Expanded Dispatch Recorder D-110

NWCG OPERATIONS AND TRAINING COMMITTEE POSITION ON COURSE PRESENTATION AND MATERIALS

The recommended hours listed in the FMCG are developed by Subject Matter Experts based on their estimation of the time required to present all material needed to adequately teach the unit and course objectives. The hours listed may vary slightly due to factors such as number of students, types, and complexity of course activities, and the addition of local materials.

NWCG does not approve of course delivery varying greatly from the recommended course hours. Instructors and students are cautioned that to be recognized as an NWCG-certified course, certain guidelines must be followed:

- Lead instructors are encouraged to enhance course materials to reflect the conditions, resources, and policies of the local unit and area if the objectives of the course and each unit are not compromised.
- Exercises can be modified to reflect local fuel types, resources, and conditions at the location where the student will likely fill incident assignments. The objectives and intent of the exercises must remain intact.
- Test questions may be added that reflect any local information that may have been added to the course. However, to ensure the accurate testing of course and unit objectives, test questions in the certified course materials should not be deleted.
- Test grades, used to determine successful completion of the course, shall be based only on the questions presented in the certified course materials.

If lead instructors feel that any course materials are inaccurate, information should be submitted by email to the NWCG Fire Training at BLM_FA_NWCG_Training@blm.gov. Materials submitted will be evaluated and, where and when appropriate, incorporated into the appropriate courses.

COURSE LENGTH FOR
NWCG COURSES

Recommended course hours and the "NWCG Position on Course Presentation and Materials" above will be adhered to by the course instructors (see below for exception for criteria-based courses).

Recommended unit times represent the allotted time to teach the unit and complete the exercises, simulations, and tests.

Recommended course hours are provided to help the students and the course coordinator plan for travel, room reservations, and facilities usage. The recommended course hours represent the time estimated to present the NWCG-provided materials including time for breaks, lunch periods, to set up for field exercises or simulations, etc.

- Actual times for both the unit(s) and the course may vary based on number of students, types, and complexity of course activities, and the addition of local instructional materials.

If the course is criteria based, e.g., L-380, and has been developed using NWCG course criteria, <u>minimum</u> course hour requirements have been established and must be adhered to by the course developer and course instructors.

Course hours for all NWCG courses can be found in the NWCG Standards for Course Delivery at <u>www.nwcg.gov/pms/training/training.htm</u>. If the hours are a <u>minimum</u> versus recommended, they will be stated as such.

Expanded Dispatch Recorder D-110

PREFACE

Expanded Dispatch Recorder, D-110 is a suggested training course in the National Wildfire Coordinating Group (NWCG), Wildland and Prescribed Fire Curriculum.

This course was developed by an interagency group of subject matter experts with direction and guidance from the National Interagency Fire Center (NIFC), Fire Training Group under authority of the NWCG. The primary participants in this development effort were:

USDA FOREST SERVICE

Hilary N. Shook – Alaska Interagency Coordination Center, Region 10

USDI BUREAU OF LAND MANAGEMENT

April K. Cook – Alaska Interagency Coordination Center

USDI BUREAU OF LAND MANAGEMENT

Amber L. Sunderland – Upper Yukon-Tanana Dispatch Center

USDA FOREST SERVICE

Amy K. Harpole – Eugene Interagency Communication Center

STATE OF ALASKA – DIVISION OF FORESTRY

Edward Bradley – Mat-Su Southwest Dispatch

NWCG TRAINING BRANCH

The NWCG appreciates the efforts of these personnel and all those who have contributed to the development of this training product.

Contents

The following appendices are on the Course Materials CD:

Appendix A – Course Ordering and Support Information

Appendix B – Electronic Presentations

Appendix C – Handouts

Appendix D – Course Evaluations

COURSE INSTRUCTIONS

This section contains information to help the course coordinator and instructors present a course that meets NWCG guidelines and student needs. All instructors must be thoroughly familiar with this section and all other course material prior to presenting the course.

I.   COURSE INTRODUCTION

    A.   History

        The Expanded Dispatch Recorder (EDRC) course was developed in response to an identified need for more trained individuals to assist in dispatch offices when support and coordination of incidents become more complex than normal and expanded dispatch organizations are required.

    B.   Overview

        Expanded Dispatch Recorder, D-110, is a 24-hour course designed to meet the training needs of an EDRC as outlined in the Wildland Fire Qualification System Guide, PMS 310-1, and the Position Task Book (PTB) developed for the specific position.

        The Wildland Fire Qualification System Guide, PMS 310-1 provides guidance and a national wildland standard for establishing minimum training, skills, knowledge, experience, and physical fitness requirements for the participating agencies of the NWCG.

        This course is designed to train potential EDRCs. It begins by providing an overview of the dispatch organization and the qualities of a successful dispatcher. The remainder of the course provides hands-on electronic resource tracking system experience introducing customary dispatch concepts.

    C.   Course Length

        The course will require 24 hours for instruction and effective hands- on exercises. More time will be required if agency or unit specific material is added.

II.   COURSE OBJECTIVES

The course objectives are stated in broad terms that define what the student will be able to accomplish after completing the course.

At the successful completion of this course students will:

A. Describe the purpose and structure of Expanded Dispatch.

B. Describe the roles and responsibilities of the Expanded Dispatch Recorder (EDRC).

C. Demonstrate how to mobilize and demobilize incident resources, using established dispatch ordering channels, through resource order forms and electronic resource tracking systems.

D. Describe how to communicate effectively and foster positive interpersonal working relationships.

NOTE: As of April 2021, the current electronic resource tracking systems is IROC (Interagency Resource Ordering Capability). This course was written to accommodate future resource tracking systems.

III.   INSTRUCTOR PREREQUISITES

For instructor prerequisites specific to this course, refer to the Standards for Course Delivery, PMS 901-1. This guide is accessible at:
https://www.nwcg.gov/publications/pms901-1

IV.   INSTRUCTOR PREPARATION

The NWCG Course Coordinator's Guide, PMS 907, contains the general information necessary for presentation of NWCG courses.

To adequately deliver this course, instructors and coaches must be thoroughly familiar with the content of this Instructor Guide and agree on any changes before the class is resented. The following ser up instructions may change when a new electronic resource tracking system is implemented.

Instructors must prepare ahead of time for the following:

- During the course, students will be referred to a list of websites. It is recommended that these be provided as links imbedded in the Student Guide so each student can easily access them during class and for future use.

- All students will need to have an iNAP account set up prior to the beginning of class. They must then coordinate with their local dispatch center to receive an IROC User ID, password and appropriate IROC roles (See Sample Acceptance Letter).

- Instructor will need to add students to their IROC Practice User Account.

- All students will need a computer or laptop with internet and printer access (when in-person) with IROC Practice preloaded.

- Prior to the course, incidents and resources will need to be created in IROC Practice for the exercises to work properly (See Appendix A). Currently, IROC is reset each Saturday.

V. COURSE MATERIALS

For Course Ordering and Support Information, see Appendix A.

A. Instructor Guide

The Instructor Guide contains all the information, electronic presentations, handouts, and references necessary for the course coordinator, instructors, and students.

Each instruction unit has a "Detailed Lesson Outline" that contains information the instructor needs to teach the unit. The technical content for each unit is written in outline format. This column also contains notes to the instructor (directions for conducting exercises, questions to ask students, etc.) which are in **BOLD.**

The "Aids & Cues" reference slide numbers and handout numbers that remind instructors to refer to specific material. These are designated in **BOLD** at their appropriate use points in the IG.

The following abbreviations are used:

EP - Electronic Presentation

HO - Handout

SW - Student Workbook page

B.   Student Workbook and Reference Guide

Student Workbooks (NFES 2980) should be downloaded prior to the beginning of the course for each student. The Student Workbook contains the same content outline that is in the Instructor Guide; however, in some places the outline is intentionally left blank. These are areas where the instructor will direct students to complete the outline.

C.   Course Agenda

An example of a course agenda is located at the end of this introduction section. Revise the agenda as appropriate. Consider removing timeframes from the agenda that is given to students. The agenda can be provided to students with course selection letter, handed out on the first day of class, or written on a flip chart or wall board.

VI.   STUDENT TARGET GROUP

This course is designed for individuals who have no previous training or experience in dispatch. The course is specifically targeted for personnel desiring to be qualified as an EDRC but can be used for others interested in learning what is involved in the dispatch organization and electronic resource tracking system.

VII.   STUDENT PREREQUISITES

Refer to the Standards for Course Delivery, PMS 901-1, for student

prerequisites.

VIII. COURSE SELECTION LETTER

See the Course Coordinator's Guide, PMS 907, for information on selection letters (accessible at:

An example of the course selection letter is located at the end of this introduction section. This letter contains important information for the students.

IX. EXAMINATIONS AND CERTIFICATION

This course contains a final exam and a final scenario. Students must attain 70% or higher on the final exam to receive a certificate of completion for this course.

X. CADRE MEETINGS

Cadre meetings are an opportunity for instructor(s) and coaches to meet, review the materials, and discuss concerns with the course coordinator or lead instructor. These meetings are most critical for instructors/coaches who do not have previous experience with this course.

Coaches are a main component of this class. Coaches should meet with the course coordinator or lead instructor prior to the beginning of class to understand their role. At the end of each day of the course, a cadre meeting should be held to discuss concerns and progress. This is also an opportunity for coaches to update student evaluations and position task books. Upon course conclusion, a final cadre meeting should be conducted to evaluate instructor performance and suggest modifications for future courses.

XI. RECOMMENDED CLASS SIZE

Recommended class size is 16. To facilitate exercises, it is recommended that each coach oversee a maximum of 4 students.

XII. SPACE AND CLASSROOM REQUIREMENTS

The characteristics of the classroom and supportive facilities have a great impact on the learning environment. The classroom should be chosen and viewed well in advance of the presentation.

Characteristics to look for in a classroom:

- Adequate area for students and materials. Tables should be set up so that students can work in a group consisting of 4 students and one coach.

- Limited outside interruptions and interferences.

- Controllable lighting, good acoustics, and good ventilation.

- Adequate internet to support your platform is necessary.

Refer to the Course Coordinators Guide, PMS 907 for more information. You can access the publication at: https://www.nwcg.gov/sites/default/files/publications/pms907.pdf

XIII. COURSE EVALUATION FORMS

Course evaluation forms are in Appendix D.

A.   Course Evaluation Form that Students Complete.

This is an opportunity for students to comment on the course and the quality of the instruction. These comments should be used to improve future training sessions. Distribute this form for each unit.

B.   Course Evaluation that Instructors Complete

This is an opportunity for the course coordinator and the instructors/coaches to comment on course design. These comments are used by NWCG Training to identify potential problems with courses and as a resource during the course revision process.

