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NWCG Fire Prevention Education Team Guide

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The *NWCG Fire Prevention Education Team Guide* provides information and guidance for successful use, management, and outcomes for Fire Prevention Education Team assignments and highlights the responsibilities and protocols related to National Wildfire Coordinating Group (NWCG) Fire Prevention Education Teams (FPETs). The mission, vision, and history of FPETs are important to understand how teams developed, how they are managed and how their current use impacts wildfire prevention today.

The guide outlines how the National Fire Prevention Education Team Leader (PETL) Coordinator, PETL Geographic Area Coordinators, the agency requesting the PETL (the Host Unit), and the PETL assist in facilitating FPET use and improving professionalism.

Coordination between the host unit and FPETs is critical to team efficiency. The coordination begins before teams arrive and communication continues throughout the assignment. Host unit responsibilities outlined include the creation of a Delegation of Authority (DOA) for the FPET, funding options, and logistical, and operational considerations. FPET ordering and mobilization procedures and standards are documented with inclusion of references to the National Fire Prevention Education Team (NFPET) Program Plan Schedule.

Incident Position Descriptions are listed and referenced to identify the skills and qualifications needed for team member positions. Responsibilities and duties of the PETL, the Public Information Officer (PIO), and wildfire prevention patrols are outlined to ensure the success of FPETs in meeting the tasks in collaboration with the host unit. Specific Fire Prevention Education Team Member (PETM) responsibilities were not included as they are fully described in the P-310, Fire Prevention Education Team Member training documents.

At the end of this guide are useful appendices such as: a sample DOA, pre-assignment considerations, daily safety briefing topics and job hazard analysis (JHAs), and FireNet file structure. These all should assist to complete an effective FPET assignment.

The National Wildfire Coordinating Group (NWCG) provides national leadership to enable interoperable wildland fire operations among federal, state, Tribal, territorial, and local partners. NWCG operations standards are interagency by design; they are developed with the intent of universal adoption by the member agencies. However, the decision to adopt and utilize them is made independently by the individual member agencies and communicated through their respective directives systems.

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Background and History

This guide began as a project of the National Wildfire Coordinating Group (NWCG) in 2007 and became a publication of the NWCG Wildland Fire Education Working Team. In 2020 and 2022 it was reviewed by several subject matter experts (SMEs) and was approved by the NWCG Fire Prevention Education Team Subcommittee (FPETSC) in November 2022.

The Fire Prevention Education Team (FPET) program has existed on an interagency basis throughout the United States since 1996. The Southwest experienced extreme fire activity in 1996 when loss of life, property, and natural resources caused wildland fire managers to seek new solutions to the wildfire problem. Despite large deployments of national shared resources of aviation and suppression modules, human-caused fires as well as extensive damage persisted. The National Interagency Fire Center (NIFC) deployed a Department of the Interior (DOI) diagnostic team to Santa Fe, New Mexico to research what could be done. That effort resulted in a deployment of SMEs to the geographic area to develop strategies and tactics to reach general populations and target audiences with wildfire prevention messaging. The National Park Service (NPS) funded this first team activity, through a delegation from the Interagency Southwest Fire Board of Directors for Arizona, New Mexico, and West Texas. The team was activated in Santa Fe with activities expanding across sub-geographic areas from Mescalero to Taos, New Mexico. An end-of-season evaluation panel reviewed the successful outcomes which showed a distinct reduction of human-caused fire ignitions and losses. A plan was then initiated to develop a national program.

In 1997, a national training program began as Managing Fire Education and Prevention Programs (MFPEP). In 2002, NWCG approved a multi-year implementation plan including course development, establishment of qualifications, Incident Command System (ICS) positions, performance-based task books, and resource publications. NWCG's Wildland Fire Education Working Team provided oversight for the course development finalized in 2006 as P-310, Fire Prevention Education Team Member and P-410, Fire Prevention Education Team Leader.

FPETs are typically mobilized and deployed to areas experiencing higher than normal wildfire danger or a high incidence of unwanted human-caused wildfires. Their primary role is to supplement and support the wildfire prevention efforts of local personnel and agencies. Several team leaders and members have extensive backgrounds in fire operations. They have proven to be highly successful at reducing the occurrence of unwanted human-caused wildfires using trained specialists, as well as state-of-the-art communication and education techniques.

Prior to the 2001 wildland fire season, the training, equipping, and mobilizing of FPETs 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, FPETs and team specialists often had to overcome mobilization, logistical, financial, organizational, and demobilization challenges to successfully accomplish an assignment.

In 2001, the NWCG's Wildland Fire Education Working Team (WFEWT) expressed interest in sponsoring the FPET 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 SMEs from the United States Department of Agriculture (USDA) Forest Service, National Park Service, Bureau of Land Management, the Bureau of Indian Affairs, U.S. Fish and Wildlife Service, and the National Association of State Foresters.

The Fire Prevention Education Team program is a recognized element of the total national wildland fire management program. The existing agreement that authorizes and supports the use of teams is the Master Agreement between NWCG and the United States Department of the Interior and the United States Department of Agriculture's wildland agencies. This agreement can be found at <https://www.nwcg.gov/executive-board/partners-agreements>.

NWCG Fire Prevention Education Team Subcommittee

The NWCG Fire Prevention Education Team Subcommittee (FPETSC) was formed in November of 2020. The interagency members are responsible for providing leadership in FPET management, FPET Policy, and the NWCG FPET Courses: P-310, Fire Prevention Education Team Member and P-410, Fire Prevention Education Team Leader. The list of the FPETSC members, a FPET overview video called “An Ounce of Prevention” (<https://www.youtube.com/watch?v=uyiFIoWnp8>), research articles about the value of FPETs, and other resources can be found on the NWCG FPETSC website (<https://www.nwcg.gov/committees/fire-prevention-education-team-subcommittee>).

Fire Prevention Education Teams (FPET) Purpose and Use

Team Mission

FPETs provide interagency expertise in wildfire prevention, public relations and outreach, and fire safety. Teams can also facilitate the awareness of potential impacts to communities adjacent to wildlands and developing proactive programs so that communities are adapted to wildfire.

Teams assist local as well as regional or multi-jurisdictional units in the prevention of unwanted, human-caused wildfires, which can result in extensive loss of life, property, natural resources, and associated costs. FPETs can assist during periods of high fire danger, fire activity, or off-season preparations, but they are most effective before resources are engaged in active wildfire suppression.

Team Vision

As an integral part of wildland fire management, FPETs provide professional, capable, and effective response to units that are experiencing a high potential for human-caused wildfires. 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 wildfire prevention mission.

Team Purpose

The purpose of FPETs is to reinforce local wildfire prevention resources and to bring special wildfire prevention planning, logistics, and operations expertise to bear in larger, complex severity situations that exceed the capabilities of local organizations.

Similar to Incident Management Teams, FPETs are emergency resources called up to meet the wildfire prevention goals and objectives of the host unit when severe conditions exist (or are predicted) that could result in an unusual number of ignitions taxing initial attack and the potential for large or damaging wildland fires.

Team Use

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

During extreme conditions, wildfires can cause extensive loss of life, property, and resources. They can also create associated negative impacts on the local economy, tourism, and travel. As extreme conditions approach or worsen, wildfire prevention is often overlooked as a possible source of help. Because fire weather conditions are predictable, FPETs can be mobilized in advance of fires when fire danger approaches extreme levels. It is ideal to pre-position a team at National Wildland Fire Preparedness Level (PL) 2 and PL3 when the host agency is more available to provide resources to the team and the community is more responsive to taking proactive wildfire prevention measures. Usually at PL4 and PL5 there are many other priorities putting demands on host agency resources.

Working with local agencies and resources, FPETs are equipped to complete on-site prevention assessments and plans, initiate the implementation of these plans, and begin immediate public outreach and information dissemination.

Specific tasks to achieve these outcomes include:

- Preparing wildfire prevention rapid assessments.
- Developing or updating outdated wildfire prevention strategies.
- Identifying key messaging for target audiences.
- Promoting interagency fire restrictions, burn bans, and closures.
- Promoting community awareness and personal responsibility to reduce ignitions and increase fire safety.
- Educating citizens about appropriate home hardening techniques in the wildland urban interface.
- Coordinating wildfire prevention efforts with local agencies, fire departments, businesses, communities, and civic, and homeowner organizations.
- Educating key audiences on wildfire prevention (and preparedness) related actions appropriate to their user group.
- Developing or updating wildfire prevention communication plans.
- Identifying key messaging for appropriate audiences.

Team Utilization

Deployments of FPETs has increased significantly over the years with current team activations from 12 to 20 team assignments per year. Although most deployments used to occur during mid-summer, teams are now activated throughout the year. Host units are now utilizing teams to enhance their wildfire prevention program strategies during months where fire suppression is less active. Historically, USDA Forest Service has used FPETs more than other agencies, yet other agencies are deploying teams with increased frequency. Bureau of Land Management (BLM), Bureau of Indian Affairs (BIA), Federal Emergency Management Agency (FEMA), U.S. Fish and Wildlife Service (FWS), and states are finding use of FPETs very effective.

A core staff of four to five individuals is normal in FPET deployments. The number and positions vary depending on the level of complexity and scope of the assignment.

