needed follow-up with community organizations, elected officials, and agency partners.
- Prepares demobilization plan keyed to activity level of media, attendance at community events, coordination with Incident Management Teams, partner agencies, fire departments, community organizations, key community leaders, and elected official.

## Fire Prevention Education Team Member

### Position Duties

- Serves as a team member assisting with developing and implementing a comprehensive fire prevention education program on a local, district, region, state, or multi-state level to reduce human caused wildfires. The program includes components of education, engineering, and enforcement. Complexity is defined by geography, fire causes, community awareness, and cultural values. Frequently, program precedent does not exist and the host agency administrator has few, if any, trained staff to develop and implement a comprehensive prevention education program including prevention activities and projects.
- Researches fire history data, current fire causes, cultural, and census information to assist the team leader in developing a strategic communication plan with key messages. Delivers persuasive fire prevention education programs and messages at community activities and/or events to reach community groups such as homeowner associations, fire departments, and agency partners. Meets with homeowners and forest users to provide fire education information.
- Responds to wildland fire conditions that are frequently extreme. Homes may be lost to wildfires. The host agency is frequently at preparedness level 4 or 5. Residents carelessly burn debris, are violating burning bans, deliberately setting fires and or/are oblivious to wildfire danger and wildfire potential. Most residents want to do, what is right, they simply do not know what to do, how to do, and when to do.
- Reports to the PETL who provides program direction and supervision. Successful task completion requires independent judgment and decision making by adapting technical training to community, homeowner, and public land user applications. Assignments and resolution of most problems are completed independently. May serve on a team of 2-3 Prevention Education Team Members at a satellite location. Ensures compliance with the safety and welfare standards. Participates in daily safety briefings.
- Participates in team teaching activities for fire prevention. May work with community partners to establish a demonstration site. Provides fire prevention information at community events. Works with the unit law enforcement or prevention officer to determine appropriate fire danger signs, ways to inform the public of required permits and methods to explain fire laws and fire restrictions. Communicates and collaborates with agency prevention personnel, Incident Management Team(s), local fire departments, and key community leaders. Partners and cooperators are important to successful program implementation.
- Prepares and produces a variety of prevention education products including news releases, educational products including billboards, radio and television ads, posters, flyers, and door hangars targeting fire causes including debris burning, wildland fire arson, campfires, mechanical equipment failure and children. Works with billboard business owners and the National Ad Council for public service placement of Smokey Bear billboards. The PETM may work with the state highway department to display fire prevention messages on electronic message signs.

- Maintains positive interpersonal relationships. Employs good listening skills with team members, agency personnel, community partners including elected officials, fire departments, and key community leaders. Is responsive to requests and needs of others.
- Works with regional and local media to communicate fire causes, fire weather, and fire fuel conditions in creative ways to get the fire prevention message before the public. Media includes live television and radio interviews and print media interviews including media tours. Examples include regional and local markets, local cable television channels, newspapers, and wire services. Works with NOAA, radio, and television weather forecasters to include fire danger in their daily weather reports.
- May prepare a daily activity report of team activities. Assists in the preparation for briefings and presentations at agency and community meetings. Implements procedures for information exchange and coordination with the Agency Administrator, National Incident Information Center (WO), regional fire prevention manager, and area Incident Management Teams.
- Assists with the preparation of a final report of team activities and team recommendations for needed follow-up with community organizations, elected officials, and agency partners.

## **Managing Fire Prevention Education Teams**

### **Supervising Fire Prevention Education Teams**

Supervising the Fire Prevention Education Team will be the requirement of every Team Leader. The organizational skills that have been developed in your work history will be required to be successful. Fire Prevention Education Team supervision will require rapid development for a short duration. Team Leaders can be faced with different people, experience, standards, and background.

Team Leaders will be held accountable for the performance of the team. This will require a high degree of supervisory skills. Team Leaders who encounter disciplinary problems within the team during the assignment should consult with the Host Unit's human resources staff for guidance. The following is provided to assist you in having a successful assignment.

### **Supervising Daily Operations**

Major considerations:

- The daily activity schedule
  - Hours of work (approval for more than 12 hours required)
  - Location of the work
- Project planning for the 14-day assignment
  - Establish timelines with completion dates
  - Project leadership/responsibilities
  - Work planning
  - Project scheduling
  - The budget, how much will it cost?
  - Project procedures/controls
  - Program monitoring
  - Utilize standard checklists
  - Reviews, schedule, work plan

## **Pre-Assignment Coordination**

Fire Prevention Education Teams have become an important part of the total interagency fire management function. The following will cover the mobilization structure and the details required to conduct a smooth transition to a host unit.

## **Prevention Education Team Interactions**

### **Host Unit Responsibilities**

Consider ordering a Prevention Education Team when any of the following conditions are present:

- Severe burning conditions
  - Unusually high fire occurrence
  - Heavy resource commitment
  - Preparedness Level II
  - Wildland/urban interface issues
  - Special events
- Determine source, type, and amount of funds for use by the team.
- Provide initial briefing to the Team Leader and Team Members as to purpose of requesting the team, objectives, and expectations.
- Communicate with local unit personnel of the prevention education team's goals and objectives (internal communication plan).
- Designate a Liaison representing the Agency Administrator to the Team Leader.
- Provide contact names and telephone numbers of key contacts
  - Public Information Officer
  - Cooperators
  - Local media
  - Financial Contact
  - Procurement Contact
  - Computer Support
  - Incident Management Team PIO (if applicable)
- Provide prevention education team with agency documentation and cost tracking requirements
- Provide copy of unit's service and supply plan
- Provide copy of unit's incident business guidelines
- Provide office space, desks
- Telephones
- Access to a copy machine and copy paper
- Personal computers and printers
- Facsimile
- Office supplies

### **Host Unit Expectations of FPET**

- Fire Prevention Education Team operations will work safely.
- FPET personnel will interact with the host unit
- Personnel will be professional and cooperative.

- FPET personnel will operate within the scope of all laws, regulations, and policies relative to the operations, including fiscal.
- The team will communicate with Agency Administrator or their designate as necessary.
- The host unit will provide an initial briefing to the Team Leader and members as to the purpose of requesting the team, objectives, and expectations.
- The host unit will communicate the FPET's goals and objectives with local unit personnel.
- The host unit will provide a copy of the unit's incident business guidelines to the Team Leader.
- The host unit will review all plans developed prior to implementation.

### **Fire Prevention Education Team Responsibilities**

- FPET members will operate safely at all times.
- FPET Leader reports to the host unit.
- Establish a liaison role with the various agencies, both state and federal, in fire protection.
- 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 different segments of the population.
- Develop prevention products for use.
- Maintain/promote interagency approach.
- Promote responsibility for fire safety and encourage self-help actions in all handouts.
- Leave documentation with others.
- Report accomplishments.
- Obtain action plan/local and national operational procedures, if available.
- Identify agency issues, concerns, and barriers.
- Identify barrier 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 interview and information sharing as based on documentation.

### **Fire Prevention Education Team Expectations of host unit**

- Receive information and documentation as source, type, and amount of funds for the assignment.
- Receive initial briefing from the Host Unit that includes the purpose of requesting the team, objectives, and expectations.
- Host unit has communicated the Fire Prevention Education Teams goals and objectives with local unit personnel.

- The FPET is provided with the designated liaison's name and telephone numbers.
- Provide 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)

### **Social Considerations**

- In any area there are diverse audiences with diverse world views and agendas.
- Being sensitive to the local agency's existing programs, and culture is essential.
- The Fire Prevention Education Team should 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.

### **Ordering Replacement Teams**

The Team Leader should assist the Host Unit in ordering the replacement team. The Team Leader can facilitate and make contacts, coordinate with the Geographic Area Coordinators to allow for efficient transition. The following should be considered:

- Procedures
- Timing
- Staffing levels, if different team configuration is required
- Other expertise that may be required
- Provide for briefing of the new team

## **The Delegation of Authority**

The Delegation of Authority is used to provide the required information for the operation of the Fire Prevention Education Team. It is one of the most important issues facing the Team Leader and will set the stage for all operating procedures that will govern the stay on the host unit.

This sample will cover the basic fundamentals of the agreement with the host unit. This agreement must be completed as soon as possible after arrival. The host unit should be alerted that this will be needed and work should begin prior to arrival.

## **The Assumption of Authority**

The Team Leader has full authority and responsibility for managing the Fire Prevention Education Team operations within the framework of legal stature, policy, and the broad direction provided in both verbal and written briefing materials.

The team is tasked to reduce human caused wildland fire ignitions.

The Team Leader is accountable to the Agency Administrator.

# SAMPLE DELEGATION OF AUTHORITY

File Code (if necessary)

Date: \_\_\_\_\_

Subject: Delegation of Authority for the \_\_\_\_\_ Team Assignment  
To: \_\_\_\_\_, Team Leader

\_\_\_\_\_, you are hereby assigned as the Fire Prevention Education Team Leader for the \_\_\_\_\_ Team on the \_\_\_\_\_ (Unit)

This team will be fully functional as of \_\_\_\_\_ at \_\_\_\_\_ hours.