Submit comments to:

National Interagency Fire Center Fire Training – Standards Unit
3833 South Development Avenue
Boise, ID 93705-5354

Or via e-mail to: BLM_FA_NWCG_Training@blm.gov

XIV. APPENDICES

The following appendix is included in this Instructor Guide:

A.   Appendix A – Course Ordering and Support Information

This appendix contains a list of IROC Practice pre-work and web links.

The following appendices are included electronically:

B.   Appendix B – Electronic Presentation

This appendix contains the electronic presentations in PowerPoint format arranged by units.

C.   Appendix C – Handouts

This appendix contains the handouts needed for the course including course evaluation forms.

D.   Appendix D – Course Evaluations

E.   **Expanded Dispatch Recorder, D-110**
Sample Selection Letter

To: *Student's Name*

From: *Course Coordinator's Name*

Subject: Expanded Dispatch Recorder, Course D-110

Congratulations, you have been selected to attend Expanded Dispatch Recorder, Course D-110, to be held at *(location).* The course will begin promptly at *(time and date)* and end at *(time and date).*

The primary emphasis of this course focuses on duties of an Expanded Dispatch Recorder (EDRC) within the Incident Command System.

Please be prepared with the following prior to class:

*   Set up an IROC account in INAP. This link:
    https://famit.nwcg.gov/sites/default/files/QRC_Access_IROC.pdf

*   The link will provide you with step-by-step instructions. You MUST have this completed before the first day of class. Have your home unit dispatch provide you with the following role:
    o   Dispatcher

*   Expanded Dispatch Recorder Position Task Book (initiated at the home unit), located at:
    https://www.nwcg.gov/sites/default/files/products/training-products/pms-311-59.pdf

If you wish to receive a certificate of completion for the course, please do not make travel arrangements to arrive after the scheduled start time or to depart before the scheduled course completion time.

In the event you cannot attend the course, please contact the course coordinator before the beginning of the class. This allows time for notifying students who may be on the waiting list to be contacted to fill the vacancy.

If you have any questions please contact the course coordinator, *Name, at phone number, or email address*

Expanded Dispatch Recorder, D-110
Sample Agenda

Day 1

Log on troubleshooting	10 minutes
Unit 0 – Introduction, Arrival and Check-in	30 minutes
Unit 1 – Dispatch Organization	1 hour
Unit 2 – Communication and Working Relationships	2 hours

Lunch

Unit 3 – Getting Acquainted with electronic resource tracking system (IROC)	2 hours
Unit 4 – Creating a Resource Request, Pending Request, Resource Status and Edit Request	2.5 hours

Cadre Meeting (Course Review)

Day 2

Unit 4 – Creating a Resource Request, Pending Request, Resource Status and Edit Request (cont.)	2 hours
Unit 5 – Filling and Placing a Request, DPL, Mobilizing and Travel/Travel Procedures	2 hours

Lunch

Unit 5 – Filling and Placing a Request (cont.)   1 hour

Unit 6 – Request Status, Support and Subordinate Requests   1 hour

Unit 7 – IROC Supplies   2 hours

Cadre Meeting (Course Review)

Day 3

Unit 8 – Supplemental Forms and Manual Resource Ordering   1.5 hours

Unit 9 – Demobilization   1 hours

  Lunch

Unit 10- Final Scenario and Exam   3 hours

Unit 11- AAR and Closeout   2 hours

Cadre Meeting (Course Review)

Course   Expanded Dispatch Recorder, D-110

Time   1/2 Hour

UNIT OVERVIEW

Unit 0   Introduction, Arrival and Check In

Objectives

1.   Facilitate the introduction of course instructors and students.

2.   Discuss administrative information.

3.   Present overview of course.

Strategy

To welcome students to the class, cover ground rules, provide an overview of what to expect with this class, and ensure that all the computers and equipment are ready for class.

Instructional Method(s)

- Lecture and electronic presentation

Instructional Aids

- Student computers and/or laptops, printer drivers if necessary
- Computer with presentation software
- Student workbook (1 per student)
- List of common references, guides, and Standard Operating Procedures
- Sign-in Sheet

Exercise(s):

- None

Evaluation Method(s)

- None

Outline

I.   Greet and Orient Students as they Arrive
II.   Welcome Students to D-110 Course
III.   Course Overview
IV.   Responsibilities
V.   Measuring Student Performance
VI.   Course Material
VII.   Course Evaluation Forms

Aids and Cues Codes
The codes in the Aids and Cues column are defined as follows:

IG – Instructor Guide
IR – Instructor Reference
SW – Student Workbook
SR – Student Reference
HO – Handout
Slide – PowerPoint

UNIT 0 PRESENTATION

Course   Expanded Dispatch Recorder, D-110

Time   30 minutes

Present NWCG Mission Statement slide. (Slide 0-1)
Present unit title slide. (Slide 0-2)

Instructor note:
Coaches have students log in to the electronic resource tracking system practice (IROC practice).

I.   GREET AND ORIENT STUDENTS

    A. Welcome students and introduce them to the instructors and their assigned coach and table. Students should hand in any initiated EDRC task books to their coach.

    B. Have all students sign in on the sign-in sheet.

    C. Troubleshoot computer or electronic resource tracking system (IROC) issues.

II.   WELCOME TO D-110 COURSE

    A. Administrative Information Initial Briefing:

        1. Ground rules (punctuality, respect, and turn off cell phones)

        2. Facilities (restrooms, vending area, exits)

        3. Meals and breaks

        4. Smoking areas

        5. Local information (restaurants, maps)

        6. Emergency plan (evacuation and meeting area)

B. Introductions

Instructor note:
Group introductions – instructors, coaches, and students. (Use as table ice breaker)

III.　COURSE OVERVIEW

This course was developed based on the Expanded Dispatch Recorder (EDRC) task book and introductory IROC skills. The intent of this course is to teach dispatch concepts through hands-on IROC exercises incorporating all elements of the EDRC position task book.
Individual participation and group interactions will ensure student success.

Present Course Objectives slide. **(Slide 0-3, 0-4)**

A. Objectives - upon completion of this course, students will be able to:

1. Describe the purpose and structure of Expanded Dispatch.

2. Describe the roles and responsibilities of the Expanded Dispatch Recorder (EDRC).

3. Demonstrate how to mobilize and demobilize incident resources, using established dispatch ordering channels, through resource order forms and electronic resource tracking systems

4. Describe how to communicate effectively and foster positive interpersonal working relationships.

B. Agenda **(Slides 0-5, 0-6, 0-7)**

Unit 0 – Introduction, Arrival/Check-in
Unit 1 – Dispatch Organization
Unit 2 – Communications and Working Relationships
Unit 3 – Getting Acquainted with the electronic resource tracking system (IROC)
Unit 4 – Creating Resource Requests, Pending Requests, Resource Status and Edit Request

Unit 5 – Filling and Placing orders, DPL, Mobilizing, and
      Travel/Travel Procedures
Unit 6 – Request Status and Support and Subordinate Requests
Unit 7 – Supplies
Unit 8 – Supplemental Forms
Unit 9 – Demobilization
Unit 10 – Final Scenario and Exam
Unit 11 – After Action Review and Closeout

C. Instructional Method **(Slide 0-8)**

    1. Information will be presented via electronic presentations, demonstrations, short lectures, handouts and a series of progressive hands-on electronic resource tracking system (IROC) exercises.

    2. Reference material is provided electronically and hardcopy.

IV.   RESPONSIBILITIES **(Slide 0-9)**

    A.   Students

        1. Actively participate

        2. Ask questions and take notes

        3. Be flexible

        4. Complete unit evaluation forms

    B.   Coaches

        1. Provide clarification and guidance

        2. Ensure data is entered correctly

        3. Evaluate student performance

    C.   Instructor(s) **(Slide 0-10)**

        1. Demonstrate electronic resource tracking system (IROC) screens

2. Explain dispatch concepts

3. Assist coaches and students

V.   MEASURING STUDENT PERFORMANCE (Slide 0-11)

Students will receive an NWCG certificate from the lead instructor upon completion of the entire NWCG-approved D-110 curriculum.

A.   Brainstorming and discussions

1. Successful student participation is required to complete the course.

B.   All IROC exercises must be completed.

1. Students having issues completing any of the IROC portions should talk to their coach about additional hands- on work time.

2. The goal is to meet the course objectives.

C.   Criteria for passing the course.

1. 70% or higher on final exam.

VI.   COURSE MATERIAL (Slide 0-12)

Each student will be provided with:

A. Laptop or PC with internet.

B. Student workbook.

C. References, Guides and Standard Operating Procedures

VII.   COURSE EVALUATIONS (Slide 0-13)

A.   Hand out a set of evaluations, one for each unit of the course.

1. Students should fill out the unit and, course evaluation forms.

Instructor Note:

Answer Students questions.

Review Course Objectives (Slide 0-5, 0-6, 0-7)

Unit   1 – Dispatch Organization

Unit 1   Dispatch Organization Overview

Course   Expanded Dispatch Recorder, D-110
Objectives

1. Describe the purpose and structure of the dispatch organizations (established and expanded)
2. Demonstrate the use of established dispatch ordering channels
3. Describe the unique language of dispatch.
4. Describe unit ID components and dispatch channels as they relate to IROC.
5. Describe the EDRC's roles and responsibilities and their limits of authority.
6. Describe the importance of documentation and recordkeeping.

Strategy
To ensure that dispatchers understand the national scope of dispatching. To learn where an EDRC fits into the organization.

Instructional Method(s)

• Instruction, discussion, and question and answer sessions.

Instructional Aids

- References, Guides and Standard Operating Procedures
- Electronic presentation
- White board or flip chart

Exercise(s)

• Interpreting Unit Identifiers

Evaluation Method(s)

• None

Outline

I.   Dispatch Organization
II.   Ordering Channel
III.   Unique Language of Dispatch
IV.   Documentation
V.   Recordkeeping
VI.   Preparing for an Assignment

Aids and Cues Codes:
The codes in the Aids and Cues column are defined as follows:
IG – Instructor Guide
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SR – Student Reference
HO – Handout
Slide – PowerPoint

UNIT 1 DISPATCH ORGANIZATION PRESENTATION

Course   Expanded Dispatch Recorder, D-110
Time: 1 Hour

Present unit title slide. (Slide 1-1)

Present unit objectives. (Slide 1-2, 1-3)

I.   DISPATCH ORGANIZATION

There are two types of dispatch organizations: Established and Expanded

A. Established dispatch organization **(Slide 1-4)**: primary mission is to provide timely, cost-effective coordination of emergency response within its specific geographic area. Three levels of established dispatch: **(Slide 1-5)**

1. Local dispatch center: commonly referred to as "initial attack" (or IA). Responsibilities include, but are not limited to: **(SW p. 1.2)**

   a. Daily duties (i.e. weather forecasts, tracking non-fire resources, any other local duties)

   b. Aircraft flight following

   c. Intelligence gathering and dissemination (i.e. WIMS, IQCS, weather forecasts, tweeting, etc.)

   d. Responding to initial fire reports

   e. Resource mobilization and tracking

   f. Telephone and radio traffic

2. Geographic Area Coordination Centers (GACC) **(Slide 1-6)**

   a. There are 10 GACCs in the United States.

   b. Process requests that are not filled at the local level.

        c. Provide intelligence, predictive services and related products designed to be used by geographic area fire community for incident management decision making.