Geographic Area and Local FPETs vs National FPETs

The term FPETs is frequently used as a generic term for teams that have the mission described above. Frequently the term FPETs is used to identify teams that work within geographic areas and states. It is common for states to have their own FPETs and activate them when high fire danger exists. FPETs are also mobilized within geographic areas between states or have team members from throughout the area. To order an FPET, a requesting host unit should work through the Geographic Area FPET Coordinator.

The term National Fire Prevention Education Teams (NFPETs) refers to teams that are mobilized throughout the nation via the NFPET Program Plan and Schedule. There are usually two NFPETs available every two weeks throughout the year. NFPET PETLs and PIOs have specific experience and qualification requirements. A NFPET PETL has served on a national team in some capacity (PETL-t, PETM, PETM-t, PIOT/3/C, etc.) and has prior PETL experience within their geographic area or state. Additionally, PIOs on a NFPET are either a Type 1, Type 2 or Complex PIO.

Team leaders on the NFPET schedule are committed to serving on-site with their team unless specifically identified as virtual or remote in the DOA. Team members beyond the core on-site FPET, may work virtually in support of the on-site team.

A team leader must indicate on the scheduling form if they are only available virtually and this will be reflected on the published schedule. The expectation is that the NFPET schedule is inherently for PETLs and FPETs that can serve on-site for a host unit. This does not preclude virtual PETLs from serving on a national assignment. If the host unit agrees, the PETL and entire FPET may serve virtually. Some team assignments such as hosting on-line trainings and national meetings, creating virtual traplines and social media posts, writing and developing strategies, and reviewing documentation may be compatible for a virtual setting.

FPETs Working with Incident Management Teams

While not common, FPETs may be requested to work within an Incident Management Team (IMT) reporting to the Incident Commander or lead PIO, or work in coordination with the IMT, especially the IMTs PIOs. The team leader must coordinate with area IMTs to avoid duplication of work, particularly involving community meetings, messaging, etc. Establishing daily check-ins with the IMT PIO(s) has been proven to increase efficiency, establish good relationships, understand roles, and decrease duplication. The main distinction is PIOs on IMTs are sharing active wildfire information with key audiences and media. FPETs are focusing messaging on wildfire prevention; being responsible with fire, fire safety, fire restrictions, burn bans, etc. In both cases, resources are on scene when communities are paying attention and are eager to learn what they can do to help.

Considerations by the team leader working with IMTs or Area Command should include:

- Determining organizational protocol related to:
 - PETL roles and responsibilities.
 - Relationship of FPET PIOs to IMT PIOs.

- Participating in briefings and recommending specific actions related to:
 - Community relations and opportunities.
 - Media relations and opportunities.
 - Additional staffing needs.
 - IMT PIO's ability to complement FPET's wildfire prevention messaging.

Pre-Assignment Host Unit and Team Leader Coordination

The Delegation of Authority (DOA)

The DOA is used to provide the required information for the operation of the FPET. It is one of the most important documents to guide the team leader and will set the stage for all operating procedures that will govern the work with the host unit.

The sample linked on the Communication, Education, and Prevention Committee website under Guidance Documents (<https://www.nwcg.gov/committees/communication-education-and-prevention-committee>) as well as one in [Appendix A](#), will cover the basic fundamentals of the agreement with the host unit. This agreement must be completed as soon as possible, preferably before FPET deployment so the PETL can order the appropriate number of team members with the necessary skills. The host unit should be alerted that this will be required, and work should begin prior to arrival of the FPET.

The team leader has full authority and responsibility for managing the FPET operations within the framework of broad direction provided in both verbal and written briefing materials.

Logistics and Operations

The relationship and communication of an FPET with the host agency is critical to the success of any assignment. Host units can provide clear direction, scope of work, and effective support for the incoming team resulting in improved outcomes. It is the team's responsibility to understand the host's level of experience and preparedness, closing any gaps of information and logistical concerns prior to arrival. Many of the decisions are made in pre-assignment conversations between the team leader and the host. [Appendix B](#) provides items to consider.

Answering logistical support questions and communicating the general operational objectives of the assignment help the team prepare and allow for needed time for the team to bring appropriate additional staff, apparel, and equipment for a successful assignment. If the host unit Point of Contact (POC) does not have all the answers during an initial call with the PETL, be sure to create a plan on when and how critical information will be communicated later.

Supplies

Unlike IMTs, FPETs do not travel with a supply unit and will need operating supplies when on location. An agreement between the host and the FPET can be made to ensure what equipment and supplies will be available to the team prior to their arrival. In most situations the host furnishes access to printers, copy paper, local, and agency maps, sanitation and safety supplies, internet connection, power cords, and larger logistical items. In an office situation, there is usually access to office supplies. If not available at the work site, agency procurement staff may have to order and have items delivered to the team. It is recommended that FPET members have some essential items with them in the event there is a delay to their access of materials. A recommended, but not all-inclusive, list for items the host and FPET

may need to provide is in [Appendix C](#). Each assignment is different, and the team must work with the host unit to obtain what is needed for situations that arise during the assignment to maximize efficiency and safety.

Fire Prevention Education Teams (FPETs) – Mobilization

Each region of the United States has a Geographic Area FPET (GA FPET) Coordinator who should be contacted by the PETL about questions within their region regarding availability, ordering, issues related to assignments, etc. The list for these individuals can be found in the NFPET Program Plan on the FPETSC webpage (<https://www.nwcg.gov/committees/fire-prevention-education-team-subcommittee>) and the *National Interagency Mobilization Guide* (<https://www.nifc.gov/nicc/logistics/reference-documents>).

One important element of team mobilization is indicating a team’s availability status within the Interagency Resource Ordering Capability (IROC) system. It is the team leader’s responsibility to make sure they are showing as available in the system. In some geographic areas, your Geographic Area Coordination Center will roster your team, and Administratively Determined employees (ADs) may need to make their sponsoring agency aware that they are available. All these nuances emphasize the importance of communication with the GA FPET Coordinator.

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

The basic FPET consists of three to five members:

- Team Leader
- Trainee: Team Leader, PIO, PETM (local or national resource)
- Fire Prevention Team Member
- Public Information Officer (At the Complex Level, PIOC, for national assignments)

Other positions or support may be added, depending on the extent and complexity of the assignment, from a variety of functions and agencies. The host unit may perform some duties or one person on the team may cover multiple duties.

Consideration should be made to:

- Agency representative
- Additional trainees
- Wildfire prevention specialists
- Administrative support (finance, logistics, etc.)
- Graphic artist
- Videographer
- Social media specialist (PIOT)
- Wildfire prevention patrol

Resources and personnel may also be available from some of these agencies:

- State and local government

- USDA Forest Service
- Bureau of Land Management
- National Park Service
- U.S. Fish and Wildlife Service
- Bureau of Indian Affairs
- Rural/volunteer and career fire departments

The inclusion or addition of PETL and PETM trainees is encouraged. If the use of trainees is authorized by the host unit, priority for assignment is to be given to trainees selected by the host unit or host unit's GA FPET Coordinator. This is suggested to further build the capacity of the host unit or the host unit geographic area since they are funding the NFPET.

National Fire Prevention Education Team (NFPETs) Schedule Process

Mobilization Standards:

- FPETs are usually deployed for a standard 14-day assignment, plus travel days on each end. Extension requests are submitted through host unit and FPET GACs and dispatch, utilizing appropriate and official forms (<https://www.nwcg.gov/publications/902-3>).
- NFPETs that are “up” on the NFPET schedule, have a 48-hour call status for the duration of the 14-days.
- Geographic areas should commit all geographic area (regional) or local teams before placing requests to the NFPET Coordinator.
- The schedule will change on alternate Tuesdays, at 0001 Mountain Time.

Agency and emergency rules apply relative to:

- Travel
- Overtime
- Hiring
- Length of Assignment and work/rest ratios

Ordering Replacement Teams

The team leader should assist the host unit in providing advice and counsel on whether another team is needed, ordering the replacement team, or extending the current team. The team leader can facilitate, make contacts, and coordinate with the Geographic Area FPET Coordinators to allow for efficient transition. The following should be considered:

- Procedures.
- Timing.
- Budgets.
- Staffing levels if different team configuration is required.
- Other expertise that may be required.

- In-briefing and transition of the new team.
- Ongoing FPET commitments and the amount of work still to be accomplished by the FPET.

Team Transition

Teams have the potential to be replaced by another team if conditions dictate continued efforts. The existing team leader coordinates with the host unit to request a new team and is responsible for briefing the incoming team with the host unit.

The following can help the process be more efficient:

- Complete briefing of new team.
 - Protocol
 - Fire Occurrence and history
 - Budget parameters
- Determine the expectations of the new team.
 - Objectives
 - Responsibilities
 - Commitments
- Maintain the team flow.
 - Existing team structure: any members staying from previous team?
 - Roles/responsibilities
 - Budget tracking system
 - Procurement procedures

FPETs Qualifications

Current information on qualifications, Position Descriptions and certification can be found in agency-specific guidance as follows:

- *NWCG Standards for Wildland Fire Position Qualifications*, PMS 310-1 (<https://www.nwcg.gov/publications/pms310-1>)
- Position Code – PETL, Fire Prevention Education Team Leader
- Position Code – PETM, Fire Prevention Education Team Member
- Position Code – PREV, Prevention Technician
- *Forest Service Fire and Aviation Management Qualifications Guide* (FSFAQG) (<https://www.fs.usda.gov/managing-land/fire/publications>)

Fire Prevention Education Teams – Incident Position Descriptions

The Official NWCG Incident Position Descriptions for PETL and PETM are on the NWCG Position Catalog website (<https://www.nwcg.gov/positions>). More information and resources can be found on the NWCG Communications, Education, and Prevention website. The following provides more detailed information about the PETL duties.