You have full authority and responsibility for managing the Fire Prevention Education Team operations within the framework of legal stature, current policy, and the broad direction provided in both your verbal and written briefing materials. You are accountable to me. A formal evaluation of your performance will be conducted prior to your departure from the unit.

## Safety

Being accountable for safety is one of your top priorities and responsibility. All members of your team must observe a “Zero Tolerance” for any careless or unsafe action including alcohol and drug abuse. As Team Leader, please take appropriate actions to insure that everyone involved in this assignment knows and follows established safety procedures.

All federal, state, local laws and regulations, and ordinances will be adhered to. These laws include, but are not limited to: State motor vehicle operation (including agency driver’s license requirements), cultural and archeological protection laws, health and welfare regulations, and environmental protection and hazardous materials laws.

## Cost Accountability

You are to provide the necessary capability to meet the assigned Fire Prevention Education Team objectives.

- Emphasize good accountability for supplies ordered
- Provide a daily cost accounting system
- Maintain agency procurement requirements and authorities
- Funding (cost) codes for this assignment are: \_\_\_\_\_

The estimated cost for this Fire Prevention Education Team is \$\_\_\_\_\_. This amount has been set based on the assumption that every effort will be made to stay within the allocated budget. Any deviation from this amount must be approved by me or my designee.

Wildfire prevention activities in multiple jurisdictions must be covered by appropriate agreements.

## **Team Business Advisor (TBA)**

A business advisor (TBA) for the Fire Prevention Education Team activity will be \_\_\_\_\_ . Work closely with the TBA to stay fully informed on fiscal issues, expenditures and limitations. Be concerned about property accountability and potential damage claims. Be efficient in team operations.

## **Team Liaison**

The following individual \_\_\_\_\_, is assigned as the Team Liaison and will be available on a daily basis to ensure that the needs of the team are met.

## **Public Information**

Work closely with Agency Public Affairs Officer, \_\_\_\_\_, and representatives of other agencies and jurisdictions. Keep them informed and work closely with them, proactively. Coordinate all media releases through the unit PAO.

Your team is to handle local and national media contacts in coordination with this agency and team activities. All political contacts are to be forwarded to \_\_\_\_\_. Keep me informed regarding all political aspects.

## **Local and Social issues**

All team members must be sensitive to local and social issues related to public land management and use.

## **Procurement**

The central procurement will be handled by \_\_\_\_\_ at the following location: \_\_\_\_\_

## **Base of Operations**

The Fire Prevention Education Team will work at the following location:

Office Work Center \_\_\_\_\_

Lodging \_\_\_\_\_

Communication Systems \_\_\_\_\_

## **Team Reporting**

The Team Leader will be responsible for the following:

Preparing a daily activity report, that will be submitted to individuals to be determined at a later date.

Preparing a schedule and conducting periodic management briefings.

Develop the final or transition report of actions and accomplishments.

Reporting and documenting hours of work.

**Fire Prevention Education Team Objectives:**

(List the assigned objectives assigned to this Delegation of Authority.

**Key Contact List**

Should any problems or concerns arise, please contact me. I am prepared to discuss any needs to revise or revisit this delegation. The following agency personnel can be reached by:

Agency Administrator

Team Liaison

Fire Management Officer

Public Affairs Officer

Business Advisor

Procurement Specialist

Dispatch Center

Law Enforcement Coordinator

Other unit contact lists will be provided.

Approved:

\_\_\_\_\_

Agency Administrator

Date \_\_\_\_\_

\_\_\_\_\_

Fire Prevention Education Team Leader

Date \_\_\_\_\_

## **Developing Fire Prevention Education Teams**

Team success depends largely on the team members selected. In fact, choosing the core team could be the single most important decision you make as a team leader. Strong team leaders effectively combined with knowledgeable experts (where necessary) build the momentum required for successful team completion.

The effective team completes the work on time and within budget with little micro-management. A weak or misaligned team requires substantial management on your part to limp past the finish line.

### **Fire Prevention Education Team: Diversity and Skills**

A team is made up of people with differing personalities, skills, ability, knowledge, and temperament. The Team Leader responsibility is to build a team that takes advantage of each team member's skills without taxing their weaknesses.

- Team Leaders are required to complete each task of the project.
- Does a team member require specific skills for a task or will general skills suffice?
- Are strong interpersonal skills or the ability to communicate verbally and in writing vital prerequisites?
- If you could choose anyone you wanted for your team, who would these people be and why?
- Given the team that you actually get to work with, what levels of supervision will be required?

### **Establishing Individual Roles and Responsibilities**

Team success will be dependent on how well the leader assigns or delegates individual responsibilities. Fire Prevention Education Teams are considered immediate resources and must plan to complete assignments in a short period of time. Team Leaders must assess the goals and objectives assigned to the team and make appropriate decisions.

### **Roles and Responsibility Considerations**

#### ***The Team Leader***

- Define the leadership role of the Team Leader. Make it clear how the supervision of the team will take place.
- Clearly state the management functions that are established.
  - Chain of command
  - Organizational protocols
  - Host unit coordination
  - Project review/approval process
  - Performance appraisals
  - Grievance procedures
  - Team operational systems
  - Scheduling
  - Accomplishment benchmarks

- Establish the quality control standards.
  - Flip charts
  - Briefings
  - Image control
  - Production standards

### ***Public Affairs/Public Information Officer***

- This is the most sensitive area that a Team Leader must manage.
- It must be clear that the team is in an area that has established procedures and expectations.
- The public and agency relationships will be impacted by what you do, with this in mind every effort should be made to work in cooperation with the host unit.
- Determine the scope of responsibility.
- Determine product approval procedures.
  - Local unit
  - Team
- Understand local operating systems, schedules, and contact protocols.
- Determine the unit zone of influence.
- Be sensitive to local culture and political considerations.
- Determine briefing schedules.
- Establish outreach procedures - internal/external
- Maintain team publications control.

### ***Team Members***

These individuals will come from different areas, backgrounds, and experience levels.

It is important to assess the skills of these individuals and assign them responsibilities where they have the greatest ability to perform and succeed.

Evaluation of these individuals should include:

- Background
- Experience, evaluate all not just fire prevention, get a clear picture of their capabilities
- Personal needs, family, get to know them
- Individual strengths and weaknesses
- Are special skills available?
- What are the individual expectations?
- Physical limitations/capabilities
- Medical considerations
- Emergency contact information
- Assign duties
- Individual communication

## **Considerations for the Assigned Roles and Responsibilities**

Team operations require a standard set of work assignments. The efficiency of these activities can be enhanced if proper delegation and work responsibilities are assigned. The general work assignment areas to consider include:

### **Administrative responsibilities**

- Documentation
- Filing system
- Office services
- Supply management
- Obtain “S” or “P” numbers

### **Budget management**

- Tracking system
- Cost accounting
- Monitoring
- Projections/summary

### **Procurement**

- Host contact
- Approvals
- Documentation
- Inventories
- Memorandum of Understanding needed

### **Daily Briefing**

- Scheduling
- Facilitation
- Documentation

### **Reporting**

- Daily
- Transition
- Final, start the day of arrival
- Team Member reporting

### **Management briefings**

- Schedule
- Facilitation
- Documentation
- Daily logs

### **Product development**

- Scheduling
- Approvals
- Documentation
- Inventories/distribution
- Vendor contacts
- Procurement systems

### **Equipment, computers, fax, phones, etc.**

- Requisition
- Coordination
- Documentation
- E mail, cell phone coverage

### **Coordination**

- Internal
- External
- Field coordination
- Off-site staffing

### **Staff from Other Departments**

- Mail room
- Receptionist
- Other functional areas
- Off-site opportunities, graphics

### **Contracting with consultants, outside vendors, or temporary agencies, get permission before contacting**

- Ad agency
- Mail service
- Clipping service
- Fax service
- Desktop publishing

## **Measuring Performance**

### **Performance Rating Standards**

- Completed for all participants
- Coordinate documentation with Position Task Book
- Major performance elements

### **Prepare the Performance Documentation**

- Review the sample performance rating form
- Measuring Team Leader performance

## **Developing the Team Action Plan**

### **Action Plan Fundamentals**

The development of the team action plan, in a timely manner, is the effort of the entire team and Host Unit.

- This effort will drive the entire team program and is essential to meeting the objectives of the host unit.

The Team Leader must guide this effort and ensure that the team can complete these actions, either by this team or a follow-up team.

- If a follow-up team will be required to meet the expectations of the host unit, this should be determined as soon as possible.

It is important to gain agreement as soon as possible. This will require the Team Leader to determine the outputs and procedures to complete the assigned objectives.

The Team Leader should have the knowledge and skill to use, as a minimum, the following:

- The Delegation of Authority or task order
- Skill/background, identify for each individual
- Local considerations
- What has worked before?
- Networking
- Unit feedback/scoping

## **Administrative Responsibilities**

The administrative functions are critical to team management. The consequences of not handling these responsibilities can disrupt team functions. The Team Leader must address these issues and make arrangements to meet the best unit needs in a professional manner. The business functions are important for future team activity. This is a difficult task and proper assistance must be provided.

Team Leaders should not be hesitant to request help early in the assignment. Projects seem to escalate and you can be overwhelmed with these details. Team Leaders who have to spend too much time on administrative details are less effective in other team activities.