    3. National Interagency Coordination Center (NICC) **(Slide 1-7)**

        a. Processes requests that are not filled at the geographic level.

        b. Provide intelligence, predictive services, and related products, which are designed to be used by the national wildland fire community for incident management decision making.

B.   Expanded Dispatch Organization **(Slide 1-8)** is initiated when a high volume of activity indicates that increased dispatch and coordination capability is required to relieve the Established Dispatch of the support function of one or more large incidents or multiple smaller incidents.

    1. When is Expanded Dispatch Initiated? What are some trigger points?

        a. Multiple incidents – wildland fire, earthquake, floods, hurricanes etc.

        b. Incident Management Team is ordered

        c. There is an incident within an incident (IWI)

        d. Large, complex, or politically sensitive incidents

        e. Local factors (i.e. short staffed, increased workload, etc.)

C.   Expanded Dispatch Environment: can be chaotic and unorganized, especially in the beginning. It can go from extremely busy to extremely slow. You will work with dispatchers from across the nation. Priorities will constantly change. Remember, you represent the local host unit and your home unit.

    1. Skills that will help you: **(SW p. 1.3)**

        a. Being flexible

c. Ability to multi-task

d. Being a good team player

e. Good communication skills

f. Knowing your own strengths and weaknesses

g. Being proactive

h. Always be professional and courteous

2. Expanded dispatch positions

(refer students to Expanded Dispatch Job Aid)

There are four expanded dispatch positions:

a. EDRC = Expanded Dispatch Recorder **(Slide 1-9)**

- Receives initial briefing from Expanded Dispatch Supervisory Dispatcher (EDSP).

- Processes resource requests using established procedures and ordering channels.

- Relays pertinent information through established dispatch channels.

- Tracks resources and document in accordance with established procedures.

- Participates in briefings and utilize shift/dispatch log when appropriate.

- Relays any issues to EDSP

b. EDSD = Expanded Dispatch Support Dispatcher **(Slide 1-10)**

- Processes orders for one or more functional area: crews, overhead, equipment and supplies.

- Follows established procedures associated with the electronic resource tracking system (IROC).

- Provides guidance to EDRCs.

- Relays issues to EDSP.

c. EDSP = Expanded Dispatch Supervisory Dispatcher **(Slide 1-11)**

- Provides supervision to EDSDs and EDRCs

- Orders additional dispatchers as needed for present and future needs.

- Ensures compliance with dispatch protocols.

- Provides training

- Ensures coordination between functional areas.

- Schedules and conducts briefings.

- Acts as liaison between Expanded Dispatch and other incident support organizations.

d. CORD = Expanded Dispatch Coordinator **(Slide 1-12)**

- Usually assigned in complex situations involving MAC groups or multiple expanded dispatch organizations.

- Acts as liaison between Expanded Dispatch and other incident support organizations.

- Schedules and attends briefings.

Instructors note:
Demonstrate and discuss different configurations of expanded positions.
(Slide 1-13) (Student Reference 1-1) Org Chart
Instructors note: Have a sample Organization Chart to view

II.   ORDERING CHANNEL

    A.   Explain and show slide with a generic ordering channel. **(Slide 1-14)**

        1. Incident

            Local Dispatch Unit

            Neighbors

            GACC

            NICC

            Other GACC

            Sending Unit

    B.   Discuss Dispatch units: explain and discuss organizational hierarchy and the relationships of neighbors and parent GACCs.

Instructors note:
Example of the ordering channel (Slide 1-15 Instructor may edit slide to show local ordering channel)

Ask Students: Why Do We Need an Ordering Channel?

Possible answers:
- Use of closest resources

- Most efficient method

- Facilitates the tracking of resources efficient resource response

Ask students: What would happen if we didn't use an established ordering channel?

Possible answers:

- Confusion

- Lost resources

III.   UNIQUE LANGUAGE OF DISPATCH **(Slide 1-16 animated)**

It is important that students can describe the unique language of dispatch. We will look at some commonly used abbreviations and terms and demonstrate where to find them.

Instructors note:

ASK STUDENTS: Why do you think dispatchers have a unique language?

Possible answers:

- Saves time (writing or typing an acronym)

- Standardization (everyone speaks the same language)

Instructors note:
- **Refer Students to EDRC Reference Guide**

- **(Slide 1-17)**

A.   Glossary of Common Terminology: This document defines common dispatch terms.

B.   Unit Identifiers: Explain that a unit identifier is five or six characters, consisting of two parts:

1. The first two letters indicate the state.

2. The second part is three or four letters or numbers that indicate a specific unit.

3. Dispatch units can be dispatch centers, coordination centers, communication centers, and command centers.

4. Host Units are offices that the Dispatch Center provides dispatching services for. These are agency offices such as USFS, BLM, USFWS, State Forestry, NPS, FEMA, etc.

5. Instructions to find unit identifiers through the FAMIT dashboard.

   - On the FAMIT page select Unit ID.

   - Use the Read Only Version and choose the state for the Unit ID you are looking for.

   - Demonstrate various inputs in Search for Unit Identifiers.

EXERCISE:

Purpose: To assist dispatchers with recognizing common unit identifiers and where to find them.

Time: 10 min.

Format: Instructor gives verbal input

Materials Needed:

- FAMIT Unit Identifier webpage.

Instructions:

1. Instructor provides a variety of unit identifiers and asks class to decipher them using FAMIT Unit Identifier webpage

End of Exercise.

C.   Position Codes **(SW p. 1.6)**
All overhead positions have a 4-digit identifier. Examples:

- EDRC = Expanded Dispatch Recorder

- ORDM = Ordering Manager

- FFT1 = Firefighter, Type 1

D.   Acronyms
E.   Common acronym examples ("Glossary of Common Terminology" in EDRC Reference Guide).

- ETA = Estimated Time of Arrival

- SOP = Standard Operating Procedure

- UTF = Unable to Fill (also used as UTFs, UTFing, UTFed)

Instructors note:
Explain to students that it is not important to memorize this information, just know where to find it.

F.   Communication Outside of Expanded **(Slide 1-18)**
Discuss the other incident personnel or individuals that an expanded dispatcher may interact with, and which of them should be referred to the supervisory dispatcher (*).

- Incident resources

- Expanded dispatchers from other units

- IA and GACC dispatchers

- Local cache

- Ordering Manager (ORDM)

- Buying Team

- Supply Unit Leader (SPUL), Logistics Section Chief (LSC)

- Ground support

- Compact personnel

- Contractors

- Interagency Resource Representatives (IARR)*

- Local management and officers*

- Public*

- Public Affairs/Information Officers*

- Media*

Instructors note:
Discuss why an EDRC would be talking to these individuals.

G.   Limits of Authority

The EDRC has limits to the decisions they can make. This is called limits of authority.

1. Always follow host agencies' policies and procedures

2. Always consult with supervisor if there is any uncertainty to anything outside the well-defined tasks. For example:

- Name requests
- Unreasonable order timeframes
- Emergency messages

IV.   DOCUMENTATION **(Slide 1-19)**

A. Importance of documenting

    1. Used for legal proceedings.

    2. Follow-up (during and after incident).

    3. Provides a record of significant events.

    4. Host unit will reference information after expanded has demobilized.

B. Shift briefs

    1. Significant events.

    2. Items requiring follow up.

V. RECORDKEEPING **(Slide 1-20)**

A. IROC (2021) is the official system of record.

    1. Document all important information in the electronic resource tracking system (IROC).

    2. Keep all General Message (ICS 213) and supplemental forms.

    3. Keep all shift briefs.

    4. Host unit will brief you on local recordkeeping protocols.

Instructors note:
Give examples of local recordkeeping, for example:

- Attaching documentation and forms to the IROC resource order.

- Printing resource orders.

- Saving resource orders electronically.

- Electronic desk logs and/or briefing forms.

VI.   PREPARING FOR AN ASSIGNMENT **(Slide 1-21)**

(See Expanded Dispatch Job Aid)

A. Make sure to have a resource order.

B. Contact host unit for local information (dress code, lodging, etc.).

Instructors note:
- **Coaches and instructors give examples of experiences**

Answer Students questions.

Review Course Objectives (Slide 1-22, 1-23)

UNIT OVERVIEW

Course   Expanded Dispatch Recorder, D-110

       Unit 2   **Communication and Working Relationships**

Objectives

1. Describe effective communication skills.

2. Describe interpersonal relationship skills.

Strategy
Through discussion ensure dispatchers understand the importance of good communication and teamwork.

Instructional Method(s)

*   Lecture

Instructional Aids

*   Flip chart paper and markers

Exercise(s)

*   None

Evaluation Method(s)

*   Monitor student interaction.

Outline

I.   Communication Methods

II.   Interpersonal Relationship Skills

Aids and Cues Codes
The codes in the Aids and Cues column are defined as follows:

IG – Instructor Guide   IR – Instructor Reference
SW – Student Workbook   SR – Student Reference
HO – Handout   Slide – PowerPoint

Course   Expanded Dispatch Recorder, D-110

Unit 2   Communication and Working Relationships

Time: 2 hours

Present unit title slide. (Slide 2-1)

Present unit objectives. (Slide 2-2)

I.   COMMUNICATION METHODS **(Slide 2-3)**

A. Communication Methods

1. Written communication is a form of documentation. Document immediately to prevent loss of information.

   - Hard copy of resource order forms

   - Dispatch Log

   - Shift briefing forms

   - General message forms

2. Oral

   - Telephones

   - Radios

   - Face to face

   - Group discussion

3. Electronic

- Fax

- Email

- Electronic resource tracking system (IROC)

- Teletype (TTY)

- Local communication sharing platform (Teams, Zoom, FireNet)

B. COMMUNICATION SKILLS **(Slide 2-4, SW p. 2.3)**

- Be clear and concise.

- Be professional.

- Be an active listener.

- Clarify what you think you heard, observed, and/or recognized.

- Assuming without clarification is one of the most common causes of communication breakdown and misunderstanding.

- Maintain situational awareness.

- Always be aware of what others are doing because their activities may impact your activities and vice versa.

- Use standard protocols when using the computer and telephone.

- Ask questions if you do not know.

II.   INTERPERSONAL RELATIONSHIP SKILLS **(Slide 2-5, SW p. 2.3)**

A.   Professional Demeanor

B.   Teamwork

C.   Good Follower

D.   Be Proactive

E.   Personal Responsibility

Instructors note:

Ask students "What does professional demeanor" mean to you?

Record answers.