Valuable skillsets for Prevention Education Team Leaders:

- Leadership skills and Supervisory experience
- Wildfire cause and occurrence analysis
- Public education (youth and/or adult)
- Writing
- Campaign development
- Mass media campaign development
- Public speaking
- Collaboration with cooperatives and partnerships
- Wildfire prevention planning and assessments

Position Task Books

The completion of Position Task Books (PTBs) is required for certification as a PETL, PETM, and PIO. Experience can be obtained on a wide variety of assignment types (See assignment types in the front of the PTBs). It is the team leader's responsibility to facilitate, as appropriate, accomplishments, and completion of these requirements. Near the beginning of the assignment, it is best to review the tasks a trainee can potentially accomplish as this will play an important role in assigning responsibilities. FPET PTBs can be found on the NWCG website (<https://www.nwcg.gov/publications/position-taskbooks>).

FPET: Diversity and Skills

A team is comprised of people with differing personalities, skills, abilities, and knowledge. This diversity is often essential to successfully complete the objectives identified in the DOA.

Team members should:

- Have strong interpersonal skills.
- Be able to communicate verbally and in writing.
- Be able to take direction and work with little supervision.
- Take initiative on completing steps to meet DOA objectives.
- Stay engaged and contribute to team meetings and briefings.
- Mentor trainees.

FPET Duties

FPET General Responsibilities

- FPET members will always operate safely. If using the Smokey Bear costume, follow the Job Hazard Analysis (JHA) in [Appendix D](#) as well as the JHA specifically for wearing the costume referenced there.
- Participate in, lead, and document daily safety briefings for the FPET. Suggestions for potential safety topics can be obtained from the host unit safety officer and [Appendix E](#).
- Personnel will be professional and cooperative.
- Be sensitive to local culture, diverse views, and political considerations.
- FPET personnel will operate within the scope of all laws, regulations, and policies relative to operations and finance.
- Establish a liaison role with the various fire protection agencies: local, state, and federal.

FPET Documentation Responsibilities

- Identify effective wildfire prevention strategies (education, engineering, enforcement and administrative) for the host unit to implement. Provide recommendations, opportunities, and solutions to barriers.
- Develop a Team Action Plan.
 - The Action Plan is how the team is going to implement the objectives and tasks that are within the DOA. The development of the team Action Plan 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. Consider this as a “permission to proceed” as outlined in this Action Plan.
- Identify existing wildfire prevention messages, or develop new ones, that are consistent with the specific wildfire causes in the host unit area and apply to appropriate audiences. Local messages must be consistent with national policy messages, but still be site-specific. There are several tools available to assist. NWCG hosts, such as the FPET Digital Library (<https://www.nwcg.gov/fpetdl>) and FPET FireNet SharePoint site.
- Submit Daily Reports to host unit as well as National and GA FPET Coordinators as requested.
- Document all work on host unit’s agency forms as requested, for inclusion in final report.
- Leave documentation with host agency, NFPET Coordinator, and others as prescribed by the host agency.
- Develop a Final Report detailing accomplishments of each of the DOA objectives, financial accounts, recommendations, and other elements that can be found in [Appendix F](#).
- Conduct organized final closeout meeting and information sharing as based on documentation.

Additional FPET Duties

- Develop a comprehensive wildfire prevention short-term strategy on a local, district, regional, state, or multi-state level to reduce human-caused wildfires. The program includes components of education, engineering, enforcement, and administration. 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 wildfire prevention program.
- Identify community activities and events that provide opportunities to reach communities and specific user groups with wildfire prevention activities and messages.
- Establish agency and community communications and collaboration with the agency Public Affairs Officer, agency wildfire prevention personnel, IMT (if staged or assigned), local fire departments, key community leaders, and elected officials to develop and implement a wildfire prevention strategy and communication plan.
- Collaborate with partners to identify wildfire cause trends, recognize the threat of the problem to the geographic area, and implement specific wildfire prevention strategies.

Fire Prevention Education Team Leader (PETL) Duties

Managing FPETs

Managing the FPET will be the primary requirement of every team leader. Diplomacy, supervision, organization, and planning skills will be required to be successful. FPET supervision requires rapid assessment of issues and solutions and efficient plan development for a short duration. Team leaders will work with team members with varying backgrounds, standards, and experiences.

The PETL Reports to the host unit agency administrator who provides broad agency policies and performance expectations through a formal DOA. The PETL develops comprehensive, well-defined policies, objectives, and strategies, incorporating program components with tactical operations.

The PETL maintains positive interpersonal relationships and employs good listening skills with co-workers, agency personnel, community partners including elected officials, fire departments, key community leaders, and the agency administrator.

Supervising FPETs

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 performance problems within the team during the assignment should consult with the Geographic Area FPET Coordinators of both the sending and host unit, the agency liaison, and if necessary, the host unit's human resources staff, for guidance.

Conflict should be handled immediately and at the lowest level possible. It is recommended that if there are difficult meetings, interactions, or evaluations needed, that a by-stander, or witness be present. This can be as informal as someone else in the room or vehicle to overhear the interaction, or as formal as having the Human Resources Officer (HRO) of the host unit, or the employee's supervisor, be present. The host unit and the GA FPET Coordinator can provide advice on how to handle these situations. The HRO will provide advice regarding the employee's right to representation and employee relations issues.

Team Leader Responsibilities

Team operations require establishing clear work assignment for FPET members. The efficiency of accomplishing tasks and meeting objectives can be enhanced if proper delegation and work responsibilities are assigned. [Appendix G](#) has an abbreviated list of general work assignments, but the following section is more inclusive.

The following is a list of general tasks for a PETL to establish assignments for:

Coordination and Communication Process

- Serve as POC for host unit.
- Coordinate with sending and receiving FPET Geographic Area Coordinator at deployment, demobilization, and at least twice during assignment.
- Obtain briefing from host unit.
- Identify the zone-of-influence the host unit is requesting.
- Ensure team size and skills are adequate to meet host unit's expectations.
- Encourage local support and use of trainees.
- Obtain action plan/local and national operational procedures, if available.
- Facilitate demobilizations, extensions, or transition to another FPET.

Management Functions

- Establish chain of command and organizational protocols.
- Lead development of the Action Plan. Ensure approval from host unit.
- Assign roles of team members the first few days of the assignment. Utilizing ICS terminology that host agency and team members relate to can aid in clarity:
 - Planning – PETM developing a wildfire prevention strategy.
 - Documentation – PETM who sets up digital files, sets filing procedures, etc.
 - Finance – PETM who tracks budgets, Incident Time Reports (OF-288), purchases, etc.
 - PIO – Media relations, writing, proof reading, graphic design collaboration, material development, liaison with host unit Public Affairs Officer (PAO), etc.
 - Safety – PETL establishes safety protocols, daily safety message schedule, reports accidents, etc.
 - Supervise the FPET members.
 - Establishing operational periods and time reporting requirements.
 - Write daily report procedures.
 - Establish daily briefing procedures. Typically, the PETL leads meetings and briefings in consultation with the agency administrator(s). The PETL may conduct briefings or present at agency meetings and community meetings.

- Establish information exchange procedures: coordination with the National Fire Desk located in the Washington Office (WO), regional wildfire prevention manager, and area IMTs.

Finance and Budget Tracking Protocols

- Utilize Excel Spreadsheets with customized calculations to track all costs for FPETS from 6-20 participants, found in the financial folder in FPET FireNet.
- Reasons for financial tracking and using a standard for tracking are:
 - To stay within limited FPET budgets.
 - To provide up-to-date numbers for requesting additional severity dollars.
 - To obtain reimbursements for expenses.
 - For consistency between FPETs.
 - To transfer data from team to team during subsequent deployments.
 - For statistical information contribution to national financial FPET datasets.
 - To aid financial planning by other potential host agencies.

Procurement and Purchasing Protocols

- The following are considerations:
 - Utilize host unit Purchasing Agent.
 - Supplement purchasing workload with an FPET member who is a purchase card holder with the ability to charge to the provided agency accounting code.
 - Use Government Publishing Office (GPO) for all printing jobs if federal funds are supporting the FPET. GPO Express program can expedite this process.
 - Current Purchase Card Holders should enroll in GPO Express program prior to deployment.
 - Ensure agency guidelines for copying versus printing are followed.
 - Emergency procurement rules do not apply on an FPET assignment.
 - Project review/approval process.
 - Program monitoring and adjusting.
 - Accomplishment benchmarks.
 - Grievance procedures.

Quality Control Standards

- Briefings/presentations
- Report/writing standards
- Filing structure/protocol
 - See [Appendix H](#) for official FireNet documentation filing requirements. Personal files such as evaluations, timesheets, etc. are not to be stored in FireNet or other un-secured, public-facing systems.