## **Getting Started**

Upon assignment, a designated member of the team should be identified in advance to deal with the business aspects of the assignment. If the assignment is complex, the individual assigned to the team for business needs, should be a person that has the knowledge comparable to a finance section chief or incident business advisor.

## **Office Logistics**

The following are the common elements that will need to be provided upon arrival to the requesting unit:

- Computers
- Administrative support
- Transportation
- Office space
- Telephones
- Facsimile machine
- Digital camera

The host unit should be contacted in advance, if possible, to determine if they have facilities available for the team to operate. If not, obtain options from the local business staff in order to facilitate a short setup time upon arrival.

- If office space, office equipment, and other items are going to require renting, contact the unit's procurement staff for assistance, unless a team member has that authority and can purchase tools.

## **Local/Regional Contacts**

The following are sources of contacts to meet/assist the team with business needs:

- Agency Administrative Manger/Officer
- Agency Procurement Staff/Buying Team
- Support Group
- Finance Section Lead (Budget and Finance Officer/Financial Manager)
- Fire Management Officer/Forest Fire Staff
- Public Affairs Officer

- Fire Prevention Officer
- Incident Business Management

### ***Other Agencies***

For Regional Geographic Area contacts, current lists of incident business specialists for the Forest Service, States, and Bureau of Land Management have been established.

- The lists are maintained on the National Wildfire Coordinating Group's web site.
- The address is <https://www.nwccg.gov/>.
- The Incident Business Practices Working Team sponsors a section on this web site and the lists can be found there.

The individuals identified on these lists are your first contact for agency specific issues, regulations, or questions relative to the unit that requested your assistance.

### ***Authorities***

The purpose of Fire Prevention Education Teams is to support geographical fire prevention and wildland fire educational needs preceding and during periods of high wildland fire activity. The existing agreement that authorizes and supports the use of teams is the Master Agreement between the United States Department of the Interior and the United States Department of Agriculture. A copy of the agreement can be found in the National Interagency Mobilization Guide, Chapter 40, <http://www.nifc.gov/nicc/logistics/references.htm>.

Upon request by a unit for a team, the ordering is done through the existing ordering process used for emergency assignments; however, in most cases utilizing a fire prevention education team does not constitute a fire assignment. There are some instances when a fire prevention education team might be used as part of a wildland fire incident response.

- Some emergency rules may apply relative to:
  - Travel
  - Overtime
  - Hiring

### **Types of Funding**

A variety of funding may be utilized for prevention education teams.

Work closely with a Buying Team, if available.

- Regular Appropriations for Preparedness
- Severity Funding
  - May or may not be a fire assignment
  - Funds are approved - appropriated
  - Work, rest, travel, overtime
  - Emergency procurement rules do not apply
  - Policy - BLM Red Book, FSM 5130
- State Funding
- FEMA Funding

- Declaration to State
- Mission Assignment to the Forest Service

Different rules can apply to the above list of funding types. Regular federal preparedness funds do not typically tie in with emergency authorities unless the resource requested is in response to an emergency incident. Severity funding does establish an emergency within itself since the funding source is the suppression authorities given to the federal agencies.

State funding sources will determine the level of spending and may be within emergency authorities. Typically, state activation of a team will generate the need for reimbursement.

FEMA declarations come with a variety of rules for reimbursement and the Mission Tasking should be reviewed closely to determine what will and will not be reimbursed.

### ***Hiring Options***

There are several options available to hire additional personnel for Fire Prevention Education Teams:

- Administratively Determined Pay Plan (AD Hires)
  - Federal and state taxes will be withheld.
  - W4, I9 and W5 forms are required.
  - Preseason sign-up recommended, fill out forms, get into ROSS
- 30-day special hiring authority
- Reimbursable agreements with state
- Volunteer

Utilizing the AD hiring authority requires following some administrative items. The point of hire is usually where the individual lives. If the individual is hired away from their residence, travel reimbursement and/or coverage may be an issue.

The AD Pay Plan is modified annually. One is prepared for the Department of the Interior and a separate one for the Forest Service. To insure you are following the correct rates, regulations, and other requirements, obtain a current copy of the pay plans.

***Guidance by NWCG should be reviewed. TLs Seek current documents***

### **Procurement**

The federal agencies utilize purchase tools in the form of purchase credit cards and checks. If a team member has these items, they will be able to provide some procurement support. However, that may not be their primary responsibility and they may not have the time to meet the needs of the team for services and supply purchasing.

- Utilize local purchasing agent
- Government Printing Office (GPO) for large federal printing jobs
- Copying versus printing
- Emergency procurement rules do not apply

The basic rule of thumb to remember is if the material needing to be reproduced will go outside of the agencies (partners/cooperators), GPO rules apply. The decision of copying versus printing

can be determined by the quantity and quality of the product you are after and if colors are needed. If you are on an assignment for a state, consult the state's purchasing representative for their rules and regulations governing printing. Always keep receipts.

### **Tracking Expenditures**

There are many tools available for tracking costs. Team Leaders use different databases that are viable options. The primary thing to remember is what you need to track, why, and if you need to provide that information to someone in a report format.

There are basically three reasons for tracking costs:

- Limited budget
- Need for up-to-date numbers
- Reimbursements

### **Administrative Support Documents**

Reference - Fire Prevention Education Team Forms Catalog

### **Administrative Support Details**

Administrative responsibilities also include the following:

- Basic business practices
- Office management principles/systems
  - Filing systems
  - Documentation
  - Reports, daily, summaries etc.
  - Supply inventory/procurement
- Presentation preparation
- Final report

## **Coordination Fundamentals**

The coordination element of Fire Prevention Education Team activities will be important to team success. The coordination framework needs to be established as early in the assignment as possible.

### **Fundamentals of Coordination Efforts**

The Team Leader will be faced with determining coordination priorities and the scope of the team involvement. The Fire Prevention Education Team will be a focus of attention and will be in demand. The host unit, at all levels, will have high expectations on what to expect. This will require attention to coordination details.

### **Basic coordination elements**

- Agency administrators
- Local management teams
- Internal - on site location
  - The team location
  - The office
- Internal - off site locations
  - Field offices
  - Ranger stations
  - Work sites
  - Administrative units - fire prevention. etc.
- External
  - Local government
  - Cooperators
  - Contractors
  - Community organizations such as Fire Safe and Firewise Councils

### **Interagency Coordination**

#### ***Assessment of the Existing Cooperative Program***

- Interagency committees, cooperatives
- Mutual aid agreements
- Cooperative agreements
  - Master operating plan
  - Local operating plans
- Review interagency fire prevention planning
  - Joint agency efforts
  - Field reviews with agency representatives
- Determine interagency involvement
  - Financial
  - Staff support
  - Facilities
  - Equipment

## **Large Fire Assistance**

### ***Coordination with on-going fire activity***

- Fire assistance opportunities
  - Media support
  - Homeowner involvement
  - Material development
  - Assist PIOFIO
  - MAC coordination
  - Severity determinations
  - Fire prevention staffing recommendations
  - Agriculture Extension Agent

## Resource Utilization

Fire Prevention Education Team Leaders will be faced with a variety of field operation opportunities and must be able to adapt to the existing situation and changing situations while utilizing the skills of team members.

### Use of Resources - Support

Resources available to Team Leaders can be made available from different functions. Additional resources may be available to support the work of the team. Local personnel normally assigned to local functions may be able to assist the team. The team assignment can be enhanced with other local personnel. Consideration should be made to:

- Recruit support service
  - Receptionists
  - Mail clerk
  - Graphics
  - Additional public affairs
  - Procurement
  - Local media
  - List others (i.e., prevention technicians, engine crews, bilingual employees, law enforcement officers, IT staff, dispatch
  - Send out an e-mail to let support services know who the team is
- Use resources available in other agencies
  - State and local government
  - Forest Service
  - Bureau of Land Management
  - National Park Service
  - Fish and Wildlife Service
  - Bureau of Indian Affairs
  - Rural and paid fire departments
  - Volunteer fire department
- Recruit other nontraditional partners
  - Road departments
  - Public utilities
  - Local vendors
  - List others (i.e., local Red Cross volunteers, libraries)
- Use of Rural/Volunteer Fire Departments

A valuable asset to any team activity, these units can contribute in the following ways:

  - Patrol
  - Public contact
  - Inspections of fire prone area
  - Provide mitigation recommendations
  - Serve as local consultants
  - Conduct/support school programs
  - Assist on community outreach activities
  - Participate on local committees

## **Working With Incident Management Teams**

Teams may be requested to work for an incident management team which could be a benefit because Incident Management Teams are focused on fire suppression of an individual fire or a complex of fires in close proximity. Fire Prevention Education Teams frequently support a larger geographic area. The team leader must coordinate with area Incident Management Teams to avoid duplication of work, particularly involving community meetings. Considerations by the Team Leader should include:

- Determine organizational protocol
  - Team Leader roles and responsibilities
  - Relationship to existing team Information Officers
  - Suppression and chain of command
- Determine scope of work, objectives, and task assignments
  - Short term
  - Long term
- Participate in all briefings
- Recommend specific actions
  - Community
  - Media
  - Ground resources
  - Staffing Required
- Provide condition assessment
  - Fire occurrences
  - Risks, hazards, values
  - Public education requirements
  - Community involvement
  - Community outreach
- Provide operational assessment
  - Preparedness level activation
  - Seasonal severity
  - Program evaluation – local fire prevention
- Facilitate training and skill development for local resources

## **Fire Prevention Patrol**

Having the field patrols working with the team, and having local residents who are familiar with the area can be very beneficial in getting the word out about fire restrictions and other prevention and education tasks. Their knowledge of the area is critical to the success of the team.