Instructors note:
Ask students "What are some experiences you have had related to teamwork?"

Foster positive relationships and have respect for others.

Instructors note:

Ask students "What does it mean to be a good follower?"

Record answers on flip chart/white board.

Try to anticipate your leader's needs.

Troubleshoot and notify supervisor of problems.

Instructors note:
Ask students "Why is it important to be proactive?"

Use situational awareness.

Recognize your own limits.

Know your strengths and weaknesses.

Ensure your own well-being.

Review unit objectives. (Slide 2-6)

Answer students' questions.

UNIT OVERVIEW

Course   Expanded Dispatch Recorder, D-110

Unit 3   **Getting Acquainted with the Electronic Resource Tracking System (Interagency Resource Ordering Capability)**

Objectives

1. Describe the electronic resource tracking system.

2. Identify and navigate the IROC portal screen.

3. Demonstrate the functionality of personal settings (when available)

4. Describe unit ID components and dispatch channels as they relate to IROC.

5. Identify the following IROC screens and tile functions: New Request, Resource Status, Pending Request, Request Status and Documentation.

Strategy

Get students familiar with the Electronic Resource Tracking System with hands on exercises and how to set it up for operation.

NOTE: This chapter is designed around the current electronic resource tracking system – IROC. Should a new system be adopted, this chapter will need to be revised.

Instructional Method(s)

• Lecture and hands on practice

Instructional Aids

• One computer/laptop per student

Exercise(s)

• Manipulating IROC and review of Unit IDs

Evaluation Method(s):

- Observe how students interact with IROC.

Outline:

    I.   What is IROC?
    II.   Common IROC Icons
    II.   Personal Settings
    III.   IROC Home Screen

Aids and Cues Codes:
The codes in the Aids and Cues column are defined as follows:

IG – Instructor Guide	IR – Instructor Reference
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HO – Handout	Slide – PowerPoint

Course   Expanded Dispatch Recorder, D-110

Unit 3 - Getting Acquainted with the Electronic Resource Tracking System (Interagency Resource Ordering Capability)

Time: 2 hours

Present unit title slide. (Slide 3-1)

Present unit objectives. (Slide 3-2)

I.   WHAT IS IROC? **(Slide 3-3)**

The National Interagency Resource Ordering Capability (IROC) is utilized in an estimated 300 interagency dispatch and coordination centers throughout the nation. IROC tracks all tactical, logistical, service and support resources mobilized by the incident dispatch community.

   A. IROC security **(Slide 3-4)**

      1. IROC is accessible to anyone with Internet access and an IROC User Account.

      2. If someone has both an IROC User and IROC Web Status account, they use the same username and password for both. Security rules for IROC User Accounts also apply to Web Status Accounts.

      3. The dispatcher must always work in IROC under their username and password. Never allow another individual to use your IROC username. All documentation in IROC is stamped with date/time and username. The dispatcher is responsible for all activity tied to their username.

         a. Auto-doc vs. User-doc: There are several actions in IROC that will be automatically documented, i.e. creating an order, or cancelling an order; and that will be stamped with the dispatcher's name and the time it occurred. You can also manually add documentation to include additional information, i.e. who you received the order from, why an order was cancelled, etc.

4. IROC session will "time out" after thirty minutes. Any unsaved work will be lost.

Instructors note:
Have students log into IROC Practice

B. Discuss roles that can be assigned to dispatchers. **(Slide 3-5)**

Instructors note:
The instructor will have their IROC Dispatch Manager profile displayed. Identify which role is assigned to the students.

Explain each of the following:

- Dispatcher

- Dispatch Manager

- IMT Roster Manager

- IMT Ordering Manager

- Selection Area Manager

II.   COMMON IROC ICONS **(Slide 3-6)**

Introduce common icons and characters found throughout IROC.

III. PERSONAL SETTINGS (not functional for 2021)

IV.   IDENTIFY IROC SCREENS AND FUNCTIONS **(Slide 3-7)**

A. IROC Banner

1. IROC Version

2. International Clock

      3. Quick Links

   B. Content Selectors

      1. Watched Incidents

      2. Dispatch

      3. Catalog

   C. Action Tiles & List Selectors

      1. Incidents

      2. Pending Request

      3. Request Status

      4. Resources

   D. Main Work Area

      1. List View

      2. Accordion View

Instructors note:
Demonstrate A, B, C and D in IROC.
Briefly discuss the four functional areas: Overhead, Crews, Equipment, and Supplies.

Explain that we will discuss each of these in greater detail later.

EXERCISE:

Purpose: Students practice hands-on use of A, B, C and D

Time: 5-15 min.

Format: Coaches assisting students

Materials Needed: Laptop with Chrome and internet access

Instructions:

IROC Portal

1. Have students identify the time zone in the IROC banner.

2. Have students identify one item in Quick Links in the IROC Banner.

3. From the Content Selector have student select their dispatch unit and a catalog.

End of Exercise

Review unit objectives. (Slide 3-8)

Answer students' questions.

UNIT OVERVIEW

Course   Expanded Dispatch Recorder, D-110

Unit 4   **Creating Resource Requests, Pending Requests, Resource Status and Edit Request**

Time   4.5 Hours

Objectives

1. Complete resource orders for overhead, crew and equipment requests from general message forms using the electronic resource tracking system (IROC).

2. Describe the use of the Pending Request screen.

3. Describe the use of the Resource Status screen.

4. Demonstrate the ability to utilize the Edit Request functionality.

Strategy:

Provide hands-on practice for ordering resources.

Instructional Method(s):

- Discussion followed by hands on application of principles.

Instructional Aids:

- HO 4-1 General Message form with PTRC

- HO 4-2 General Message form with FFT1

- HO 4-3 FFT1 Name request list

- HO 4-4 General Message form with DIVS

- HO 4-5 DIVS Name request list

- HO 4-6 General Message form with "Crew - Type 2, Any"

- HO 4-7 General Message form with "Engine - Type 3, 4, 5 or 6" AND one "Dozer - Type Any."

- HO 4-8 General Message form with Request to change Need Date/ Time for the Crew – Type 2, Any from the GACC

Exercise(s)

- Exercises for creating orders for three Overhead, one Crew, and two Equipment orders (one engine, one dozer)

Evaluation Method(s)

- Observe and assist students during exercises.

Outline

I.   Source of Resource Requests
II.   General Message Form
III.   Select Incidents to Watch in IROC
IV.   Creating an Overhead Request
V.   Creating a Crew Request
VI.   Creating an Equipment Request
VII.   Manage Request
VIII.   Resource Status

Aids and Cues Codes
The codes in the Aids and Cues column are defined as follows:

IG – Instructor Guide   IR – Instructor Reference
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UNIT PRESENTATION

Course   Expanded Dispatch Recorder, D-110

Unit 4 - Creating Resource Requests, Pending Requests, Resource Status and Edit Request

Time   4.5 Hours

Present unit title slide. (Slide 4-1)

Present unit objectives. (Slide 4-2)

I.   SOURCE OF RESOURCE REQUESTS (**Slide 4-3**)

    A.   Resource requests are typically received in expanded dispatch in two ways:

        1.   From Established Dispatch (IA)

        2.   From the Incident Ordering Manager (ORDM)

    B.   The requests typically come via:

- Telephone

- Radio

- Email/text

- Fax

        -Forms received from the ORDM at incident may be via fax.

- General Message

        -General messages are tri-carbon forms.

II.   GENERAL MESSAGE FORM

A. Requestor Name. Who sent the general message, fax or called?

B. During an initial briefing, your supervisor should identify individuals from whom resource requests will be accepted. For example: Ordering Manager, Center Manager, Logistics Section Chief, Incident Commander, etc. Resource requests from any other sources should be brought to the attention of the EDSD or EDSP.

C. Incident name. Why is this important?

D. Expanded may be dealing with multiple incidents.

E. Item requested.

F. Quantity.

G. Date/time needed.

H. Reporting or delivery location.

I. Special needs, if any.

J. For example: Crews double-lunched, rental car approved, special skills necessary, trainee acceptable, etc.

K. Signature of authorized approver (discuss local protocol).

III.   SELECT INCIDENTS TO WATCH IN IROC **(Slide 4-5)**

Instructors note:
Students follow along and set up their incident list:

A. IROC Portal

B. Incidents Action Tile > Open Incident

1. Describe what the List Selector means.

2. Describe how to sort and filter the Incidents Work Area - List View.

3. Explain how watching an incident populates the Watched Incident content selector.

4. Assign each group one of the Incidents in the list. Have students watch their incident.

5. Have students randomly select another incident, so that they will have at least two incidents in their content selector.

IV.   CREATING AN OVERHEAD REQUEST

Instructors note:
Have students navigate to IROC Portal.
Demonstrate how to search using the Catalog Item field

A. IROC Portal.

   I. In the Incident Content Selector, selected assigned incident.

   II. Pending Request Action Tile > "+" icon

   - Show students how to select an incident from the Pending Request screen.

B. Select Catalog

   1. Describe overhead, crews, and equipment. **(Slide 4-6, 4-7)**

   2. Demonstrate Catalog dropdown:

      - There are 5 resource functional area catalog choices:

      - Aircraft (typically handled by IA)

      - Crew

- Equipment

- Overhead

- Supply

3. Select Catalog for Crew

   - Select Catalog Category: Fire

   - Explain the following:

     - Crew, Military, Battalion

     - Crew, Type 1 (National Resource, Interagency Hot Shot crews (IHC))

     - Crew, Type 2 or Crew, Type 2IA (IA/breakdown capable and have sawyers)

     - Crew, Type Any

   - Select Catalog Category: Non-Fire

   - Explain the following:

     - Camp crews

     - Kitchen crews

     - Trail crews

4. Select Catalog for Equipment

   - Scroll through Catalog Categories.

   - Catalog Category: Dozer

- Information on typing can be found in the Interagency Standards for Fire & Fire Aviation Operations (Red Book).

- Catalog Category: Engine

  - Information on typing can be found in the Interagency Standards for Fire & Fire Aviation Operations (Red Book).

- Catalog Category: Engine, Strike Team

  - Discuss local protocols.

- Catalog Category: Food Service, Mobile

  - Once certain criteria are met on an incident a National Caterer must be requested. (See National Mob Guide).

  - NICC dispatches all National Caterers. These requests are placed to the GACC and subsequently placed to NICC.

  - Local caterers may be used when incident does not meet criteria or National Caterer is unavailable.

  - Orders for caterers are handled by EDSDs or EDSPs.

  - Discuss local protocol.

- Catalog Category: Grey Water Truck

  - Grey Water is all wastewater except toilet waste and food waste.

- Catalog Category: Medical

- Catalog Category: Potable Water Truck

  - Potable water is safe and suitable for drinking.

- Catalog Category: Shower, Mobile

- NICC dispatches all National Mobile Shower Units. These requests are placed to the GACC and subsequently placed to NICC.