- FPETs may use host unit-approved cloud-based filing systems (such as the Forest Service's Pinyon, or host agency choice) while working on the assignment.
- Do not leave documentation only on a hard drive.
- Image control
- Material and product development approval process

Performance Standards and Expectations

- Review evaluation criteria at beginning of assignment.
- Conduct performance evaluations of all team members, using official forms.
- Include any major performance elements in the written description on the evaluation form.
- Ensure that the host unit provides an evaluation of the full team and the PETL.
- Review PTB for any trainees at the start of the assignment, identifying elements to be worked on by trainee. Review PTB and sign off on successful completion of tasks at the end of the assignment.

FPET Public Information Officer (PIO) Responsibilities

The Importance of Wildfire Prevention Communication

Communication is the job of the entire team, but a key role of the PIO. The PIO needs to work in cooperation with the host unit PAO, Communications Program Manager, Media Officer, or others that are responsible for internal and external communication to ensure consistent messaging and reduce duplication. The purpose of wildfire prevention communication is to increase awareness and personal responsibility and change attitudes and behaviors. Success will be achieved by conveying the right message to the right audiences at the right time with the right mediums.

Wildfire Prevention Communication Plan

- Develop a strategic communication plan that delivers persuasive wildfire prevention messages that address appropriate behavioral changes to reduce wildfires. Audiences include community groups and leaders, homeowner associations, elected officials, fire departments, outdoor recreationists, agency partners, and people who work and/or live in the wildland urban interface.
- A plan provides accountability by setting schedules and timeframes and naming responsible individuals.
 - A plan analyzes the wildfire cause history, describes what needs to be done, how it will be done, the people to reach, and what to tell them.
- Utilize wildfire prevention strategies (education, engineering, enforcement, and administration) based on evaluation of communication, behavior, and information needs of different segments of the population.
 - Sometimes a plan will already be in place and the FPET PIO will need to provide information assistance and support to the host unit wildfire prevention specialist, graphic artist/webmaster, local public affairs/information officers, and/or Tribal councils.

Products and Materials

- Determine product review and approval procedures for traditional and social media messaging, funding mechanisms, use of Smokey Bear’s image, etc. This may involve approvals with not only the PETL, but also the host unit, the unit/state/region PAOs, national-level federal communications, and wildfire prevention personnel.
- Identify opportunities with meteorologists, and other specialists who can share fire causes, fire weather, and wildland fuel conditions in creative ways to get the wildfire prevention message before the public.
- Procure or produce a variety of wildfire prevention products including social media assets, videos, news releases, outdoor signage, radio, and television Public Service Announcements, posters, flyers, and door hangars. These should target fire causes including debris burning, arson, campfires, mechanical equipment failure, and target shooting, etc.
- Work with billboard business owners and the National Ad Council for public service placement of Smokey Bear billboards.
- Work with the state highway department to display wildfire prevention messages on electronic message signs and reader boards.
- Be familiar with and follow GPO protocols.

Wildfire Prevention Campaigns

A PIO may be asked to produce a wildfire prevention campaign if existing ones aren’t applicable. A campaign is the message, slogan, and materials that will be used to communicate with the target audiences. It is different than a communication plan. The PIO may take the lead in developing the wildfire prevention campaign and in guiding the production and distribution of materials, however, this must be coordinated with the local host unit PAO and other personnel. This process involves significant time and resources and usually is difficult to accomplish within an assignment.

Fire Prevention Patrol

Having field patrols working with the team, and interfacing with residents, who are familiar with the area can be very beneficial in getting the word out about fire restrictions, burn bans, and fire safety. Patrol and field trapline functions must abide by all personal safety requirements and work within the limits of their incident qualifications.

- All patrols must have a means of communication with the FPET.
 - If a team gets out-of-area personnel to patrol, they may not have the knowledge of making contacts, personal safety, and radio use.
 - Establish a check-in time (by calling, text, mobile app, radio, etc.) at the beginning and ending of shifts.
 - Have a key contact list of the host unit and the FPET.
 - Have a back-up for communication if the primary method fails.
- All patrols must have clear assignments.
- Patrol units and traplines must be pre-mapped prior to going out in the field.

- Patrols should travel in pairs for safety.
- The patrols must keep a log.
 - Track and capture GPS points for sign postings and trapline stops.
 - Record the number of one-on-one interactions with people.
 - Document estimates of numbers for large crowd events.
 - Ask the host unit what app the team can access to track geospatial data.
 - Leave trapline point database for the host unit to facilitate post-assignment patrols.
- Determine attire protocols: uniform versus no-uniform.
 - The host unit should share local considerations and politics regarding whether it is beneficial or not to wear an agency uniform, Nomex, and fire t-shirt, FPET, or agency polo shirt.

Appendix A – Sample Delegation of Authority

[Referenced in the Pre-Assignment host unit and team leader Coordination section on page 5.]

[This sample DOA is used as the agreement between the host unit and the FPET. The sections are essential elements to provide clear understanding and direction of the assignment. Both the host unit and the FPET reach agreement on the content of the document and sign. The DOA is the primary guidance for the FPET assignment by stating the host unit intent, expectations for the FPET, logistical considerations, and administrative guidance.]

DELEGATION OF AUTHORITY

FOR FIRE PREVENTION EDUCATION TEAM USE

[The host unit assigns the authority to the team leader of the FPET.]

[Name of Team Leader], (team leader), is hereby delegated authority to serve as a Fire Prevention Education Team (FPET) Leader for the *[Name of Agency here – ex: USDA Forest Service, Washington Office]*, starting on *[dates]*. Extension of the assignment can be granted based on the needs of the *[Washington Office and the regions]*.

[The host unit clearly states what is wanted from the FPET and may include statements why a team is activated and the current situation of the host unit.]

Leader's Intent:

This NFPET will assist the Landscapes and Partnership Assistant Director area, specifically the Wildfire Prevention and Mitigation Branch Chief, Washington Office, in working collaboratively with Regional FPET Coordinators and the Communication, Education, and Prevention Committee (CEPC) to support the FPET Subcommittee with programmatic efficiencies including but not limited to, standard operating procedures, qualifications, and training, administrative duties, and strategic planning.

[Specific statements of expectations and objectives define tasks that help the FPET focus on the most important outcomes the host unit believes will accomplish the leader's intent. These tasks are expected to be completed within the timeframe of the assignment.]

[It is recommended to include a statement of available budget and spending limits for the assignment. The available budget helps the FPET prioritize actions, products, and outcomes.]

Expectations and Objectives

The following tasks are a general guidance for accomplishment. Priorities will be determined during initial meetings. Additional tasks are likely to be requested and prioritized.

1. Work with CEPC's FPET Sub-team to develop and implement programmatic efficiencies. *[Add specifics with regards to the assignment]*.
2. Keep a unit log of contacts made, phone calls, conference calls, etc.
3. Track time, personnel, and expenses for the NFPET using a budget tracking sheet and an Incident Time Report, OF-288. The budget for this assignment is *[\$50,000]* with an additional *[\$5,000]* for product purchasing.
4. Communicate guidance via email blast to PETL and Regional FPET Coordinators as identified in the NFPET recommendations.
5. Work with liaisons on NWCG CEPC committee to present proposals made by NFPET to the full CEPC and the FPET working taskforce for endorsement and approval by these two groups.

Provide support to other tasks as requested.

[The next two sections outline important administrative requirements for the FPET.]

Closeout and Follow-up

1. Provide performance evaluations for your team members assigned to the team and complete task book elements as needed.
6. Provide the national liaison, and other identified personnel, with a closeout report, additional requested reports, and copies of any records or documentation required. Files are to be all in electronic format.
7. Conduct a closeout briefing with the liaison prior to demobilization.

General Team Management *[Boiler-plate messaging update as needed]*

1. All operations are to be conducted in a manner that prioritizes the safety of yourself and your team. All members of your team must observe a "Zero Tolerance" for any careless or unsafe action. As team leader, please take appropriate actions to ensure that everyone involved in this assignment knows and follows established safety procedures with special emphasis on COVID-19 guidelines and protections.
8. You are to ensure the team adheres to all federal, state, and local laws, regulation, and ordinances. These include, but are not limited to, on-line communication, appropriate use of software on devices, and administrative policies. Although as a team you will be working in a virtual setting, obedience of laws for safety and policy compliance include: state motor vehicle operations regulations, cultural, and archaeological protection laws, health and welfare regulations, and environmental protection, and hazardous materials laws.
9. You will provide for a harassment-free work environment that treats all team members and contacts with respect.
10. Your team is authorized to request necessary micro-purchases to support the team's work. All purchases must be in accordance with applicable purchasing laws and agency regulations. All purchases must be within the established team budget and are subject to pre-approval by the assigned national liaison for the team. Purchases beyond the micro-purchase threshold must be made through the designated procurement officer.
11. Team members must be sensitive to local political and social issues related to public land management and use. It is imperative that relations with the public be maintained or improved by the team and that all actions of the team have positive public relations as an underlying theme. Your team must be sensitive to and respectful of any Tribal customs, issues, or concerns.
12. You are authorized to incur expenses for salary for your team to be charged to *[Job Code]*. Supplies, products, and prevention materials should be proposed through your Forest Service team liaison and processed through a Procurement Request (AD-700), for procurement using *[Job Code]*.
13. The established liaison for your assignment is *[insert Name – e.g.: Clint Cross, Landscapes, and Partnership Assistant Director, Fire and Aviation Management, Washington DC]*. All reports, team products, and unused supplies are to be left with the assigned supervisor, or his delegate.
14. You are approved to add team members in consultation with *[name of liaison]*, to assist with assigned tasks and grant them authorities or assign them tasks described within this document.