- All patrols must have communication.
  - Have a check in time (by calling) when work is completed for the evening.
  - Have a key contact list ready.
  - COMMUNICATION IS A CRITICAL SAFETY ISSUE.
- All patrols must have clear assignments
- Patrol units must be mapped out
  - If using local patrols they may be familiar with the area where they are sent. If using patrols from out of the area, they are going to be unfamiliar with the area and the local issues.

- The patrols must keep a log sheet
  - When patrols are out making contacts or posting signs, it is imperative that they keep a log.

### **Basic fire prevention instruction**

If a team gets out-of-area personnel to patrol, they may not have the knowledge of making contacts, officer safety, and radio use. The team must provide instruction to all patrol personnel.

- Uniform versus No-Uniform
  - The location, and who the funding agency is, should decide what to wear.
- Patrol Check-In Log (see Forms catalog) cite location

### **Team Transition**

Teams have the potential to be replaced by another team if conditions dictate continued efforts. This transition can be difficult. The following can help the process be more efficient:

- Complete briefing of new team
  - Protocol
  - Severity schedule
  - Budget parameters
- What are the expectations of the new team?
  - Objectives
  - Responsibilities
- Ensure a clear understanding of team commitments and the importance of meeting them.
- Maintain the team flow
  - Existing team structure
  - Roles/responsibilities
- Understand the existing procurement procedures.
- Maintain the budget tracking system
- Existing Team Leader needs to coordinate with the host unit to order a new team and is responsible for briefing the incoming team.

### **Fire Prevention Education Team Field Operations**

Assignment can require team members going to the field. These fire prevention teams may be effective to:

- Organize contacts
- Provide multi-agency coordination
- Provide material development training
- Provide computer demonstration
- Document immediate needs
- Provide key fire prevention assistance in the WUI and other related issues
- Attend local cooperative meetings
- Brief Incident Management Team in the area
- Maintain liaison from the team to the locals

## **Fire Prevention Messaging**

Communicating the fire prevention education message is essential to the job of the Fire Prevention Team Leader. It is important that a consistent message be delivered to the public. Local messages must be consistent with national policy messages. Team Leaders are encouraged to develop tradition fire prevention messages for human-caused fires.

### **The Fire Education Messaging Project**

- Wildland fire management agencies and organizations share common goals to enhance personal safety, reduce loss of life while preserving and enhancing the health of ecosystems.
  - Those who live or recreate in wildland areas are encouraged to be aware of the role of wildland fire in ecosystems.
  - Land management agencies are taking action to reduce risks and realize benefits of wildland fire.
  - There is a need for partnerships among agencies, tribes, residents, and communities to understand and prepare for wildland fire.
- For the public to understand the role of wildland fire, clear and consistent messages must be communicated across all agencies.
- Interagency messages on the role of wildland fire have been developed by an interagency team and approved by the National Wildfire Coordinating Group. There are five key messages with supporting points for each. Supporting fire education materials have been developed by the NWCG Wildland Fire Education Working Team.
  - These materials can be accessed from the WFEWT website at:  
<https://www.nwcg.gov/committees/communication-education-and-prevention-committee>

#### ***Key Message - (1) Wildland fire is an essential, natural process.***

- Fire has helped shape our wildlands for thousands of years and is important for the survival of many plants and animals.
- Fire reduces accumulation of vegetation that can inhibit plant growth.
- Some plants and animals depend on fire for survival.
- Periodic fire stimulates growth, reproduction of plants, and provides wildlife habitat.
- Use local or regional examples.
- Fires behave differently throughout the country.
- In addition to fuels (vegetation), fire behavior is affected by weather and terrain.
- Virtually all vegetation types in the United States can experience wildland fire.

#### ***Key Message - (2) Society's influence has altered historic fire cycles, leading to a dangerous and difficult buildup of vegetation in our wildlands.***

- Social and cultural approaches to wildland fire over the past century have focused on preventing and suppressing all wildland fire.
- When paired with the right terrain and weather conditions, dense buildup of vegetation leads to fires that burn hotter, last longer, and spread faster than in the past.

- In addition, excess vegetation and lack of fire in some areas are threatening plant and animal life.

***Key Message - (3) Land management agencies are committed to a balanced fire program that will reduce risks and realize the benefits of fire.***

- Safety of firefighters and the public is the number 1 priority of land management agencies.
- Land management agencies' fire management programs are customized to address specific wildland areas.
- Fire management programs are based on a balance of needs including fire suppression, prevention and fire use.
- There will always be a need for prevention and suppression to protect people and communities.
- Fire is a management tool used to accomplish specific objectives in a resource plan. Naturally occurring fires (lightning, etc.) are either suppressed or allowed to burn in a closely monitored and confined area, based on the fire plan for the area.
- Sometimes it may become necessary or beneficial for land managers to ignite fires in a closely monitored and confined area. These fires are referred to as "prescribed fires."
- A fire program also may include non-fire treatments to prepare the land before natural or prescribed fire can be applied safely and effectively.

***Key Message - (4) Improving the health of the land and reducing risks to communities requires partnerships among Federal and State agencies, Tribal governments, fire departments, communities, and landowners.***

- Fire burns where conditions are right. Fire does not acknowledge jurisdictional boundaries of federal, state, and local agencies, tribes or private landowners.
- Agencies, tribes, and communities are working together to understand and accept what it means to live in a fire-prone area and to realize the benefits of managing fire in the wildlands.
  - Agencies and tribes manage public and tribal lands through cooperative fire management plans and programs.
  - Agencies and tribes are also working to educate local governments and property owners on ways to make their land and property more survivable during wildfire.
- People who live and recreate in fire-prone lands assume a certain level of risk and responsibility due to the condition of the surrounding environment.
  - People can live compatibly with fire, if actions are taken to be aware of, and prepared for, local fire conditions.
  - Smoke from prescribed fire is a sign that steps are being taken to reduce risks and realize the benefits of fire.

**Key Message - (5) Public education is necessary to the success of fire management programs.**

- Fire is an important issue for the public, and public understanding is key to our ability to manage wildland fire.
  - For many years, people have learned to fear and avoid fires of all kinds in wildland areas.
  - Individuals act based on their perceptions. Understanding the role of fire will help landowners, and land users appreciate and support the efforts of fire management organizations.
  - Education must occur within fire service agencies to ensure that staff understand and support fire management and public education concerns.
  - Motivation of landowners and land users must occur to mitigate fire hazards and support fire management efforts. This will ultimately reduce loss of life, property, and natural resources.
- Communication with neighbors about the role of wildland fire in a consistent, simple way is necessary.
  - The importance of fire management must be demonstrated by continually showing support for these practices.
  - Every year, millions of people visit and use wildland areas across the country. People are fascinated with fire, and the opportunity must be taken to introduce them to its benefits and role in ecosystems.
  - Communication must be clear about both the benefits and risks of wildland fire. Use local or regional examples.
  - Often people's perception of fire is shaped by the media's representation of fire. The media must have a clear understanding about the role of fire. Provide them with more comprehensive information about fire.

**Human-Caused Fire Prevention Messaging**

Team Leaders are encouraged to develop site-specific human-caused fire prevention messages. There are a number of tools available to assist. The P-310 Tool box and Template CDs can be used. In the near future the WFEWT (NWCG) web site will also host a number of materials that will be available for wide distribution.

## **Fire Prevention Communication**

Fire Prevention Education Teams, in most assignments, will be required to provide effective communications. This could be providing the link to the media, developing strategies, and implementing the team's communication objectives. It is vital that Team communications connect with those of the host unit or incident.

### **The Importance of Communication**

- Communication planning is a critical part of a fire prevention program.
  - It is a major means to accomplish fire prevention.
  - It is not a matter of "when do we bring communication into the process?" The process is communication!
- The purpose of communication is:
  - To convey the right message, debris burning/fireworks, etc.
  - To target the right people
  - To share the message in the most effective manner
- The Information Officer is a change agent.
  - To bring about an awareness change
  - To change attitude
  - To change behavior

### **The Role of the Information Officer**

Communication is the job of the entire team, but a key role of the PIO.