- Orders for showers are handled by EDSDs or EDSPs.

- Discuss local protocol.

- Catalog Category: Task Force

  - Task force requests are filled with resources of different types. Support overhead will be ordered as needed.

- Catalog Category: Tender, Water (Support)

  - Information on typing can be found in the Interagency Standards for Fire & Fire Aviation Operations (Red Book).

- Catalog Category: Tender, Water (Tactical)

  - Information on typing can be found in the Interagency Standards for Fire & Fire Aviation Operations (Red Book).

- Catalog Category: Tractor Plow

- Catalog Category: Trailer

  - Scroll through the items.

- Catalog Category: Transportation

  - Scroll through the items.

5. Set Catalog to Overhead

- Catalog Category: Groups

  - Scroll through the items.

  - Identify that Incident Management Teams are listed here.

- Discuss modules and squad.

- Catalog Category: Positions

  - Catalog items are in alphabetical order and show the 4-letter position code.

EXERCISE:

Purpose: To have students practice using the search field on Catalog Item to locate position codes.

Time: 5 min.

Format: Coaches work with students

Materials Needed: Laptop with Chrome and internet access

Instructions:
1. Students will search for various positions using the Search field in Catalog Item and position codes. Select and filter several positions.

END OF EXERCISE.

Students will create a Fire Fighter Type 1, FFT1(t) request as the instructor demonstrates. **(04-02-HO)**

C. Enter Request for FFT1

  1. Number of requests block

     • Ensure students have all selected FFT1 as the requested item.

     • All fields marked with * are required fields.

     • In the # of requests block, input the number of requests to be created for the type of resource requested.

- Refer to **04-02-HO** indicating the request of 1 FFT1. Have students enter 1 into the number of requests block.

- If more than 1 FFT1 were requested, each request would be given its own number

- Example: 4 FFT1 requests would create O-1, O-2, O-3, O-4.

2. Financial Code

- Financial codes are created by the Established Dispatch when the incident is created.

- If no code is shown, add a financial code using the "Add New Financial Code" button.

3. Next Number

4. Custom Request Block discuss local protocol.

5. Discuss Date/ Time Needed

- Using the calendar at Needed by Date, select date.

- Type the requested time in the Needed by Time field, using military time.

- Needed by Time Zone will be automatically selected.

6. Deliver To

Instructors note:
Demonstration only. Default incident name will be used.
Select the incident name from the Deliver to drop down.

- Consult EDSD or EDSP prior to adding new Deliver To location.

- Show types of Deliver To locations, i.e. airports, locations, incident, ICP (Incident Command Post), staging area, or field office.

- If reporting instruction are completed in Deliver To location, Navigation/ Reporting Instructions is automatically populated.

Instructors note:
DEMONSTRATE: Create New Location using Select from Existing and from Create New.

Instructors note:
Students will use the default incident name for this request.

7. Request Contact

   - Use "Request Contact" dropdown to make selections.

   - Avoid creating new contacts. **(Slide 4-8)**

8. Incident Ordering Contact

Instructors note:
DEMONSTRATE: Create New Contact > Ordering.

   - Who requested this resource?

     – Can be combination of name, position code, or phone number per local protocol, i.e. Tim Jones, ORDM, 555-1234.

     – Where can you find information on local protocol?

     – Ask your EDSD or EDSP.

     – Host unit's expanded dispatch plan.

9. Special Needs.

   - This block is used to justify and/or authorize specific needs or special skills required, such as:

- POV Authorized, uniform required, strong IROC/ WildCAD skills, etc.

- Must be self-sufficient.

- Can work remotely.

- Justification of name requests.

- All the above need to be approved by the incident. These are not decided at dispatcher's discretion.

10. Inclusions/Exclusions

- Federal vs. non-federal only.

- Host agency only vs. state only.

- EFF/AD Exclusion.

  - This indicates that the incident does not want EFF/ AD in this position. EFF/AD = Emergency Firefighters & Administratively Determined employees

- Contractor not acceptable.
  .
- Portal to portal acceptable.

11. Overhead Details

- Trainee: No trainee vs. trainee acceptable vs. trainee required.

  - **04-02-HO** states trainee okay, so have students select Trainee Acceptable.

- Named request

  - Refer to policy in National Mobilization Guide

- Explain the use of Name Requests, giving examples of when appropriate.

- Demonstrate the use of the search field by searching for a local individual.

- Special Approval Check boxes

  – Rental Vehicle Approved

  – Cell Phone Approved

  – Laptop Approved

EXERCISE:

Purpose: To practice finding a specific resource (Name request).

Time: 5 min.

Format: Coaches assist students

Materials Needed: Laptop with Chrome and internet access

Instructions:

Guide students through steps to find and select the name requested FFT1 associated with their student number on list **(04-03-HO)**.

END OF EXERCISE.

12. Create the Request

- Review request.

  – Is this request being created on the correct incident?

  – Is this the correct catalog item/position code?

- Check the number of requests you are creating.

- Has the date/time needed been adjusted?

- Are there any necessary reporting instructions?

- Has the financial code been selected?

- Are there any special needs to add?

- Save button:

  - Save button creates the request.

  - Request will appear in the "Recent Records list" box at the right of the screen.

  - Requests will also populate the Pending Request and Request Status Action Tiles in the IROC Portal.

- Document the request number generated (O-xx) on the general message form used to create the resource request.

  - Students need this request number later to know which order is theirs when they work on the request filling process.

EXERCISE:

Purpose: For students to independently apply what has been covered so far.

Time: 15 min.

Format: Students work independently using coaches as needed.

Materials Needed: Laptop with Chrome and internet access Instructions:

Instructions:

1. Have students create DIVS request with special needs. **(04-04 HO and 04-05 HO)**

END OF EXERCISE.

V. CREATING A CREW REQUEST

A. Create New Request screen, Catalog: Crew

1. Category:

- Select Catalog Category: Fire

- Select Catalog Item: Crew, Type 2 Any

  – Either a T2 or T2IA crew is acceptable.

2. Request Features:

- Inclusion/Exclusion
  There is an option to exclude contract crews (Contractor Not Acceptable) and to approve portal-to-portal crews.

- Special Needs
  Examples: Lunched, double lunched, tooled, will be spiking out, must be self-sufficient, etc.

EXERCISE:

Purpose: To have students apply previous knowledge with new resource type.

Time: 15 min.

Format: Students work independently with help from coaches, as necessary.

Materials Needed: Laptop with Chrome and internet access. Instructions:

Instructions:

1. Have each student create 1 crew request (T2, any crew) from general message form **(04-06 HO)**.

END OF EXERCISE.

VI. CREATING AN EQUIPMENT REQUEST

   A.   Create New Request screen, Catalog: Equipment

      1.   Category:

         • Catalog Category: Engine

         Select Catalog Item: Engine, Type 3, 4, 5 or 6

   B.   Request Features:

      1.   Special Needs

         • Examples: Double-shift capability, 3- way blade, self-sufficient, etc.

      2.   Features

         • Dependent on the catalog item chosen.

         • Selecting features could limit the receiving unit's ability to fill the request.

EXERCISE:

Purpose: Students independently create resource order for equipment.

Time: 20 min.

Format: Students work independently with assistance from coach and/or other students.

Materials Needed: Laptop with Chrome and internet access.

Instructions:

1. Have students create the 2 equipment requests (engine, type 3, 4, 5 or 6) and (dozer, type any) from general message **(04-07 HO)**.

END OF EXERCISE

Instructors note:
Answer students' questions.

VII. MANAGE REQUEST

A. IROC Portal

Instructors' notes:
Demonstrate the Pending Request list selector and describe the options on the Pending Request Action Tile.

1. Pending Request Action Tile > All

2. Select incident in Watched Incident content selector OR search for incident in the Pending Request work area column header search field.

3. Explain "claimed" vs. "unclaimed".

4. After selecting the student's incident in Watched Incidents or searched for the incident in the work area, the students pending requests will be seen in the work area, list view.

   • To search for another incident's requests, repeat the process.

5. Work Area - List View

   • Action Buttons

   • Most action buttons will become active once one or more requests are selected.

   • Action buttons will vary based on the work area (pending request, request status, etc.).

- Identify Claim Button and Generate Resource Order Form Button.

- Column Headers – can be search fields, drop downs or sort.

- Selected column – allows you to select one or more requests.

- Manage column – clicking on the manage icon takes you to the Manage Request Screen.

- Support Indicator column – indicates if a request is a parent, subordinate, or support.

- Incident column – search for incident name

- Incident Dispatch column – search for dispatch unit ID

- Request Number column – search for request number

  - Point out that the O numbers present coincide with those the student wrote on the general message form after creating the request.

- Need by Date/ Time column – sort by ascend or descend.

- Needed by TZ (time zone) column – search by time zone.

- Last Action column – indicates the last action taken on the request.

- Request Catalog column – indicates the catalog of the request.

- Catalog Item column – search for catalog item.

- Requested Resource column – search for catalog item.

- Resource Current Dispatch column – once a request is filled, search for current dispatch unit ID.

- Special Needs column – search for special needs.

- Item Description column – search for item description.

- Quantity R/A column – search for quantity requested and quantity assigned.

- Previous column – indicates the last action that was taken on a request.

- Current column – indicates the current dispatch center

- Trainee column – indicates is a request have trainee acceptable, trainee required or no trainee.

- Claimed column – indicates if a request is claimed or no

- Claimed by column – indicates who has claimed the request.

- Nav Instructions column – indicates the navigation instructions.

- Created by column – indicates who created the request.

6. Have students claim their FFT1 request from **04-02 HO**, using Claim action button.

- Important to claim when multiple dispatchers are working in the same functional area to avoid duplication of effort and confusion.

- Navigate the columns to the far right to display that their name is now listed in the CLAIM column.

B. Click on Manage Request icon for their FFT1 request.

1. This will open a new tab with the Manage Request screen

- The top portion of the Manage Request screen displays the request's current location, current status and incident information. **(Slide 4-9)**

2. Using the Info Action Tab, show students how to edit the request.

EXERCISE

Purpose: To become more familiar with the Action Tabs on the Manage Request screen.

Time: 10 min.

Format: Students work independently with help from coaches as needed.

Materials Needed: Laptop with Chrome and internet access.

Instructions:

1. Have students review the Info Action Tab

2. Coaches will point out and discuss the difference between UTF, Cancel UTF and Cancel.

3. Demonstrate what can and cannot be edited on the Info Action Tab.

4. **04-08 HO** GM for to students with request to change Need by Date/Time for the Crew – Type 2, Any from the GACC.