[Logistics for the FPET vary from simple to complex. This section may address specific issues of concern, geographical scope of the assignment, work schedule parameters, transportation, and lodging.]

Logistics *[May change with each assignment]*

You and your team members will be working remotely from home or other facilities in compliance with COVID-19 guidance restrictions. *[name of host agency liaison]* will serve as your host agency liaison. As team leader, you are to maintain communication with the host agency liaisons and team members, comply with administrative reporting including time, budget, and purchasing. Schedule of work is flexible and is dependent on supporting the needs of the national office and local geographic areas. In a virtual setting, with team members and the host agency representing all four time zones in the Continental United States, (six time zones with Hawaii) establishing work hours is challenging and requires much flexibility. As team leader, you may establish exact schedules for your team, however team members should be available during “core hours” of the host agency which will be Monday through Friday 1000 to 1600 *[insert local time zone]*. The need to work beyond 12 hours per day should be requested through your agency liaison. You are required to ensure work/rest guidelines are followed and provide guidance on needed time off as required.

[Most DOAs for FPETs focus on administrative contacts to include leadership, finance, procurement, public affairs, logistics, and other agency contacts. These contacts are deemed important by the host unit and provide direct assistance for the FPET to get information and handle administrative tasks.]

Liaisons and Administrative Contacts *[update as needed]*

- Geographical Area FPET Coordinators:
 - *[Add]*
- CEPC Team Lead:
 - *[Add]*

[The signing and filing of the DOA are important to both the host unit and the FPET. The agreement should be discussed and completed as soon as possible on day one (1) of the assignment. In some cases, the DOA is finalized prior to arrival and signed at the in-brief, which is an ideal situation.]

Signature Authorities

_____	_____	_____
(Team Lead)	(Official)	Date
Prevention Education Team Leader	Title, Office	

Appendix B – Pre-Assignment Host Unit and Team Leader Coordination

[Referenced in the Pre-Assignment host unit and team leader Coordination section on page 5]

The relationship and communication of an FPET with the host agency is critical to the success of any assignment. It is the PETL's responsibility to understand the host's level of preparedness and work to close any gaps prior to arrival. Many of the decisions are made in pre-assignment conversations between the team leader and the host.

Important Coordination Considerations

An Informed Host:

- Understands how an FPET can assist the agency effort.
- Thinks through the goals of the assignment – clearly defines the mission and scope of work.
- Considers the logistics for the team and prepares for arrival.
- Assigns an available primary contact for the team leader to work with prior to and throughout the assignment.
- Allows the team to be creative yet provides guidance.
- Identifies approval, decision, and dissemination process of materials, program events, emails, briefing papers, and all forms of communications.

Being a Good Guest is Essential

- Understand you are the guest – to help the host achieve certain objectives.
- Determine the level of host understanding of FPETs – fill in gaps.
- Listen intently and work to accomplish the objectives of the host.
- Always show sincere respect for the host, partners, and community.
- Help the host refine the objectives – design actions to provide results.
- Leave the host agency better off than when you arrived.
- Be an ambassador for FPETs – your actions have long-term effects.
- Handle personnel issues within the team – keep host as well as sending and host regions Geographic Area FPET Coordinators informed of actions.
- Be efficient, professional, and respectful of agency time and resources.

Important Questions Regarding Logistics and Operations

The host unit POC may not have answers to every question on this list during the call. Make sure to create a plan on how follow-up on any critical information will be communicated and by when. This is not an all-inclusive list, nor will every question be appropriate for each assignment.

Objectives

- Reason for a request? Agreed upon objectives, expectations, and timeline for DOA creation.
 - Determine the type of assignment: planning-based, boots-on-the-ground, product creation,

community engagement, media, products, wildfire prevention planning, problem-solving, training, etc.

- What geographic area will the team be expected to cover?
- What are the dates for the assignment?
- Has there been a team before?
 - What were the positive things that occurred with that team? How was that team's work integrated into the host unit routine? What would you have a new team do differently?
 - Is the current team expected to use the DOA of the previous team?
 - If a team transition occurs, is one final report sufficient, or is an additional, separate one expected?
- Are outreach supplies already on hand or ordered? Do we need to create/order? (If assignment appropriate.)

Staffing and Leadership

- Who will the team be working for? (Make sure to get direct numbers for the host unit POCs and dispatch.)
- Who will be in the chain of command to approve any materials created, talking points, press releases, etc.? Will that full chain be available for the duration of the team assignment?
- Will the FPET have access to local wildfire prevention staff? Any FPET trainees? Will those employees be assigned to the team, available part time, or as needed?
- Will the FPET have access to other staff, as appropriate to meet objectives?
 - Ex. Purchasing, administration, community liaisons, severity staffing, Public Affairs/Information Officer.
- Will this team need more than the base three to five employees? Special skills?
 - This will impact budget.
- Is there any expectation that FPET could get pulled to assist with response? (discouraged)
- Are there currently any IMTs and IMT PIOs in place?

Logistics

- Do you have a budget for the team to work within? Is that for time, M&IE, and supplies?
 - What authority will the team have for expenditures?
 - What is the funding mechanism?
- Who is the contact for the team for purchasing or procurement?
- What are the office and field locations, and available equipment? Team requires Wi-Fi everyone can access, a printer/scanner, etc.
 - Make sure the equipment team members need to bring, or will need to acquire, is listed on the resource order (i.e., laptop, external monitor, rental car allowed, camera, cell phone, radio).

- Does the parking area or building require a password or key?
- Is there a need for 4-wheel drive or large capacity vehicles?
- Is cell coverage adequate in most places? Are there radios that can be ordered for the team to communicate with dispatch in areas that do not have coverage?
- Who will be the home unit contacts for full assignment? Make sure host unit knows we will need a POC for full assignment – someone with decision making authority.
- Can the team get a contact list for cooperators and public groups appropriate to objectives?
 - Are there any groups that the team needs to be made aware of that the host unit may have a less-than-ideal working relationship with?
- Will the team activation and mission be communicated to agency employees, cooperators, or local government?
 - PETL can offer a draft memo for host unit consideration.
- Are there any existing Wildfire Prevention Committees, Cooperatives, or Fire Adapted Community networks in the area? If so, who are they, and how may the team contact them?
- What attire is suggested for media interviews and public outreach events??
 - Nomex, home agency uniform, FPET shirts.
- What is the current relationship with law enforcement? What sort of fire enforcement takes place?
- Are there any existing trapline locations or ongoing coordinated wildfire prevention outreach?
- Are there currently any public health procedures that will impact team operations?
- Suggested lodging arrangements? Is there a shortage of rooms now or expected in the near future?
- What is the recommended destination airport? Ground transportation – possible shortage in rental cars? Trucks available for material orders or carrying large information boards?

Other background references that will be useful to the team upon arrival are:

- Fire History and occurrence data of the area, at least past 10 years.
- Local maps.
- Existing wildfire prevention and mitigation plans.
- Existing fire management plans.
- Phone directories.
- Major community events, festivals.
- Wildfire coalition meetings.

PETL Review for Team Assignment

- Communicate findings with all team members – update frequently.
- What skills will you need to accomplish the objectives that are not already present on the team?
- Will your current kit be appropriate to accomplish the objectives? Anything specific you would like the other team members to bring?

Appendix C – Operations Checklist – On-Site Materials

[Referenced in the Pre-Assignment host unit and team leader Coordination section on page 6]

Unlike IMTs, FPETs do not travel with a supply unit and will need operating supplies when on location. An agreement between the host and the FPET can be made to ensure what equipment and supplies will be available to the team prior to their arrival. In most situations the host furnishes access to printers, copy paper, local, and agency maps, internet connection, power cords, and larger logistical items. In an office situation, there is usually access to office supplies. If not available at the work site, agency procurement staff may have to order and have items delivered to the team. It is recommended that FPET members have some essential items with them in the event there is a delay to their access of materials. This is a recommended list and not all-inclusive. Be sure to check with your host unit agency on the policy for bringing items like laptops, cell phone, camera, etc. that are not agency-provided.

Items That Team Members Will Find Useful to Bring:

- Computer, extra monitor, cell phone, and possibly a camera. These items need to be listed on the Resource Order (ICS 260).
- Pens, sharpies, and permanent markers with variety of colors.
- Jump drives/memory sticks.
- Spiral bound steno book, notepad, and stickie notes.
- A few manilla folders.

Items That Will Be Needed On-site and Generally Available Through the Host Unit:

- File folders and file storage container.
- Easels and paper pads.
- Drop cords and power strips with surge protectors.
- First aid kits for office and vehicles.
- General office supplies such as post it notes, paper clips, stapler, and staples, scissors.