- Coordination with multiple agencies will enable the PIO to cover more ground and make greater use of available resources.
- Build an interagency network with:
  - Federal
  - State
  - Local
  - Tribal
- What are the reasons to build a network?
  - Gathering background information
  - Social concerns
  - Environmental/cultural concerns
  - Best way to communicate
- Follow the accepted protocol of the agency that ordered the Team.
- Make sure that local personnel are informed of who is on the Team and why the Team is there.
- Provide information assistance and support.
- The Team's Public Information Officer must support the following local personnel in the fire prevention effort:
  - Fire prevention specialist
  - Graphic artist/webmaster
  - Local public affairs/information officers
  - Tribal Councils/Archeologists

- Support could include such things as news releases, media packets, and/or campaigns
- Production of a Communication Strategy.  
The Public Information Officer may take the lead in developing the communication campaign and in guiding the production and distribution of materials. However, this must be coordinated with the local personnel. Everything the Team does will reflect on the requesting agency. Be flexible.
- Document activities and provide transitional continuity, this allows the opportunity to build on ideas.
- Develop a Team Orientation Package.
- Part of the documentation and continuity is to assist in developing an orientation package for incoming team members. Include in the package:
  - Agency contacts and phone numbers.
  - Names and phone numbers of the local staff.
  - Copies of news releases that have been issued and to whom they were issued.
  - Media contacts and phone numbers for television, radio, and print resources.
  - Reports of prevention activities and products by keeping a daily log.
  - External contacts, their affiliation, and phone numbers.
  - Documentation, delegation of authority, etc.
- Developing a Communication Plan.  
Developing a communication plan will be one of the primary tasks. It will:
  - Tie everything together, use a calendar of events.
  - Focus communication, so it will be more effective.
  - Analyze the situation.
  - Determine what needs to be done, the people to reach, and what to tell them.
  - Describe how it will get done.

## Purpose of a Communication Plan

Effective communication is the bottom line of the team's efforts. Developing a communication plan is not just to produce a plan, but to bring about results. It identifies what to do. A plan provides accountability by setting schedules, timeframes, and naming responsible individuals.

## Elements of a Communication Plan

These are the eight elements of a communication plan.

- Introduction

Short description of the project. Why the team is there.

- Background

- What's the situation?
- Why is the Team doing this plan?
- What led to it?
- Has anything else been done?
- What's the attitude of the locals?
- Does it tie to some other plan?
- How does this plan support agency goals?

- Objectives

- Must have clear and specific descriptions of what the target audience is supposed to do.
- What needs to be different as a result of the communication?
- What does the target audience need to do?
  - a. Become aware of something?
  - b. Change their attitude?
  - c. Change their behavior?

- Objectives need to be realistic.
- Objectives need to be measurable.
- Every element in the plan needs to be related to the objectives.

- Strategy

- How are the objectives going to be met?
- Use clear, simple ideas.
- Where can the team put in the best effort?

- Target Audiences

- Determine focus by types and categories of people.
- What audiences offer the greatest threats to the project?
- Who offers the greatest opportunities?
- Who will take action?
- Who has influence to help accomplish the projects? The team can't possibly contact everybody.

- So... FOCUS on those with the most influence, who can do the most harm or good.
    - Where can the team be most effective?
  - Key Messages
    - What does the audience need to know?
    - The key messages need to be:
      - a. Few enough to not confuse the audience.
      - b. Simple enough for your audience to remember.
    - KIS (Keep It Simple) - can they remember it?
    - Use the three by three formula.
      - a. Three “headlines.”
      - b. Three supporting statements for each headline.
  - Evaluation
    - How effective were the communications?
    - How was effectiveness measured?
    - Have objectives been met?
    - Was the strategy flexible enough to make adjustments when something could be improved?
    - Report back to managers about success.
    - Tactics - The Action Plan.
    - What’s going to be done to meet the objectives?
      - a. Tactics reinforce strategy.
      - b. Tactics flow from strategy.
      - c. Consider staff, budget, time, complexity, etc.  
Are people available with the skills to do what needs to be done?  
Is there money? The time?
      - d. Tactics need not require brilliant execution.
      - e. Include timeline.
      - f. Include assigned responsibility.
      - g. Build in two-way communication
    - Benefits of two-way communication:
      - a. Higher success rate.
      - b. One way to measure effectiveness is for people to express themselves (vent, if necessary, provide feedback).
      - c. People can ask questions.
      - d. People can offer creative ideas.
      - e. Barriers can be uncovered

# Fire Prevention Education Teams - Operations

## Management “After Action Review” Checklist

This checklist is designed for managers to conduct a management review of team operations if an after action review is needed. It can be used by Area Coordinators, host unit administrators etc. It was developed as a part of the national team management program and was used effectively on several team reviews.

## Fire Prevention Education Team Management Review Checklist

**Location:**

**Date:**

**Host:**

**Team Leader:**

**Reviewed By:**

| Key Code: E = Exceeds Standard    M = Meets Standard    NI = Needs Improvement    NR = Not Reviewed |   |      |         |
|---|---|------|---------|
| Description   |   | Code | Remarks |
| <b><u>TEAM QUALIFICATION AND TRAINING</u></b>   |   |      |         |
| 1.  | Team Leader meets national qualifications:<br>a) Attended Team Leader Training.<br>b) Completed assigned task book.<br>c) Completed a qualifying training assignment.<br>d) Was issued a satisfactory performance rating as a trainee.<br>e) A current qualification card has been issued.                                      |      |         |
| 2.  | Team members meet national qualifications:<br>a) Attended Team Member Training.<br>b) Meets prerequisite training requirements.<br>c) A current qualification card has been issued.   |      |         |
| <b><u>TEAM ADMINISTRATION</u></b>   |   |      |         |
| 1.  | Resource ordering, mobilization and arrival:<br>a) Host agency provided the appropriate initial request information.<br>b) Required resource information was provided for an efficient mobilization.<br>c) Travel requirements were accurate and provided in a timely manner.<br>d) All team members were mobilized at the same |      |         |

| Key Code: E = Exceeds Standard    M = Meets Standard    NI = Needs Improvement    NR = Not Reviewed |   |      |         |
|---|---|------|---------|
| Description   |   | Code | Remarks |
|   | <p>time.</p> <p>e) The team was provided a proper orientation upon arrival.</p> <p>f) An appropriate work site was provided.</p> <p>g) A team agreement with appropriate objectives was discussed and amended as needed.</p> <p>h) Support staff was provided as per agreement.</p> <p>i) A liaison from the host unit was provided.</p> <p>j) Purchasing and procurement rules and budget were provided.</p> <p>k) Appropriate supplies and equipment were on site and available.</p> <p>l) Time recording and payroll support was provided.</p> <p>m) Work schedules were provided by host unit.</p>  |      |         |
| 2.  | <p>Planning and preparedness:</p> <p>a) Host unit provided the required jurisdictional information to support objectives.</p> <p>b) Operational information available and understood.</p> <p>c) Assignment orientation was accurate and supported objectives.</p> <p>d) Access to support staff was provided throughout assignment.</p> <p>e) All cooperating and assisting agencies were aware of the team assignment.</p> <p>f) Additional team members, if needed, were ordered in a timely manner.</p> <p>g) Team rotation was planned and implemented to support objectives.</p> <p>h) Long range direction was provided by the host unit outside of normal routine.</p> |      |         |
| 3.  | <p>Resource ordering, mobilization and arrival:</p> <p>a) Team made contact with host unit when order was confirmed.</p> <p>b) Team traveled and arrived prepared for the assignment.</p> <p>c) Team arrived together for orientation.</p> <p>d) Team was self sufficient.</p> <p>e) The team understood the instructions and objectives as outlined in the team agreement.</p> <p>f) Team gave input into the team agreement and objectives.</p>   |      |         |

| Key Code: E = Exceeds Standard    M = Meets Standard    NI = Needs Improvement    NR = Not Reviewed |   |      |         |
|---|---|------|---------|
| Description   |   | Code | Remarks |
| 4.  | Team preparedness:<br>a) Team was proactive and gave positive messages.<br>b) Leader provided motivation and direction.<br>c) Team met all operational requirements.<br>d) Leader kept agency informed.<br>e) Team interacted well with support staff.<br>f) Leader briefed agency efficiently and as needed.<br>g) Team was effective in working with cooperators.<br>h) Assessment was completed to determine if team staffing was adequate to meet assigned objectives |      |         |
| <b>TEAM OPERATIONS</b>  |   |      |         |
| 1.  | Team has appropriate transportation.  |      |         |
| 2.  | Team communication plan:<br>a) Is in place and active.<br>b) Is supported by the host agency.<br>c) Was reviewed and approved by the host.<br>d) Was provided to all cooperators.   |      |         |
| 3.  | Team meetings:<br>a) Were scheduled with host approval.<br>b) Were attended by host liaison.<br>c) Started and finished on time.<br>d) Field units were included at all meetings.   |      |         |
| 4.  | Team operational barriers:<br>a) Barriers were identified and documented.<br>b) Host unit was informed of all barriers that may impact the objectives.<br>c) Barriers were discussed at meetings.<br>d) Host agency participated in eliminating barriers.   |      |         |
| 5.  | Team reporting standards:<br>a) An accurate daily log is kept.<br>b) Key contact list in place and up to date.<br>c) Press releases were approved by host unit.<br>d) Performance evaluations and trainee documentation is complete.  |      |         |