5. Explain that students should talk to the incident ordering contact before making ANY changes on a request.

END OF EXERCISE

VIII. RESOURCE STATUS

A.   IROC Portal

1.   Resource List Selector discuss Local Resources, Assigned,

Non-Local, and Local Resources

2. Resources Action Tile > Overhead

3. Resources Work Area is activated

4. Using the Resource Status column header, filter for Available, Returned from Assignment and Unavailable resources.

B. Set Resource Status

1. Demonstrate changing availability from Available to Unavailable on the first highlighted name on the list.

- Explain that statusing resource availability is not typically an EDRC function.

2. Demonstrate setting Availability Area from Local to National on the first highlighted name on the list.

- National - available for assignment Nationally.

- GACC - available for assignment within the Geographic Area.

- State – available for assignments within the State

- Local - available on the local unit.

3. Have students locate the FFT1 they name requested and make them available Local.

4. In the Resources Work Area, click on Operational Name. This will open the Accordion View.

- Organizations section

- Home Unit – the office, organization or jurisdiction to which a resource is physically attached.

- Provider - is the organization responsible for the resource.

- Owner - the organization or company to be compensated financially for providing a resource to an incident.

- Unavailability- Demonstrate how to set an unavailability period.

- Show students how to return from accordion view to list view.

- There are other tabs in the accordion view which expand for more information when you select them, demonstrate how to expand each section to get more information such as Assignment History, Qualifications, etc.

5. Have one student from each table search for and highlight their coach (or other local instructor).

- Search using Operational Name column then clear searched results.

- Search using the Search Icon on the Resources Action Tile.

6. Demonstrate clicking on column headers to filter ascending to descend.

EXERCISE:

Purpose: To understand the variety of ways students can search for a resource and discover information on that resource in IROC.

Time: 10 min.

Format: Coaches assist students with navigating the screens.

Materials Needed: Laptop with Chrome and internet access.

Instructions:

    1.   Students work with coaches to investigate Resources Action Tile and Work Area.
    2.   Navigate to Resources Action Tile and use the search icon.

END OF EXERCISE

Review unit objectives. (Slide 4-10)

Answer students' questions.

UNIT OVERVIEW

Course   Expanded Dispatch Recorder, D-110

Unit 5   **Filling & Placing a Request, DPL, Mobilizing and Travel/Travel Procedures**

Time   3 Hours

Objectives

1. Demonstrate filling and placing requests.

2. Describe Dispatch Priority Lists (DPLs)

3. Describe various methods of mobilizing a resource to an incident.

4. Identify government travel procedures

5. Identify Travel Screen

Strategy

Move students to the next logical progression after creating an order.

Instructional Method(s):

- Lecture followed by hands on practice

Instructional Aids

- HO 4-3 Fill names for FFT1 request (from previous unit).

- HO 5-1 Passenger and Cargo Manifest.

- HO 5-2 Local Incident Travel Request Form

- HO 5-3 Commercial Travel Itinerary

Exercise(s)

- Hands on exercises after each new concept introduced.

Evaluation Method(s)

- Observation of students during exercises.

Outline

  I.   Filling Crew Requests
 II.   Filling Equipment Requests
III.   Travel

Aids and Cues Codes
Aids and Cues column are defined as follows:

IG – Instructor Guide   IR – Instructor Reference
SW – Student Workbook   SR – Student Reference
HO – Handout   Slide – PowerPoint

UNIT 5 PRESENTATION

Course   Expanded Dispatch Recorder, D-110
  Unit   **5 – Filling & Placing a Request, DPL, Mobilizing and Travel/Travel Procedures**

Present unit title slide. (Slide 5-1)
Present unit objectives. (Slide 5-2)
FILLING CREW REQUESTS

- IROC Portal. **(Slide 5-3)**

- In the Incident Content Selector, selected assigned incident.

- Pending Request Action Tile > All

- Click on the Manage Request icon for the Crew Type 2 Any request the student created.

- In the Manage Request screen > Fill Action Tab

- Demonstrate how to fill a crew order

- Demonstrate that the Roster Action Tab is now available.

    - Roster information is provided to dispatch on the Passenger and Cargo Manifest form, 05-01 HO

    - Discuss the Filling Option drop down.

    - Rosters will generate subordinate orders for crewmembers. Example: C- 1.1, C-1.2, etc.

Instructor Note: Touch on this but reiterate that rosters will be covered in the next unit.

EXERCISE:

<u>Purpose</u>: Filling a crew request and noting difference from overhead.

Time: 5 min.

Format: Student works independently with assistance from coach as needed.

Materials Needed: Laptop with Chrome and internet access.

Instructions:
1.   Each student will fill their crew requests with single resource (no roster).

END OF EXERCISE

II.   FILLING EQUIPMENT REQUESTS

   A.   IROC Portal.

      1. In the Incident Content Selector, selected assigned incident.

   B.   Pending Request Action Tile > All

      1. Click on the Manage Request icon for the Engine, Type 3, 4, 5 or 6 request the student created.

      2. In the Manage Request screen > Fill Action Tab

         • Will just be a demonstration, students will fill with a roster in the next unit.

         • All requests will be filled with agency resources first. Check local protocol.

         • Once agency resources are exhausted, filling with cooperators or contracted resources will be considered.

         • Click on the Contracts tab and discuss contract equipment found on local Dispatch Priority Lists (DPLs).

         • Click VIPR (Virtual Incident Procurement) tab and discuss VIPR DPLs.

- The resources displayed under the Available tab indicate resources that have been statused as available (Local, State, GACC, or National), and can fill the request.

- Explain the Non-Local, Preposition, Reserved, At Incident, Mob En-Route, Demob En-Route, Other (neighbors), IR, Tactical, Contracts, Exclusive Use, and VIPR tabs and when to use.

C.   Dispatch Priority Lists (DPLs) **(Slide 5-3)**

1. Navigate to VIPR web site.
    http://www.fs.fed.us/business/incident/dispatch.php
    - Vendors are ranked according to best value for the government.
      − Discuss local protocol.

    - Describe how the host dispatch center uses it.

    - EDSD or EDSP should be involved any time you need to order contracted resources off a DPL.

    - Discuss the importance of documenting ALL contacts with vendors.

EXERCISE:

Purpose: To practice filling equipment requests, overhead requests and introduce roster page. Also re-iterate the importance of communication and how expanded works.

Time: 15 min.

Format: Students work independently with coach's assistance as needed.

Materials Needed: Laptop with Chrome and internet access.

Instructions:

1. Fill the FFT1 request
2. Fill the dozer, type any request.

Purpose: Fill overhead and equipment orders and introduce ETD/ETA travel.

Time: 20 min.

Format: Students work independently with help from coaches as needed.

Materials Needed: Laptop with Chrome and internet access.

Instructions:

    1.   Students fill their FFT1 name request.

- Fill Action Tab.

- Search for Name Request.

- Click Assign.

- Explain ETA/ETD.

- Set travel for tomorrow 0700-0800, click save.

- Check Print icon to generate resource order form.

- Click Generate PDF.

- Repeat to fill the dozer order.

    2.   Review resource order form.

- Review the location of all blocks on the resource order form.

    3.   Guide students through placing their respective DIVS requests to a neighboring center on the Pending Request Work Area.

4.   Discuss any issues that need clarification.

END OF EXERCISE
(SW p. 5.4)

1. Discuss the following scenario in your group. Select a representative to present answers to the class.

A crew was ordered, and the incident is planning to provide transportation, lunches, and tools upon their arrival. The crew is arriving via NICC jet. The aircraft desk gives the EDRC the travel information.

You are assigned to the Crew Desk, what do you do with this information?

- EDRC needs to relay fill information to:

    - The incident.

    - Supervisor.

    - Supply desk.

    - Equipment desk.

- What happens if the EDRC does nothing?

    - The incident is unaware of the incoming resource arrival time.

    - Supervisor is unable to coordinate with the other functional areas.

    - If the supply and equipment desks are not notified then the transportation, lunches, and tools may not be ready when the crew arrives.

END OF EXERCISE

Review group answers in the class.

III. TRAVEL

EXERCISE:
> Discuss various methods of mobilizing a resource to an incident.

Purpose: Get students thinking about the variety of ways a resource can get to an incident.

Time: 5 min.

Format: Discussion

Materials Needed: White board or flip chart.

1. Possible Answers:
    *   GOV

    *   POV

    *   Rental Vehicle

    *   Commercial airline

    *   Charter aircraft

    *   Train

    *   Bus (crews)

    *   Lowboy (equipment)

End of Exercise.

A. The use of ETD/ETA option when inputting travel is the most common when the resource is traveling by ground.

B. Now discuss commercial travel procedures.

1. There are different travel providers for arranging commercial travel for different agencies. Check local travel protocol, 05-02 HO, 05-03 HO.

C. Explain that airport designators can be found on AIRNAV (http://airnav.com/).

1. Students navigate to the site and click on the "Airports" tab. Explain that there are 4-letter designators assigned by the FAA for all airports. IROC uses 3-letter designators.

2. Type "San Francisco" into the identifier box and click "Get Airport Information." Note there are 7 identifiers that come up.

Instructor note:
Ask students "How would we know which one to use?"
Answer: Remarks column indicates it is a commercial airport.

D. Explain that there are 2-letter designators for airlines that are used by dispatch. Examples: AA=American Airlines, DL=Delta Airlines. (www.airlinecodes.info)

E. Navigate to IROC Travel Action Tab. This tab becomes active on the Manage Request screen once a request has been filled. **(Slide 5-5, 5-6)**

1. Discuss that travel information can also be found in the Info Action Tab.

2. Explain the different Travel Options.

   • No Travel

   • Set Travel ETD/ETA

   • Set Travel ATD/ETE

   • Travel to be Arranged (IROC will default to this)

3. Discuss local process on inputting commercial travel or multi-leg travel into IROC.

Review unit objectives. (Slide 5-7)

Answer students' questions.

UNIT OVERVIEW

Course   Expanded Dispatch Recorder, D-110

Unit 6   **Request Status, Subordinate and Support Requests**

Time   2 Hours

Objectives

1.   Navigate to and describe the "Request Status" tile.

2.   Describe the difference between support and subordinate requests.

Strategy

Help students understand and navigate the Request Status Action Tile.

Instructional Method(s)
- Students follow along with instructor.

Instructional Aids
None

Exercise(s)

- Independent exploration of various functions in IROC

Evaluation Method(s)

- Observation of student exercises

Outline

I.   Request Status Action Tile
II.   Subordinate vs. Support Requests

Aids and Cues Codes
The codes in the Aids and Cues column are defined as follows:
IG – Instructor Guide   IR – Instructor Reference

SW – Student Workbook   SR – Student Reference
HO – Handout   Slide – PowerPoint

UNIT PRESENTATION

Course   Expanded Dispatch Recorder, D-110
      Unit   **6 – Request Status, Subordinate and Support Requests**

Present unit title slide. (Slide 6-1)
Present unit objectives.   (Slide 6-2)

I.   REQUEST STATUS ACTION TILE

    A. IROC Portal

        1.   Select an incident from Watched Incident Content Selector

        2.   In the Request Status Tile List Selectors, demonstrate filter by different categories.

- Local Request

- Non-local

- Requests by Catalog

- Requests Needing Travel

- Closed Incidents

        3.   By hovering over each category, it will give you a brief description of the filter criteria.

        4.   You can also click in the tile itself to select filter criteria.

- This will populate the Work Area.