Appendix D – Job Hazard Analysis

[Referenced in FPET Duties section on page 10]

Fire Prevention Education Team Safety

There is a JHA for wearing the Smokey Bear and Woodsy Owl costumes. It is essential to review prior to using the Smokey Bear costume on your team assignment. You will find it at <https://smokeybear.com/>.

A JHA has been prepared for participation on an FPET, which includes the range of activities from office work to driving. The JHA should be reviewed and revised as needed to address the scope of the current assignment.

			FS-6700-7 (11/99)
U.S. Department of Agriculture AGENCY NAME	1. WORK PROJECT/ACTIVITY	2. LOCATION	3. UNIT
	Office Work/General Driving	FPET Location	Supervisor's Office
JOB HAZARD ANALYSIS (JHA) References-FSH 6709.11 and -12 (Instructions on Reverse)	4. NAME OF ANALYST	5. JOB TITLE	6. DATE PREPARED
	PETL NAME	PETL	06/13/2013
7. TASKS/PROCEDURES	8. HAZARDS	9. ABATEMENT ACTIONS Engineering Controls * Substitution * Administrative Controls * PPE	
*Ergonomics	Hands, Wrists	Maintain proper work station setup and alignment with adequate illumination. Use adjustable chair and wrist/foot rests if necessary. Take frequent breaks from the computer. Practice stretching exercises and relaxing techniques.	
*Walking Surfaces	Slips, Twists, Falls	Keep individual work areas and storage clean, orderly, and free of tripping hazards. Use hand rails when going up or down stairways. Do not store boxes or equipment in the hallway areas.	
*Lifting	Back Injury	Ask for help if load is heavy. Do not try to lift or otherwise move material beyond ability; reduce weight of object by packing smaller parcels. Ask for the professional movers when necessary.	
*Material Storage	Falling Objects and Fire Hazards	Use suitable step, stool or ladder to avoid lifting above shoulder height. Do not store papers, books, or other items on heat registers.	
*Office Equipment	Electrical Shock	Avoid using extension cords in place of permanent wiring. Locate cords away from heat sources and protect from abrasion,	

		crushing or kinking. Disconnect cords only by pulling on the plug. Pull plug before working on any electrical machine. Do not touch appliances or machines while grounded or touching plumbing pipes or faucets.
*Personal Security	Violence	If you plan to work after hours, let someone know your intentions. Park your vehicle where you can take advantage of the shortest route to and from the building. Sign in and out with the security officer. Be aware of your surroundings. Unless instructed, stay on main roads to avoid unknown and potentially unsafe areas.
*Traveling on Official Business	Stress and Fatigue	Follow established work/rest guidelines. A 11.50 hour workday is the Maximum allowed for any activity of which only 10 hours may be spent driving. When driving, stop for a break at least every 2 hours. Be aware of animals on and in the vicinity of the road. Elk, deer, and oryx may be encountered.
*Driving	Type of Vehicle, Training	Select appropriate vehicle for work needs and location. Familiarize yourself with the vehicle and know where the controls are. Make the "circle of safety" check of vehicle condition. Review maps and plan route prior to beginning your trip. Take a 4 hour Defensive Driving refresher at least every 3 years. Report any accident (gov, leased or pov), regardless of dollar amount.
*Driving	Use of cell phones radios, eating or driving distracted	Do not compromise yours or your passengers safety, even for a second – pull over and stop or have someone else drive.
*Driving	Weather Conditions	Changes in climatic conditions require adjusting to different weather situations. Do not drive in adverse weather conditions if the trip can be delayed. Avoid being rushed; you will need more time to prepare the vehicle and get to your destination. Remove all frost and snow prior to starting your trip. Make sure vents are clear of snow to provide adequate airflow for defrosting. Due to dust on windshield, maintain washer fluid level and clean windshield frequently. Looking into the sun with a dusty windshield can produce extreme glare. Remove the dust with fluid and be conscious of buildup.
*Field Work Driving	Off Highway Driving	Check with local unit or District as necessary prior to driving on mountain roads regarding logging traffic, and other items such as

		construction, washouts, blowdowns and closures. Proceed slowly around corners and drive on the right side. Be able to stop within 1/2 of viewing distance.
*Driving Qualifications	Skills	Drivers must have a valid state driver's license which meets the requirements for the equipment operated on Forest Service business. Supervisors shall review employees on a 4 year basis who drive light vehicles. Review shall be done on form R1-FS-7130-1. Any employees who are CDL certified shall have a review annually. Full time operators, operators of specialized equipment (examples-forklifts, trailer towing, ATVs, snowmobiles) and operators of vehicles over 10,000 GVWR shall have a government identification card with appropriate endorsements for equipment being operated.
*Travel, Check-Out, Check-In	Personal Safety	When in travel status, leave an itinerary at the front desk or with your supervisor. Include destination, departure and return times and as appropriate a contact where your family or supervisor can reach you in case of an emergency. There are certain situations when no one is expecting the employee to arrive on a specific schedule. When appropriate the employee should call back into the office to let folks know that the trip was completed as planned.
Personal fitness and assignment awareness	Personal safety	Be aware of the hot and dry conditions. Drink lots of water and be concious of personal health. Keep cool and hydrated. Be aware of tiredness as assignment lengthens. Stop more frequently to rest if needed. Maintain awareness of fire situation and know escape routes. Be familiar with routes and villages.
10. LINE OFFICER SIGNATURE	11. TITLE	12. DATE
Previous edition is obsolete	(over)	

JHA Instructions (References-FSH 6709.11 and.12)

The JHA shall identify the location of the work project or activity, the name of employee(s) involved in the process, the date(s) of acknowledgment, and the name of the appropriate line officer approving the JHA. The line officer acknowledges that employees have read and understand the contents, have received the required training, and are qualified to perform the work project or activity.

Blocks 1, 2, 3, 4, 5, and 6: Self-explanatory.

Block 7: Identify all tasks and procedures associated with the work project or activity that have potential to cause injury or illness to personnel and damage to property or material. Include emergency evacuation procedures (EEP).

Block 8: Identify all known or suspect hazards associated with each respective task/procedure listed in block 7. For example:

- a. Research past accidents/incidents.
- b. Research the Health and Safety Code, FSH 6709.11 or other appropriate literature.
- c. Discuss the work project/activity with participants.
- d. Observe the work project/activity.
- e. A combination of the above.

Block 9: Identify appropriate actions to reduce or eliminate the hazards identified in block 8. Abatement measures listed below are in the order of the preferred abatement method:

- a. **Engineering Controls** (the most desirable method of abatement). For example, ergonomically designed tools, equipment, and furniture.
- b. **Substitution.** For example, switching to high flash point, non-toxic solvents.
- c. **Administrative Controls.** For example, limiting exposure by reducing the work schedule; establishing appropriate procedures and practices.
- d. **PPE** (least desirable method of abatement). For example, using hearing protection when working with or close to portable machines (chain saws, rock drills, and portable water pumps).
- e. A combination of the above.

Block 10: The JHA must be reviewed and approved by a line officer. Attach a copy of the JHA as justification for purchase orders when procuring PPE.

Blocks 11 and 12: Self-explanatory.

Emergency Evacuation Instructions (Reference FSH 6709.11)

Work supervisors and crew members are responsible for developing and discussing field emergency evacuation procedures (EEP) and alternatives in the event a person(s) becomes seriously ill or injured at the worksite.

Be prepared to provide the following information:

- a. Nature of the accident or injury (avoid using victim's name).
- b. Type of assistance needed, if any (ground, air, or water evacuation).
- c. Location of accident or injury, best access route into the worksite (road name/number), identifiable ground/air landmarks.
- d. Radio frequencies.
- e. Contact person.
- f. Local hazards to ground vehicles or aviation.
- g. Weather conditions (wind speed & direction, visibility, temperature).
- h. Topography.
- i. Number of individuals to be transported.
- j. Estimated weight of individuals for air/water evacuation.

The items listed above serve only as guidelines for the development of emergency evacuation procedures.

JHA and Emergency Evacuation Procedures Acknowledgment

We, the undersigned work leader and crew members, acknowledge participation in the development of this JHA (as applicable) and accompanying emergency evacuation procedures. We have thoroughly discussed and understand the provisions of each of these documents:

SIGNATURE DATE

SIGNATURE DATE

Appendix E – Safety Topics

[Referenced in FPET Position Duties section on page 10]

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:

- Driving – traffic
- Driving – mountain
- Driving – defensive
- Working alone
- Stress
- Fatigue
- Lifting/back
- Office security
- Weather conditions
- Food handling
- Dehydration
- Housekeeping (including sanitation of workstations)
- Smoke
- Office hazards
- Unsafe neighborhoods
- Insects, West Nile virus, ticks
- Health /pandemic protocols, masking, social distancing, personal hygiene
- Seat belts
- Use of tools
- Medical emergencies
- Mechanized equipment
- Hostile people
- Water safety
- Poisonous plants, venomous animals
- Ergonomic hazards
- Walking surfaces
- After dark activity
- Travel precautions
- Hotel safety

Appendix F – Final Report Outline

[Referenced in FPET Position Duties/Documentation Responsibilities section on page 10]

Team leaders will be required to produce a final report of accomplishments. There is no standard format, yet the following has been successfully used by teams. The report documents the background behind why the team was activated, what they were asked to do, the strategy of how they accomplished the tasks, and the final outcomes of the effort.