| Key Code: E = Exceeds Standard    M = Meets Standard    NI = Needs Improvement    NR = Not Reviewed   |      |         |
|---|------|---------|
| Description   | Code | Remarks |
| e) The appropriate existing materials were provided and utilized.<br>f) Daily status reports were completed and submitted.  |      |         |
| <b><u>TEAM ROTATION/DEMOBILIZATION</u></b>  |      |         |
| 1. Planning for demobilization and rotation was completed by the host unit.   |      |         |
| 2. Team has approved plan in place for:<br>a) Ordering and replacing team members.<br>b) Replacing team members with the appropriate skills to meet objectives.<br>c) Host agency support for demobilization.<br>d) Rotating teams in the required timeframe.   |      |         |
| <b><u>HOST ADMINISTRATION</u></b>   |      |         |
| 1. Current Program Administration:<br>a) Has the agency evaluated the adequacy of staffing to meet wildland fire prevention/mitigation goals and objectives?<br>b) Does the agency have an existing fire prevention plan?   |      |         |
| 2. FIREWISE Considerations:<br>a) Does the agency maintain a record of all properties showing the FIREWISE conditions?<br>b) Does the fire prevention/mitigation group conduct homeowner/community fire safe assessments?<br>c) Does the fire prevention/mitigation group participate with fire prevention/mitigation committee?<br>d) Fire prevention/mitigation assessment and plan complete current. |      |         |
| 3. Operations:<br>a) Early warning system in place (Fire Protection Response, Specific Action Plan).<br>b) Preparedness level fire prevention criteria implemented.<br>c) How many personnel assigned to the wildland fire prevention/mitigation function?<br>d) Fire prevention sign plans current.<br>e) Signs and poster program implemented as per sign plan.                                       |      |         |

| Key Code: E = Exceeds Standard    M = Meets Standard    NI = Needs Improvement    NR = Not Reviewed |   |      |         |
|---|---|------|---------|
| Description   |   | Code | Remarks |
| 4.  | <p>Educational Program:</p> <p>a) Is there a public education program in place?</p> <p>b) Has the agency identified target audiences?</p> <p>c) Has the organization developed programs to educate citizens?</p> <p>d) Does the agency have a definite program for teaching fire prevention in elementary schools in cooperation with school authorities?</p> <p>e) Has the organization specifically assigned personnel to carry out the public education program?</p> <p>f) Are activities conducted in which children can participate?</p> <p>g) Are standardized public education materials used?</p> <p>h) Is there an inventory of the public education materials available?</p> <p>i) If the community is multilingual, is the fire prevention literature available in the common languages?</p> <p>j) Is fire safety included in other educational curriculum and programs?</p> |      |         |
| 5.  | <p>Media support program:</p> <p>a) Agency fire media/communication plan complete?</p> <p>b) Does the agency have an assigned public information officer working regularly with all news media?</p> <p>c) Are news releases and photographs all matters of public interest?</p> <p>d) News release/public service announcements planned/required?</p> <p>e) Fire prevention signs and poster program implemented as per approved sign plan.</p> <p>f) Fire prevention high visibility programs planned/implemented:</p> <ul style="list-style-type: none"> <li>• Fairs</li> <li>• Parades</li> <li>• Sporting events</li> <li>• Rodeos</li> <li>• Exhibits/displays</li> </ul> <p>g) High visibility fire prevention patrol planned/implemented.</p> <p>h) Other significant fire prevention programs implemented.</p>  |      |         |

| <b>Key Code: E = Exceeds Standard    M = Meets Standard    NI = Needs Improvement    NR = Not Reviewed</b>  |             |                |
|---|-------------|----------------|
| <b>Description</b>  | <b>Code</b> | <b>Remarks</b> |
| 6. Fire Investigation:<br>a) Is every fire investigated thoroughly and promptly?<br>b) Does the agency have processes in place for determining basic cause/origin?<br>c) Are trained fire investigators readily available?<br>d) Are all fires of undetermined origin systematically investigated and are reports made?<br>e) Are all firefighting personnel trained in the preservation of evidence?<br>f) Are there sufficient resources in place to conduct effective cause/origin investigations? |             |                |

## Operations Checklist – Program Evaluation

This checklist is designed to give the Team Leader a starting point to complete a fire prevention program evaluation. This is for optional use but gives a place to start.

### FIRE PREVENTION / MITIGATION SELF EVALUATION CHECKLIST

Location: \_\_\_\_\_ Date: \_\_\_\_\_

Agency: \_\_\_\_\_ Reviewed By: \_\_\_\_\_

Key code: **E** = Exceeds Standard **M** = Meets Standards **NI** = Needs Improvement  
**NR** = Not Reviewed

| Code | <b><u>ADMINISTRATION-FIRE<br/>PREVENTION/MITIGATION</u></b>  | <b>REMARKS</b> |
|------|--|----------------|
|      | 1. Fire Prevention plan complete   |                |
|      | 2. Last plan evaluation date   |                |
|      | 3. Does the unit participate in fire prevention cooperatives or committees                                   |                |
|      | 4. Is a fire prevention training program in place to ensure adequate skill and knowledge of agency personnel |                |
|      | 5. Is fire prevention training completed for non-fire personnel  |                |
|      | 6. Is the allocated budget adequate for the developed program  |                |
|      | 7. Have corporate programs been implemented  |                |
|      | 8. Early warning systems (preparedness levels) in place  |                |
|      | 9. Specific staffing guide adequately addresses fire prevention  |                |
|      | 10. Does the fire management plan reflect the fire prevention program  |                |
|      | 11. Interagency public use restrictions and implementation plan current                                      |                |
|      | 12. Training program for volunteers/wilderness personnel   |                |

|  | <b>EDUCATION-FIRE<br/>PREVENTION/MITIGATION</b>  |  |
|--|--|--|
|  | 1. Fire prevention sign and poster plan complete   |  |
|  | 2. Fire prevention signs and poster program implemented as identified in the approved plan   |  |
|  | 3. Fire prevention media complete for general contacts, written, radio, television, Internet |  |
|  | 4. Is a public education program established for volunteer/rural fire departments            |  |
|  | 5. Fire prevention programs planned/implemented for schools                                  |  |
|  | A. Elementary/middle   |  |
|  | B. Junior/senior   |  |
|  | C. Team teaching   |  |
|  | 6. Public education, community involvement programs  |  |
|  | 7. Public education, community outreach programs   |  |
|  | 8. Cause specific children's program implemented   |  |
|  | 9. Bilingual fire prevention programs available  |  |
|  | 10. Community fire prevention activities planned:  |  |
|  | A. Parades   |  |
|  | B. Fairs   |  |
|  | C. Exhibits  |  |
|  | D. Sports activity/rodeo   |  |
|  | E. Character appearances   |  |
|  | 11. Interagency campaigns planned/implemented  |  |
|  | 12. Local specific campaigns planned/implemented   |  |
|  | 13. Fire prevention high visibility programs planned/implemented                             |  |
|  | 14. Fire prevention education material available and current                                 |  |
|  | 15. New fire prevention material developed/planned   |  |
|  | 16. Fire prevention poster contest planned   |  |
|  | 17. Group public contact plan complete   |  |
|  | 18. Key person public contact plan complete  |  |
|  | 19. The Wildland Urban Interface communication plan complete                                 |  |

|  |  |  |
|--|--|--|
|  | <b>ENGINEERING-FIRE PREVENTION/MITIGATION</b>  |  |
|  | 1. Utilities contacted to gain contract fire prevention compliance – power line, railroads   |  |
|  | 2. Local government – road department’s military   |  |
|  | 3. Community at risk hazard abatement plan implemented   |  |
|  | 4. Hazard reduction plan complete for places of concentrated public use – dispersed recreation sites, hunter camps, turnouts, smoking areas, turn-outs |  |
|  | 5. Fire prevention measures coordinated on all major projects – timber sales, construction projects  |  |
|  | 6. Hazard reduction completed on all agency facilities   |  |
|  | 7. Hazard reduction plan complete, recurring projects or special projects  |  |
|  | 8. Spark arrester inspection program functional  |  |
|  | 9. Wildland urban interface fire prevention activity coordinated with local cooperators  |  |
|  | <b>ENFORCEMENT-FIRE PREVENTION/MITIGATION</b>  |  |
|  | 1. Fire prevention patrol plan complete  |  |
|  | 2. High visibility fire prevention patrol system activated   |  |
|  | 3. Outdoor burning, blasting, campfire compliance system in place – inspection, permits, contact training  |  |
|  | 4. Restricted public use restriction/closure plan complete   |  |
|  | 5. Fire prevention contract requirements – special use permits reviewed annually   |  |
|  | 6. Fire prevention contract requirements – industrial operations reviewed annually   |  |
|  | 7. Training of spark arrester inspectors complete  |  |
|  | 8. Structure/improvement inspection/evaluation plan implemented  |  |
|  | 9. Fire investigations completed on all human caused fires   |  |
|  | 10. Fire investigation kit complete  |  |
|  | 11. Campfire permit system operational   |  |

|  |  |  |
|--|--|--|
|  |  |  |
|  | 12. Restricted fire use signs and educational material available                                   |  |
|  | 13. Burning/welding permit system adequate/functional  |  |
|  | 14. Special use fire criteria adequate for all special events                                      |  |
|  | 15. Timber sales completed for compliance of permit fire prevention requirements                   |  |
|  | 16. All special use activities are inspected for compliance of permit fire prevention requirements |  |
|  | 17. Citations/warnings are issued for fire law violations  |  |
|  | 18. Inspections/evaluations completed for high risk activities                                     |  |
|  | A. Residence, WUI  |  |
|  | B. Power lines   |  |
|  | C. Railroads   |  |
|  | D. Resorts/Camps   |  |
|  | E. Improved campgrounds  |  |
|  | F. Unimproved campgrounds  |  |
|  | H. Special risk areas  |  |
|  | I. Timber sales  |  |
|  | J. Sawmills  |  |
|  | K. Mining operations   |  |
|  | L. Gas/oil wells   |  |
|  | M. Construction projects   |  |
|  | N. Dumps   |  |
|  | O. Spark arresters   |  |
|  | P. Shooting ranges   |  |
|  |  |  |

## **Fire Prevention Preparedness Considerations**

Fire Prevention Education Team Leaders have, on occasion, been asked to assist or develop fire prevention criteria for the agency fire preparedness plan. The following are recommendations that may give support if asked to perform those functions.