- Selecting a request will activate the Action Buttons

Instructors note:

- **Demonstrate Request Status List Selectors and Action Tile Options.**
- **Discuss the changes that occur in the Main Work Area.**
- **Demonstrate how selecting a request by checking the box activates action buttons.**

II.   SUBORDINATE VS. SUPPORT REQUESTS

   A. Subordinate requests

   1.   Associated with a parent request by extension.

Example: A Crew request is C-1. Crewmembers (subordinates of the crew) are C-1.1 thru C-1.20.

   EXERCISE: 10-15 Minutes

   Fill engine type 3, 4, 5 or 6 request with assignment roster (build from scratch). Coaches should assist students with creating a two-person roster (i.e., ENOP, FFT2).

   END OF EXERCISE:

   B. Support requests

   1.   One request associated with another request.

   2.   Each request may be from a different catalog item.

Example: An overhead request (DIVS, O-1) associated with a support equipment request. (Pick-up truck, E-1).

   3.   When the parent request is viewed in Accordion View, it will have a request listed as a "Support Request."

EXERCISE:

Purpose: Ensuring students understand the difference between subordinate and support requests.

Time: 15 min.

Format: Students work independently with assistance from coaches, as necessary.

Materials Needed: Laptop with Chrome and internet access.

Instructions:

1. Have students create a support request for a bus for the T2 crew request.

2. Demonstrate the request has been completed.

The support request will appear on the Manage Request screen as a "Support Request"

End of Exercise

Review unit objectives. (Slide 6-1)
Answer student's questions.

UNIT OVERVIEW

Course   Expanded Dispatch Recorder, D-110
                    Unit 7   **7 – IROC Supplies**

Time   2.5 Hours

Objectives

1. Complete a Supply Resource Order.
2. Identify and utilize the National Fire Equipment System (NFES) catalog (electronic).
3. Identify the difference between NFES and non-NFES supplies.
4. Identify the difference between service and supply.
5. Identify the difference between local purchase, local cache, and national cache.
6. Describe the role of Buying Teams in incident support.

Strategy

Introduce students to the variety of supplies ordered at incidents.

Instructional Method(s)

- Lecture and demonstration followed by students performing independent actions.

Instructional Aids

- Link to NFES Catalog
- HO 7-1 Supply order (all NFES items)
- HO 7-2 Supply order (all non-NFES items)

Exercise(s)

- Students create their own supply orders.

Evaluation Method(s)
- Observation of student performing actions in IROC

Outline

    I.   Supply Orders

    II.   Cover Local Protocols

Aids and Cues Codes

The codes in the Aids and Cues column are defined as follows:

IG – Instructor Guide	IR – Instructor Reference
SW – Student Workbook	SR – Student Reference
HO – Handout	Slide – PowerPoint

Course   Expanded Dispatch Recorder, D-110
                        Unit   7 –IROC Supplies

Present unit title slide. (Slide 7-1)
Present unit objectives. (Slide 7-2)

I. SUPPLY ORDERS
    A. Have students refer to the link to the electronic National Fire
    Equipment System (NFES) catalog.
    https://www.nwcg.gov/publications/pms449-1

- **This is for Part 1, which is the actual supply list**

    B. Demonstrate the Inventory Price List Spreadsheet on the left side of
    the page.

    C. Demonstrate how to use the search function in the electronic version.

EXERCISE:

Purpose: Get students familiar with online NFES catalog and searching for items.

Time: 20 min.

Format: Students work independently with assistance from coaches.

Materials Needed: Laptop with Chrome and internet access.

Instructions:

1. Coaches provide general message with supply order to students. Have
   students locate each item, making sure to discuss unit of issue and
   standard pack concepts. Have students write the NFES number for
   each item on the handout. **(07-01 HO)**

End of Exercise.

    D. Have students navigate to the IROC Portal.

E. In the Watched Incident Content Selector, selected assigned incident

F. Pending Request Action Tile > "+" icon

G. Select Catalog>Supply

H. Review Categories: Note that depending on the catalog category selected different fields will become available to the dispatcher.

    1.   *Service, Category Not Listed

- Do not use this category (unless specified by local protocol).

- The Resource Requested and Resource Assigned will then be *Service, Category Not Listed. Dispatcher should put in the Special Needs what the service is.

    2.   NFES Supplies

- NFES is National Fire Equipment System. These are items in the fire cache system.

- Kits are located here by NFES number.

- All National Cache unit identifiers end in K.

- Identify which National Cache(s) provides support in your area.

    3.   NON-NFES Supplies

- Use !Not in Catalog Supplies for local purchases.

- Notice that the Item Description field under Not in Catalog Supplies is a free text field, enabling the user to type in locally purchased items.

- Identify local data entry standards when typing in this text box.

- Note option to track item throughout its life on the incident.

4. Service, Communications

    - Cell service, satellite phones, voice/data lines.

5. Service, Delivery

    - Ice, newspaper, potable water delivery.

    - Use this option for ongoing services.

6. Service, Facility-Land Rental

    - Conference room, land use, refrigeration and shower facility rental.

7. Service, Fuel Delivery

    - Diesel/Gas, Other, Propane, Aviation.

8. Service, Meals, Food, Lodging

    - Food catering (when the # of incident personnel has not met the threshold of ordering a caterer off the National Contract or a National Contract Caterer is not available).

    - Demonstrate the difference between number of requests and quantity of meals.

    - Lodging, Meals, Groceries/Sundries (see documentation).

9. Service, Miscellaneous

- Dust abatement, equipment inspection, excavation, laundry, medical, mobile mechanic, mobilization center, road grading.

10. Service, Office Support

- Fax rental, audio visual equipment rental, computer rental, copy machine rental, other office equipment rental, office machine repair.

11. Service, Sanitation

- Grey water removal, handwashing stations (portable), porta-potties, recycling, garbage/container removal, other sanitation.

- **Instructor Note: From this point, move to the top right of the New Request screen**

I. Have students select Category > NFES Supplies

1. Demonstrate how to search by item name.

2. Demonstrate how to enter the NFES number

3. Identify "Standard Pack". Refer students back to NFES catalog and point out that Standard Pack can be different than Unit of Issue.

4. "Quantity". Supplies are the only functional area that can have multiple identical items per request.

J. "Default Number Block". Explain blocks of numbers can be issued to others outside of expanded for tracking purposes (established dispatch, buying teams, incident management teams, etc.).

1. Refer to local protocols.

K. Need Date Time

L. Navigation Reporting

M. Request Contact

N. Ordering Contact

O. Special Needs

P. Supply Details

    1.   Shipping Contact

    2.   Shipping Method

- Select one of three options:

  - Shipping Address (pick or add an address associated with this incident).

  - Shipping Instructions (used most often). This will open a text box to the right to populate the shipping instructions.

  - Will Pick Up at Cache (brings up different text boxes).

    3.   Discuss Servicing Cache

    4.   Shipping Contact: Name and phone number should be selected from the pick menu. Emphasize that students can add a name and phone number; however, they should always check with the supervisory dispatcher prior to doing so.

EXERCISE:

Purpose: Practical application of lecture

Time: 20 min.

Format: Students work independently with assistance from coach as needed.

Materials Needed: Laptop with Chrome and internet access.

Instructions:
Have students create supply requests from both handouts.
Ensure students write the S number on the general message forms. **(07-01 HO and 07-02 HO)**

End of Exercise.

Q. Pending Request Action Tile "+" icon

R. Select Catalog > Supply

S. Select Category > Service, Sanitation

T. Identify that when certain services are selected, the Quantity Requested box changes to Number of Requests.

U. Explain that when a service is filled, user will be prompted to enter travel. Most services remain assigned to an incident so the order can be tracked for billing purposes.

Instructor note:
Ask Students what are different ways to fill a Supply Order?
Answer: Local purchase, caches, and buying teams.

II. COVER LOCAL PROTOCOLS:

A. What is considered a local purchase?

B. What is the difference between the local cache and the national cache?

C. How does an EDRC decide when an NFES order can be filled at the local cache instead of the national cache?

D. What is a buying team? How does expanded dispatch generally interact with buying teams?

E. Discuss IROC capability to identify request is for the BUYT.

EXERCISE:

Purpose: To remember how to place an order through the Pending Request tile.

Time: 5 min.

Format: Student works independently with assistance from coach as needed.

Materials Needed: Laptop with Chrome and internet access.

Instructions:
1. Have students place NFES items to the appropriate national cache(s).

END OF EXERCISE

Review unit objectives. Answer students' questions.

UNIT OVERVIEW

Course   Expanded Dispatch Recorder, D-110
   Unit 8   **Supplemental Forms and Manual Resource Order Form**

Time   1 Hour

Objectives

1.   Identify forms that supplement the Resource Order Form.

2.   Complete a hardcopy of the Resource Order Form.

Strategy

To make students familiar with other forms they may encounter in an expanded dispatch.

Instructional Method(s)

- Lecture while students follow along on handouts.

Instructional Aids

- HO 8-1 Resource Extension Request Form

- HO 8-2 Aircraft Flight Request Form

- HO 8-3 Passenger and Cargo Manifest Form

- HO 8-4 Preparedness/Detail Request Form

- HO 8-5 Mobile Food and Shower Request Form

- HO 8-6 Blank Overhead Resource Order Form

Exercise(s)

- Completing a hardcopy resource order form.

Evaluation Method(s)

- Compare hardcopy resource order form to electronic version.

Outline

I.   Supplemental Forms
II. Hardcopy Resource Order

Aids and Cues Codes:
The codes in the Aids and Cues column are defined as follows:

IG – Instructor Guide   IR – Instructor Reference
SW – Student Workbook   SR – Student Reference
HO – Handout   Slide – PowerPoint

Course   Expanded Dispatch Recorder, D-110
    Unit   **8– Supplemental Forms and Manual Resource Order Form**

Present unit title slide. (Slide 8-1)

Present unit objectives. (Slide 8-2)

I. SUPPLEMENTAL FORMS

Supplemental forms are used to provide additional information so that requests can be processed efficiently. Some forms may vary by area, but the information will be similar. An EDRC does not typically complete or process these forms independently, but it is important to be familiar with them.

      A.   Students will follow along on their hard copy forms while instructor projects forms on the screen.

           1. Resource Extension Request Form **(08-01 HO)**

- Used to extend resources on incident. **(Slide 8-3)**

- EDRC will notify EDSD or EDSP when an Extension Form is received.

- National resources require NICC approval to extend.

- Discuss local protocol.

           2. Aircraft Flight Request Form **(08-02 HO) (Slide 8-4)**

- Used to request aircraft to transport personnel and/or supplies.