- Items to consider including in final report:
 - Executive Summary
 - Situational background information
 - Delegated objectives of the assignment
 - Team strategies and actions
 - Accomplishments and significant outcomes
 - Recommendations and observations
 - Commendations
 - Team member composition
 - Appendices which may include:
 - Products
 - Project summaries
 - Key contact lists
 - DOA
 - Cost summary

Appendix G – General FPET Work Assignments

[Referenced in PETL Duties section on page 12]

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 for a PETL to establish include:

- Administrative responsibilities
 - Documentation
 - Filing system
 - Office services
- Budget management
 - Obtain finance/budget codes
 - Tracking system
 - Cost accounting
 - Monitoring
 - Projections/summary
- Procurement
 - Host contact
 - Approvals
 - Supply management
 - Documentation
 - Inventories
 - Memorandum of Understanding (possibly needed)
- Daily Briefing
 - Scheduling
 - Facilitation
 - Duties
 - Documentation
- Reporting
 - Daily
 - Transition
 - Final Report (start the day of arrival)
 - Team Member reporting
- Management Briefings
 - Schedule
 - Facilitation
 - Documentation
 - Daily logs
 - Contact List
- Product Development
 - Scheduling
 - Approvals
 - Documentation
 - Inventories/distribution
 - Vendor contacts
 - Procurement systems
- Coordination
 - Internal
 - External
 - Field coordination
 - Off-site staffing
 - Geographic Area FPET Coordinators
 - NFPET Coordinator

Appendix H – FireNet Filing Structure

[Referenced in the Quality Control section on page 17]

The National Fire Prevention Education Teams FireNet Platform

FireNet is a web environment with the security of a.gov site. FireNet enables NWCG partners to meet their business needs for collaboration. FireNet facilitates intergovernmental teamwork by providing a collaborative workspace to message, schedule, share, review, develop, and store materials among federal, Tribal, state, local, and territorial stakeholders in support of national wildland fire management. To learn more about the National Multi-Agency Coordinating Group (NMAC) correspondence regarding the use of FireNet for official electronic messaging please visit the Incident Account Setup Page in the FireNet Portal.

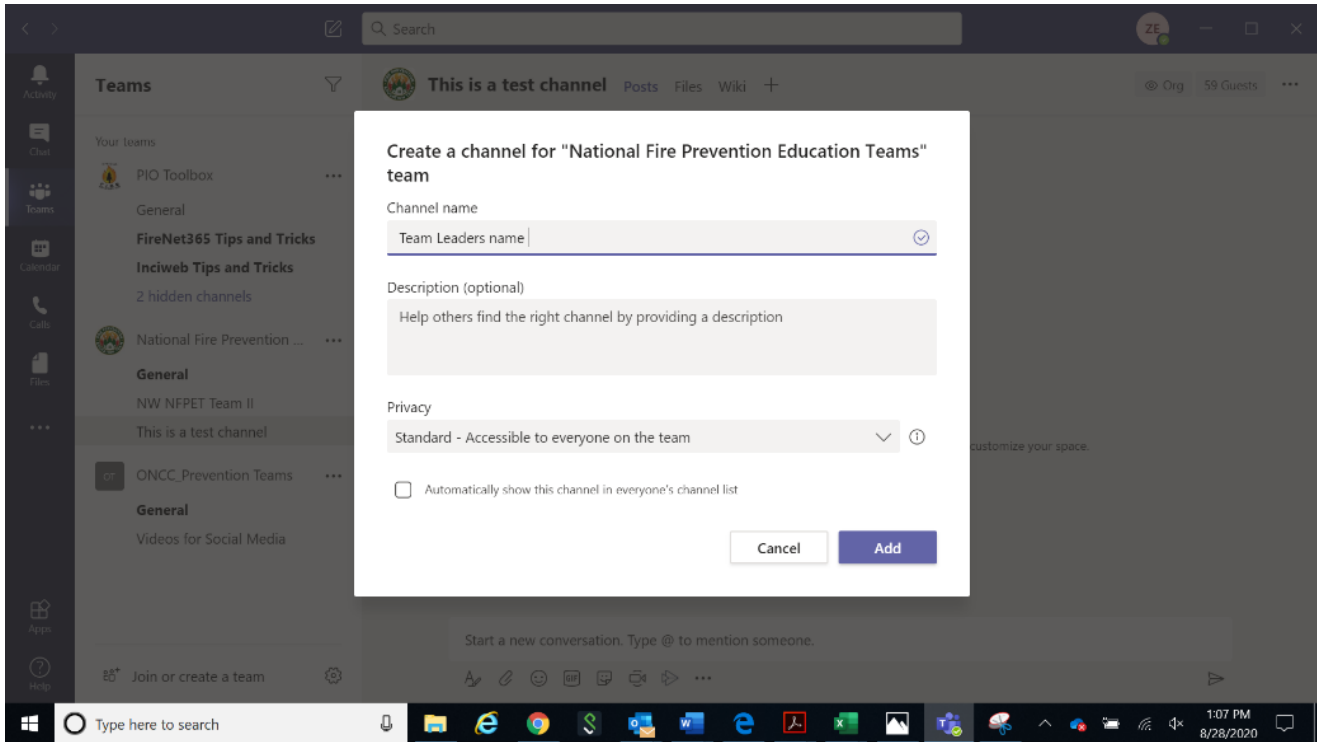
There are several training videos and support documentation found on the FireNet homepage. All active PETLs should have a 'named account' in FireNet. Prevention Education Team Members and PIO's can be added as guests, with, or without a FireNet account. Contact your PETL for more information.

Each FPET will need to establish a team channel when mobilized, add FireNet email addresses of all members for access, and set up a standard filing structure for team documentation and file sharing. From the FPET Home page, navigate to Teams and find FPET logo:

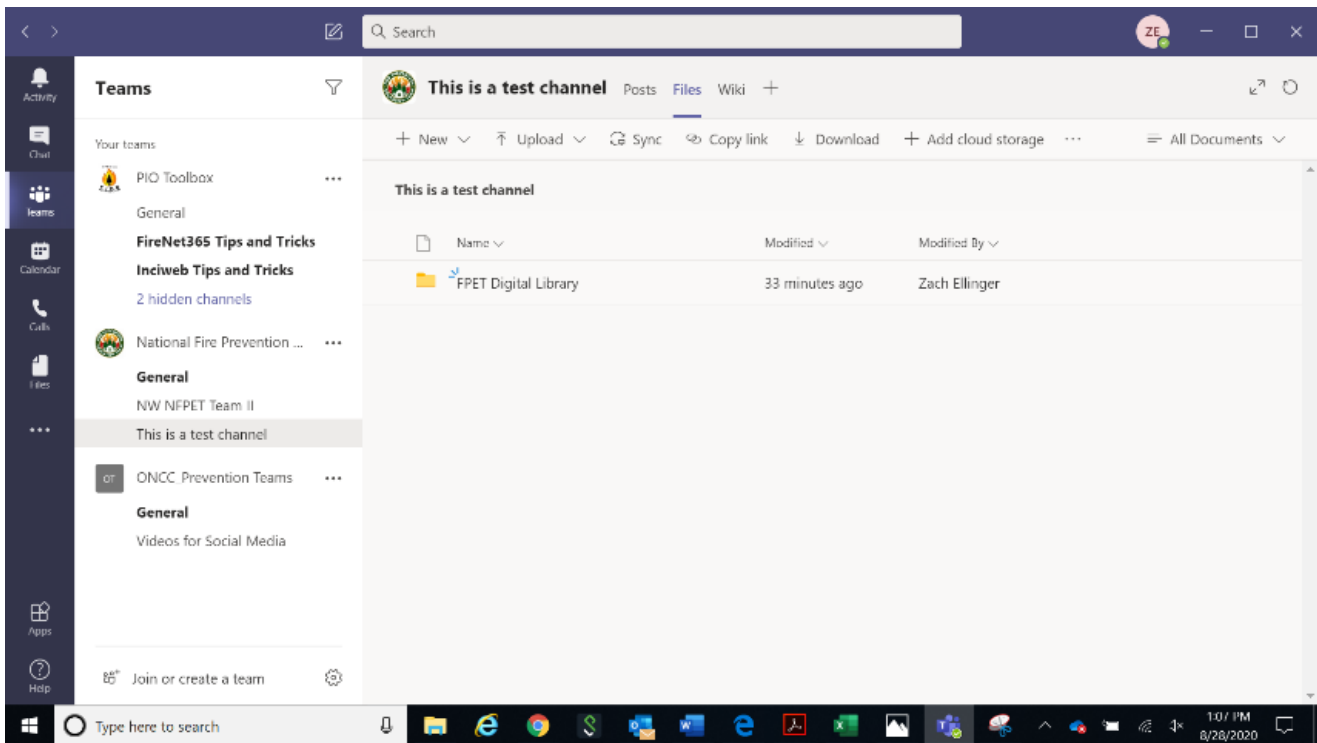


Remember, **always** use the Chrome Browser for optimal performance. In addition, creating and using a separate, unique FireNet email address will facilitate functionality, as well as protect your personal and agency email.