### **Fire Prevention Recommended Preparedness Criteria**

#### ***The Preparedness Plan***

Preparedness plans are required at the national, state, forest and local levels. They are determined by using a logical combination of the following parameters:

- The magnitude of an NFDRS component or index (or live fuel moisture indicator) compared to decision thresholds as described in agency standards;
- An indicator of fine fuel loading, described as a departure from normal
- Committed Initial Attack resources on and off unit
- Current and expected fire occurrence (number and size of fires)
- Fire weather watches and red flag warning

#### ***Preparedness Level Action Items***

Actions should be taken at each planning level with safety being the primary consideration for any action taken. Local preparedness plans serve as guides and should support the items addressed in the geographic or national preparedness plans. They should include, but are not limited to, the following items:

- Management direction and considerations
- Fire prevention actions including closures/restrictions, media messages, signing, and patrolling
- Pre-positioning of resources
- Cooperation discussion and/or involvement
- Safety considerations
- Augmentation of suppression forces
- Support considerations
- Communications of fire weather watch and red flag warning conditions
- Fire danger/behavior assessment
- Briefings for management and fire suppression personnel
- Fire information, internal and external
- Multi-agency coordination groups/area command activation
- Prescribed fire direction and considerations

## **Seasonal Risk Analysis**

A Seasonal Risk Analysis requires fire managers to step back, review current and predicted weather and fuels information, compare this information with historic weather and fuels records, and predict the upcoming fire season's severity and duration for any given area. It is important to incorporate drought indices into this assessment.

Information from a Seasonal Risk Analysis can be used to modify step-up and pre-attack plans. It provides the basis for actions such as pre-positioning critical resources, requesting additional funding, or modifying memoranda of understanding (MOU) to meet anticipated needs.

Each agency location should select and compare to normal the current value and seasonal trend of one or more of the following indicators which are most useful in predicting fire season severity and duration in its area:

- NFDRS index values
- Temperature levels
- Precipitation levels
- Humidity levels
- Palmer or other drought indicators
- 1000-hour fuel moisture levels, live and curing
- Episodic wind events
- Unusual weather events
- Fires to date

The seasonal trend of each selected indicator is graphically compared to normal and all-time worst. This comparison is updated regularly.

If the Seasonal Risk Analysis suggests that an abnormal fire season is anticipated, higher levels within the organization should be notified to request additional resources commensurate with the escalated risk.

Risk analysis is on-going. It should be reviewed periodically and revised when significant changes in key indicators occur. All reviews of risk analysis, even if no changes are made, should be documented.

## **Fire Prevention/Mitigation**

Fire prevention programs, which effectively reduce human-caused ignitions, target "average" weather conditions, historical fire occurrence, normal fire behavior, and historical human activity. Prior to periods of "above average" fire conditions, human activities, or fire severity, local/regional preparedness planning must appropriately "step-up" prevention program activities to deal with the increased risk and threat of human-caused ignitions and mitigation that reduce losses when fires are not preventable.

When Seasonal Risk Analysis indicate an "increased" potential for fire behavior and/or human-caused ignitions, the predicted situation and current prevention and mitigation must be reviewed to determine and obtain the additional resources required to meet the expected situation.

An inclusive fire severity request includes a “proactive” human prevention and mitigation component developed through interagency preparedness planning, which identifies and activates needed resources to reduce the number of wildland fire ignitions, reduce the threat to communities and decrease exposure to firefighters, as the risk of severe wildland fires increases.

Prevention, mitigation, and outreach resources should be addressed by the following:

- Conducting local/regional interagency needs assessment to determine the appropriate prevention, mitigation, and other outreach resources, and then obtaining these resources through details, and severity requests.
- Mobilizing a “fire prevention education team” to plan and implement immediate prevention, mitigation, and outreach strategies during periods of abnormal wildland fire risk or activity.

## **Fire Prevention Preparedness Level Recommendations**

### **All Preparedness Levels**

The following applies regardless of the level of fire activity and should be completed prior to the start of fire season.

- Management Recommendations
  - » Staffing as per the approved “most efficient level” in place.
  - » Adequate fire prevention equipment/vehicles are operational.
  - » Technical fire prevention training complete for all Fire Prevention/Mitigation Specialists.
  - » Fire Prevention/Mitigation Specialists attend technology transfer workshops.
  - » Ensure public use fire restrictions/closure plans are updated and prepared for implementation.
  - » Complete necessary local fire preparedness review of all fire prevention operations and resolve findings.
  - » Review and update the unit fire prevention plan.
  - » Fire Prevention/Mitigation Specific Staffing Guide updated and operational.
  - » Media Plan completed.
  - » Community at Risk Assessments completed.

### ***Preparedness Level I***

Description: No large wildland fires in progress. Units have low to moderate severity. Number and size of fires are within normal range for the time of year. There is little or no commitment of other than local resources.

- Management Recommendations:
  - » All pre-season preparedness steps completed
  - » Media plan and contacts in place
  - » Signing program implemented
  - » Community at Risk inspection program implemented
  - » Fire prevention inspections complete on all agency facilities; campgrounds, dispersed recreation sites, etc.
  - » Industrial fire prevention level system functioning
  - » Fire cause analysis complete and monitoring system in place

- » Patrol plan complete
- » All community involvement and outreach programs in place

### ***Preparedness Level II***

Description: Units are experiencing moderate to high fire danger with NFDRS. Large fires beginning to occur. Potential exists for initial attack fires to escape and become large project fires.

- Management Recommendations:
  - » Staffing levels complete, consider increased staffing
  - » Media plan activated with weekly contacts
  - » Special Prevention Activities implemented
  - » Implement targeted specific actions for high use periods/activities
  - » Coordinate patrol efforts with other functions; law enforcement, recreation
  - » Communicate with cooperators

### ***Preparedness Level III***

Description: Units are experiencing high to very high fire danger with NFDRS. Numerous units are having larger wildland fires or prescribed fire activity is on-going. Wildfires are escaping initial attack. Holding actions are taking increasing numbers of resources. Type 1 or 2 Incident Management Teams have been ordered or committed, area crews or initial attack resources have reached draw down levels.

- Management Recommendations:
  - » Fire Prevention Specialists should not be assigned other responsibilities.
  - » Fire Prevention Specialists should be committed to their assigned areas.
  - » Establish regular press/media briefings.
  - » Include fire prevention/mitigation in all severity requests.
  - » Consider non-traditional work schedules.
  - » Increase communications with all cooperators.
  - » Evaluate all prevention activities
  - » Consider non-fire support to the fire prevention program.

### ***Preparedness Level IV***

Description: Multiple units are experiencing very high or extreme fire danger with NFDRS. Numerous wildland fires escape initial attack. No break in the predicted weather for at least 48 hours. Multiple units require Incident Management Team activation, crews and resources are maximum draw down. Competition exists for resources and resources are being mobilized from outside the area.

- Management Recommendations:
  - » Evaluate restricted public use fire/closure plan and prepare necessary orders.
  - » Increase media effort and consider implementing a media center.
  - » Increase staffing, implement non-traditional partners.
  - » Consider activation of a local/national fire prevention education team.

- » Ensure all previous preparedness levels are activated.
- » Coordinate all restriction activities with cooperators.

### ***Preparedness Level V***

Description: Major incidents have the potential to exhaust all resources, and numerous new fires continue to occur. Most resources are committed and as they become available they are immediately assigned to other incidents. The majority of new support is coming from outside the area. No break in the weather is expected for at least 48 hours.

- Management Recommendations:
  - » Evaluate all previous preparedness levels for effectiveness, modify as necessary.
  - » Implement public fire restrictions.
  - » Consider closure of specific areas.
  - » Evaluate the necessary requirements for significant planned high risk events.
  - » Activate a local/national fire prevention education team.
  - » Review specific staffing guide for adequacy.

## **Operations Checklist – Team leader**

This is one in a series of checklists that have been developed by previous Team Leaders. They are an option for use. This one is designed as a reminder list for the Team Leader.

- Have you contacted the requesting agency?
- Have you agreed on some objectives with the requesting agency?
- Have the team members been selected yet?
- What skills will you need to accomplish the objectives?
- Who will you be working for?
- What is the funding mechanism?
- What equipment will you need?
- Have you faxed your logistic and operations needs to the requesting agency yet?
- Is there anyone available at the host agency to help the team?
- Have you begun your key contact list and daily log?
- Did you discuss the dates of or duration of the assignment with the requesting agency?
- Do you have critical phone numbers of host and hosting dispatch?
- Do you have your key forms, hard copy and disc?
- Do you have your kit together and will it meet the need?

## Operations Checklist – Pre-Assignment

### Fire Prevention Education Pre-assignment Logistics

1. Lodging logistics:

Will lodging arrangements be made for the team ?

If so please provide the hotel name and phone number \_\_\_\_\_

If not could you please recommend some possibilities. Name and numbers.

---

2. Work space logistics:

Is office space available for the team to use? If so its location.

---

Are multiple phone lines available? \_\_\_\_\_

Are voice mail capabilities available while team is in field? \_\_\_\_\_

Is a fax machine available to team? Its phone number is \_\_\_\_\_

Is internet access available to team? \_\_\_\_\_

Are cell phones available for the team to use during this assignment ? If so how many?

---

3. Team arrival logistics:

Will someone be providing transportation for the Team or would you like the team to rent vehicles? \_\_\_\_\_

Will someone be available to provide a field orientation trip for team members within the first few days of team arrival? \_\_\_\_\_

Has the team activation and mission been communicated to:

Agency employees? Cooperators? or Local Government ?

If so, what methods were used to notify the various groups? \_\_\_\_\_

Do you have a preference whether or not team members are in agency uniforms?

---

### Other Operational Information Needs:

1. What are your expectations of the team? Do you have goals or objectives identified at this time?
2. Do you have a budget for the team to work within? What authority will the team have for spending funds?
3. Who is the person the team should work through for purchasing or procurement?
4. Can you provide a key contact list for the team to use? This should include your key contacts for inside and outside the agency, the media, public affairs and local cooperators etc.

5. Do you have a need for someone to review news releases prepared by the team? If so, who will that be and will they be constantly available to the team when needed?
6. Are there any individuals from the local area you would like to assigned to the team?
7. Other background references that will be useful to the team upon arrival are:
  - Fire History of the area, at least past 10 years.
  - Local maps
  - Existing fire prevention plans
  - Existing fire management plans
  - Phone directories
6. Are there any existing Fire Prevention Committees or Cooperatives working in the area? If so, who are they and how may the team contact them?

## Operations Checklist – On-site Materials

Fire Prevention Education Teams will need operating supplies when on location. This list or part of it can be sent to the host unit. This is a recommended list and not all inclusive. This will, however, get you started.

- 1 – Hanging file hard plastic storage box with closing lid and handle
- 1 – Box hanging files including plastic tabs
- 1 – Box assorted manila folders
- 1 – 50 Stack of CD-R 700MB data disks
- 3 – Reams of printer paper, white
- 4 – Sharpie permanent marker (black and assorted sizes)
- 5 – 1GB Jump drives/memory sticks
- 1 – Stapler and box of staples
- 1 – Pair of scissors
- 1 – Box of business card stock, white
- 6 – Black ink cartridges for appropriate printer
- 8 – Spiral bound steno books
- 2 - Binder flip chart paper (prefer self stick)
- 1 – Standard flip chart easel
- 3 – Power strips with surge protection
- 3 – Heavy duty drop cords
- 2 – Telephone lines (web, email capability)
- Access to color printer with extra cartridges
- Access to photo copy machine
- Access to a fax machine.
- 1 – Package of paper tablets (10-12)
- 3 – Packs of post-it-notes, various sizes/colors

- 1 - Magic tape and dispenser
- 2 – Plastic stackable filing trays, in and out box
- 1 – First aid kit for office and vehicles
- Road maps
- Agency maps
- 2 – Boxes, paper clips
- 1 – Cell phone for each Team Member
- Desk top computer, internet access
- Lap-top computers

## **Operations Template – Final Report Outline**

### **Closeout/Exit Report Format**

Team Leaders will be required to produce a final report of accomplishments. There is no standard format to use. The following is a report format that has been used by teams. It has been very satisfactory and has met the needs of the requesting units.

- A. Background
- B. Team charter or requesting agency direction
- C. Team actions/accomplishments
- D. Observations and recommendations
- E. Commendations
- F. Conclusions
- G. Team members
- H. Appendix Recommendations
  - Appendix 1 – Costs
  - Appendix 2 - Key contact lists
  - Appendix 3 - Products and materials produced
  - Appendix 4 – Daily summaries

## **Operations Templates – Filing System**

Team Leaders will need to organize a filing system to organize all records. The following has been successful for some Prevention Education Team Leaders. Files are generally left with the host unit and should be as organized as possible.

### **Electronic and Hardcopy Filing Template**

#### **1. Administration**

- 1.1 Business Cards
- 1.2 Delegation of Authority or Task Order
- 1.3 Fax Cover & Letter Head
- 1.4 Mobilization & Demobilization
- 1.5 Logos
- 1.6 Templates

#### **2. Communications**

- 2.1 Accomplishments
- 2.2 Communication Plan
- 2.3 Correspondence
- 2.4 Daily Reports
- 2.5 Weekly Reports
- 2.6 Fact Sheet
- 2.7 Final Report
- 2.8 Key Contact list
- 2.9 Mailing Lists
- 2.10 Meeting Notes
- 2.11 News Releases
- 2.12 Opportunities
- 2.13 Prevention Assessment
- 2.14 Public Service Announcements
- 2.15 Bi-lingual
- 2.16 Talking Points
- 2.17 Team Objectives
- 2.18 Transition Report
- 2.19 Web Sites
- 2.20 Weekly Reports

#### **3. Continuing Projects**

#### **4. Events**

- 4.1 Calendar
- 4.2 Communication Plan
- 4.3 Evaluation
- 4.4 Plan
- 4.5 Procurement Needs
- 4.6 Other

**5. Finance**

- 5.1 Budget
- 5.2 Expenditures

**6. Photos – Grouped by**

- 6.1 Events
- 6.2 Contacts
- 6.3 Activities

**7. Products and Materials**

- 7.1 Brochure
- 7.2 Flyers
- 7.3 Graphic Contacts
- 7.4 Handouts
- 7.5 Other things
- 7.6 Posters
- 7.7 Bi-lingual

## **Position Task Books**

### **Task Book Design and Use**

The completion of position task books (PTB) is required for qualifying to become Prevention Education Team Leaders (PETL) and Team Members (PETM). It is the Team Leader's responsibility to facilitate, as appropriate, completion of these requirements.

The position task book does not refer directly to fire prevention and education assignments as qualifying assignments. The "I" criteria will be met by utilizing the emergency or non-emergency (planned event or unplanned) category.

### **Position Task Book Access**

The best way to stay current on FPET (PTBs) is to review the NWCG web site at:

<https://www.nwcg.gov>.

- Locate and click on the NWCG publication identifier.
- Locate and click on the task book identifier.
- Locate and click on the Prevention - Investigation identifier.
- Locate and click on the appropriate PTB.

## **Fire Prevention Education Team Safety**

### **Job Hazard Analysis**

The job hazard analysis and tailgate safety meeting process is the heart of a proactive occupational safety and health program.

Properly applied, they will insure that the safety and health of employees is fully considered during the planning stages of a team activity.

Each potential hazard is considered. Procedures that will insure that employees are not exposed to that hazard in a way that could cause harm are established and implemented prior to beginning work on the project.

To be properly understood and implemented, the safety analysis should be viewed as a problem solving process.

- The problem is defined in terms of hazards which may be encountered by employees when they perform tasks involved in the project under consideration.
- The solution is a set of actions which creates a safe work environment and establishes safe work procedures, and which is feasible and can be implemented given the constraints and opportunities associated with that project.
- A safe work environment and safe work procedures are essential outputs and integral to any team activity.
- They are as important as more commonly recognized outputs, such as contracts administered, habitat enhanced, and plans produced, etc.
- Providing for a safe work environment and safe work procedures require similar planning activities as those which ensure the other project outputs are accomplished and standards are met.
- Such activities include reconnaissance, obtaining input from specialists and customers, cost projections, consideration of alternatives, and all the other problem-solving procedures that are central to our resource management decision-making process.

## **The Tailgate Safety Meeting**

Prevention Education Team Leaders, should, as part of a daily routine conduct safety briefings. The following list has been developed by previous Team Leaders and can give some ideas on appropriate briefing subject matter.

- Short review of current safety issues
- Conducted as a daily team function
- Should be documented
- Consult with safety officer

### **Tailgate safety considerations:**

- Driving - traffic
- Driving - mountain
- Driving - defensive
- Women alone - beware
- Stress
- Fatigue
- Lifting/back
- Office security
- Weather conditions
- Food handling
- Dehydration
- Housekeeping
- Smoke
- Office hazards
- Wrong neighborhoods
- Insects, West Nile virus
- Seat belts
- Use of tools
- Medical emergencies
- Mechanized equipment
- Hostile people
- Water safety
- Poisonous plants, animals
- Ergonomic hazards
- Walking surfaces
- After dark activity

A documentation of the safety briefing should be noted in the daily team report and a copy filed.