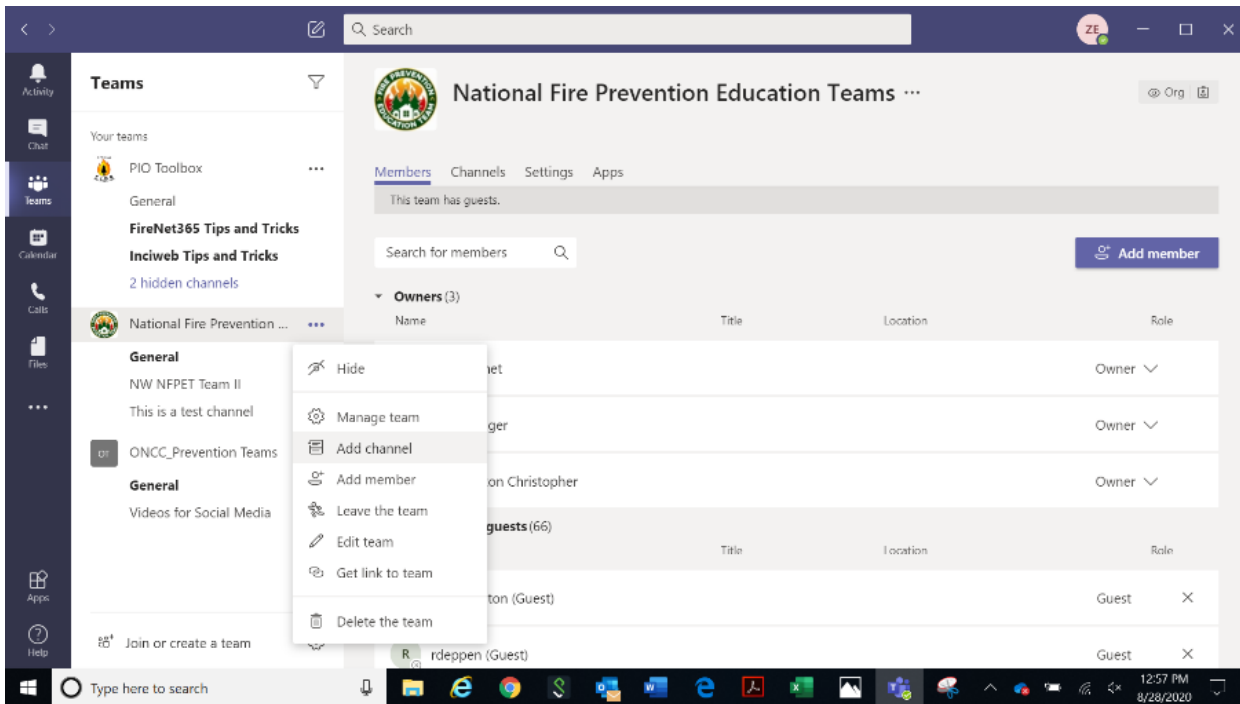
Create a Channel:



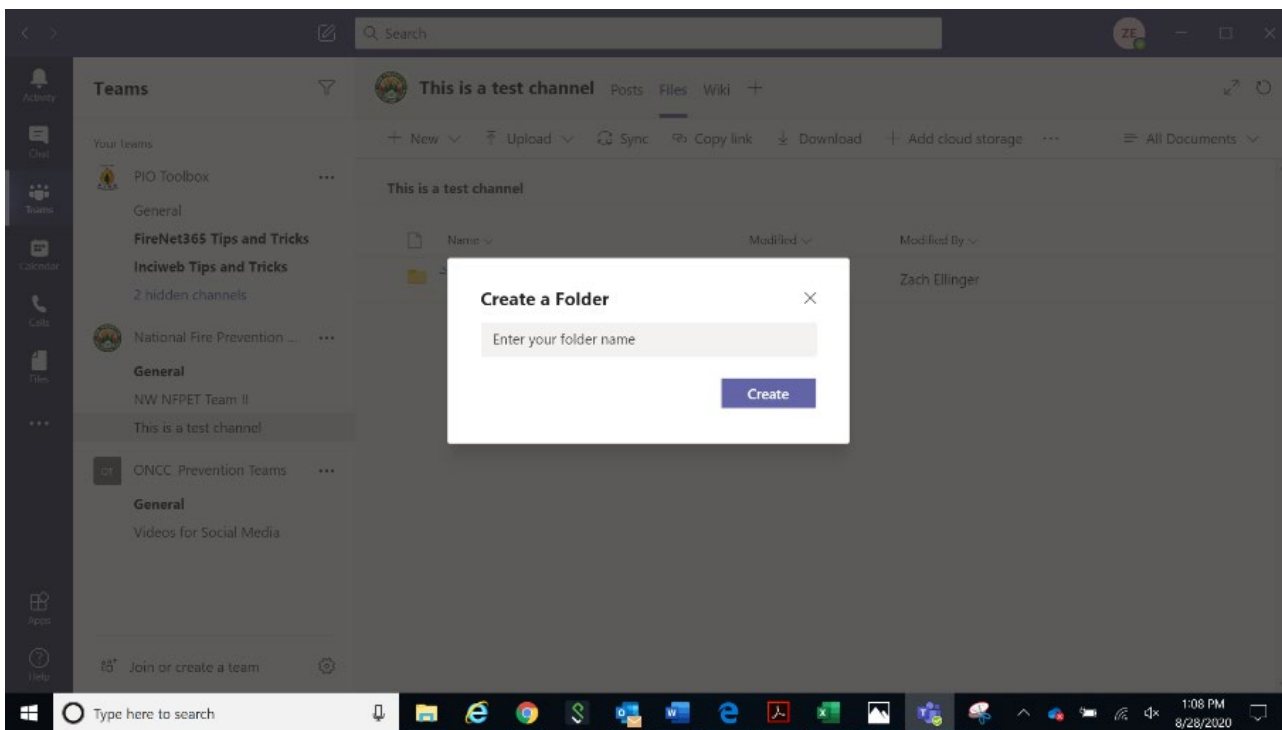
Test Channel Example:



Add Your FPET Team Members:



Create Folders and Structure:



Example of a File Structure for FPETs

There will be a folder underneath the Main Directory that will house:

- Teams Program and Schedule.
- Team Rosters.
- PETL/PETM/Trainees contact information (possibly with special skills and availability).
- All other supporting documents for FPETs (example Template for DOA's, Guides, etc.).
- Each FPET will be responsible for uploading graphics and documents into the following files for easier access when wanting to file in the Digital Library.
- 508 Compliant Graphics and documents and those not yet 508-compliant that need to be reviewed.
- Each Team will establish a Channel with the following folder structure:
 - Administrative.
 - DOA
 - Team Roster with Contact Information
 - Team Evaluation and Final Report
 - Contacts
 - Daily Reports
 - Final Report
 - Lessons Learned
 - Products
 - 508-compliant/ready products for uploading to the FPET Digital Library
 - Graphics
 - PSA's
 - Videos
 - Communication Plans
 - Prevention Plans

Do not file anything here with Personal Identifiable Information (PII) such as Incident Time Reports (OF-288), budget sheets, etc.

Update Current Year FPET Mobilization Spreadsheet

When mobilized:

- Fill in all columns except Significant Outcomes.
- Enter “1” in Deployed column.

At the completion of the assignment:

- Complete the Significant Outcomes column.
- Move the “1” from the Deployed column to the Assignment Completed column.

It's important to complete and keep this information current. The National Fire Desk accesses this information to brief Fire Leadership on activity during PL4 or higher.

Resources & Reference Material

National Interagency Mobilization Guide, NFES 2092, <https://www.nifc.gov/nicc/logistics/reference-documents>

NWCG Standards for Interagency Incident Business Management Handbook, PMS 902, <https://www.nwcg.gov/publications/902>

Interagency Standards for Fire and Fire Aviation Operations (Red Book), <https://www.nifc.gov/standards/guides/red-book>

Federal Acquisition Regulations, <https://www.acquisition.gov/browse/index/far>

Government Publishing Office, <https://www.gpo.gov/>

Administratively Determined (AD) Pay Plan: <https://www.nwcg.gov/committees/incident-business-committee/incident-business-committee-ad-positions>

National Cohesive Wildland Fire Management Strategy, <https://www.forestsandrangelands.gov/strategy/>

Wildfire Prevention Strategies Guide, PMS 455, <https://www.nwcg.gov/publications/455>

Wildfire Prevention Spatial Assessment & Planning Strategies (WPSAPS) Video: <https://www.youtube.com/watch?v=7Mls-zWk4Kg>

National Wildfire Coordinating Group, <https://www.nwcg.gov/>

National Interagency Fire Center, <https://www.nifc.gov/>

NWCG Training Courses (<https://www.nwcg.gov/publications/training-courses>):

- P-101, Fire Prevention Education 1
- P-301, Fire Prevention Education 2
- P-310, Fire Prevention Education Team Member
- P-410, Fire Prevention Education Team Leader

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Previous editions: 2007.

While they may still contain current or useful information, previous editions are obsolete. The user of this information is responsible for confirming that they have the most up-to-date version. NWCG is the sole source for the publication.

This publication is available electronically at <https://www.nwcg.gov/publications/474>.

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