- Shows aircraft used, personnel/supply transported and is used for payment information.

- Provides ETD/ETA information.

3. Passenger and Cargo Manifest **(08-03 HO) (Slide 8-5)**

- Identifies personnel and/or cargo being transported.

- Generally used for crews and engines.

4. Preparedness/Detail Request **(08-04 HO) (Slide 8-6)**

- Used to request individual resource for extended or pre-arranged assignments.

- Can be used for overhead, equipment, and crews.

- Follow local protocol, does not use fire codes.

5. Mobile Food and Shower Service Request Form **(08-05 HO) (Slide 8-7)**

- Provides the information required by NICC to fill the request.

- Useful as a checklist to ensure everything is ordered prior to arrival.

- Required to order a national caterer or shower.

    - EDRC would only fill out this form with the help of an EDSD or EDSP. Discuss where and how you might get some of the information required for the form (example: number of meals).

II. HARDCOPY RESOURCE ORDER

A. Introduction **(Slide 8-8)**

1. The hardcopy resource order form is used to manually document resource requests when the electronic resource tracking system (IROC) is unavailable.

B.   Legal Documents

    1. Resource order forms and all supplemental forms are legal documents that can be subpoenaed and used in lawsuits.

    2. What does an EDRC need to consider when completing any form - electronic or hard copy?

- Possible answers: Be professional, state facts, be accurate and thorough, try to be legible, etc.

    3. Completed Resource Order forms are part of the final financial package.

C.   Description of the Form **(08-06 HO)**

    1. Each functional area has its own form. On original cardstock, each functional area has its own color: Crews/Green; Overhead/White; Equipment/Goldenrod; and Supplies/Brown.

    2. Hardcopy resource orders are no longer being produced. They are available for printing online. Discuss local protocol.

    3. There are three main sections on the form:

- Header information (Blocks 1- 11)

- Resource information (Block 12)

- Receive request

- Place request

- Assign resource and relay information

- Release resource

- Documentation (Block 13)

- Documentation block is continued on the back of the form.

    D.   Examples of Completed Forms

        1. Display each completed Resource Order form and describe to students each of the three sections described above.

- Equipment **(Slide 8-9)**

- Crews **(Slide 8-10)**

- Supplies **(Slide 8-11)**

- Overhead **(Slide 8-12)**

        2. Refer students to the EDRC Reference Guide where they can find the "Block by Block Instructions".

EXERCISE:

Purpose: Teaching students how to fill out a hardcopy resource order.

Time: 20 min.

Format: Students work independently using handout as a guide.

Materials Needed: HO 4-4, laptop with IROC.

Instructions:

1. Have students locate handout **04-04 HO** requesting DIVS.

2. Assist students with filling out the hardcopy resource order form. When students have completed the electronic/hard copy resource order form, have them sign into IROC, locate the request, attach **04-04 HO** to the IROC request and "print" or "save". Have students compare the hardcopy resource order form with the IROC resource order form for accuracy.

End of Exercise.

Review unit objectives. (Slide 8-13)

Answer students' questions.

UNIT OVERVIEW

Course Expanded Dispatch Recorder, D-110
<div align="center">

Unit 9 **Demobilization**
</div>

Time 1.5 Hours

Objectives:

1. Demonstrate the functionality of the "Incident Resource" screen.

- Demonstrate the different ways to release a resource in IROC (Manage Request Screen and Work Areas Release Button)

2. Demonstrate the demobilization of resources from an incident.

3. Describe reassignment of resources.

Strategy:

To have students demonstrate how to demobilize resources from an incident.

Instructional Method(s):

- Lecture followed by hands on exercise.

Instructional Aids:

- HO 9-01- Demobilization checkout form
- HO 9-02 - Emergency release/message form
- HO 9-03 - List of resources demobilizing (OH, EQ, CR)

Exercise(s):

- Demobilize a resource in IROC

Evaluation Method(s):

- Observation of students

Outline:

I.   Demobilizing resources

Aids and Cues Codes:
The codes in the Aids and Cues column are defined as follows:

IG – Instructor Guide   IR – Instructor Reference
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HO – Handout   Slide – PowerPoint

UNIT PRESENTATION

Course   Expanded Dispatch Recorder, D-110

Unit   9 – Demobilization

Present unit title slide. (Slide 9-1)

Present unit objectives. (Slide 9-2)

I. Demobilizing Resources

    A. Discuss Demobilization form

        1. Variety of forms used.

        2. Demobilization printout generated via I-Suite.

        3. Emergency release/message form. **(09-2 HO)**

        4. Demobilization checkout form from ICP. (ICS-221)
           (09-01 HO)

    B. From the Content Selector, select your watched incident.

        1. Request Status Action Tile > select filled requests to populate
           Main Work Area with filled requests.

        2. Demonstrate how to search for the item you want to release by
           Request Number, Request Category, Catalog Item, Resource
           and Status.

        3. Select Manage Request icon to get to the Manage Request
           Screen, or can select the request to activate the Action buttons.

        4. From Manage Request, Select Release Tab.

           • Date

           • Time

- Time Zone

- Documentation

- Click Release

C. Travel Options

1. No Travel

   - Rarely used

2. Set Travel ETD/ETA

3. Set Travel ATD/ATE

4. Travel to Be Arranged

   - Travel will default to this

D. Determine Demobilization Travel mode.

1. Items to consider when demobilizing a resource

   - Is ground transportation needed?

   - Does the resource need a flight arranged?

   - Is there a support request that needs to be released?

   - From the bottom of the Manage Request Screen, select the tab Copy the Demob Travel from the Parent Request.

   - Is the resource a national resource/ (Caterer, Shower, Type 1 Crew, etc.)?

− Notify your EDSD or EDSP when a national resource is available for demobilization or reassignment.

− Discuss reassignments briefly

EXERCISE:

Purpose: Practice demobing resources from an incident Time: 20 min. **(09-03 HO)**

Instructors Note: For this to work, the students will have had to set travel for their requests.

Format: Students work independently with assistance from coach as needed.

Materials Needed: Laptop with Chrome and internet access.

Instructions:

1. Have students review release functions in IROC.

2. Have students demob the resources per handout.

3. ASK STUDENTS: "What if the EDRC received a demob for a resource (Type 6 engine) and is aware that there is another incident with a pending request for the same resource?

End of Exercise.

UNIT OVERVIEW

Course   Expanded Dispatch Recorder, D-110
            Unit 10   Final Scenario and Exam

Time   1.5 Hours

Objectives

1.   Complete final scenario.

2.   Complete final exam.

Strategy

To test student recall.

Instructional Method(s)

- Two tests, one electronic and one hardcopy.

Instructional Aids

- None

Exercise(s)

- None

Evaluation Method(s)
- 70% or better score on hardcopy test.

Outline
I.   Final Scenario
II.   Final Exam

Aids and Cues Codes
The codes in the Aids and Cues column are defined as follows:

IG – Instructor Guide   IR – Instructor Reference

SW – Student Workbook   SR – Student Reference
HO – Handout   Slide – PowerPoint

UNIT PRESENTATION

Course   Expanded Dispatch Recorder, D-110

    Unit 10 Final Scenario and Exam

Present unit title slide. (Slide 10-1)

Present unit objectives. (Slide 10-2)

  I. FINAL SCENARIO

      A. Each student will have a handout and follow step- by-step instructions. **(10-01 HO)**

          1. Instructor needs to provide unique overhead resource name on each student handout.

          2. If instructor does not have access to a printer for the course, have students "save" from IROC and email work.

  II. FINAL EXAM (10-02 **HO)**

      A. Handout Written Exam (Answer key page 10.3-10.6)

Answer students' questions.

EXPANDED DISPATCH RECORDER, D-110

FINAL EXAM – ANSWER KEY

30 possible points

1. Name the two dispatch organizations and describe what they do. (2 pts.)

   - **Established dispatch organization**

     The primary mission of the established dispatch organization is to provide safe, timely and cost-effective coordination of emergency response within its specific geographic area (local, geographic and national).

   - **Expanded Dispatch Organization**

     Handles the increased dispatch workload on large or complex incidents.

2. List four functional areas in a typical expanded dispatch organization. (4 pts.)

   - **Overhead**
   - **Supply**
   - **Crews**
   - **Equipment**

3. Which of the following are responsibilities of an Expanded Dispatch Recorder (EDRC)? Circle correct answers. (1 pt.)

   - **Maintain status of resources**
   - **Process resource orders**
   - **Receive, communicate, and document information**

4. List two positions in the expanded dispatch organization. (2 pts.)
   Possible answers include:

- **Expanded dispatch coordinator (CORD)**
- **Expanded dispatch supervisor (EDSP)**
- **Expanded support dispatcher (EDSD)**
- **Expanded dispatch recorder (EDRC)**

5.   Which of the following contacts does an EDRC handle and which need to be transferred to a supervisor? Write E for EDRC or S for Supervisor. (4 pts.)

E or S	Contact
E	Cache
S	Media
E	Ordering Manager (ORDM)
S	Public

6.   List two types of information an EDRC should receive during the initial briefing. (2 pts.)
Possible answers include:

- **Office orientation**
- **Expanded dispatch chain of command**
- **Local SOPs**
- **Reference material**
- **Schedules**
- **Lodging/meals (per diem)**
- **Time keeping**
- **Contacts**
- **Incident status**
- **Review PTB**
- **Detailer guide**

7.   List two possible types of information to include in a shift briefing. (2 pts.)
Possible answers include:

- **Items needing follow-up**
- **Weather/intelligence**
- **Resource availability**
- **Resource shortage**
- **Changing priority**

- **Incident activities**
- **Shift changes**

8. What does the acronym UTF represent? (1 pt.)

   Unable to fill

9. What Geographic Area Coordination Center (GACC) is your home unit located in? (1 pt.)

10. Name two types of communication methods an EDRC uses? (2 pts.)
   Possible answers include:

   - **Written (Resource order forms, dispatch log, shift briefing forms, general message forms)**
   - **Oral (Telephones, radios, face to face, group discussion)**
   - **Electronic (Facsimile, email, teletype, electronic resource tracking system)**

11. Name two reasons documentation is important? (2 pts.)
   Possible answers include:
   - **Legal proceedings**
   - **Follow-up (during and after incident)**
   - **Helps you remember details hours, days or months later**
   - **Host unit will use this for research after expanded has demobed**

12. Name three examples of interpersonal skills an EDRC needs? (3 pts.)
   Possible answers include:
   - **Professional Demeanor**
   - **Teamwork**
   - **Good Follower**
   - **Be Proactive**
   - **Personal Responsibility**

13. Scenario: At the end of a shift, an overhead resource calls the EDRC (overhead desk) to relay that she is ill and will be 24 hours later than expected. (4 pts.)

As the overhead desk EDRC, what would you do?

- **Document the phone call on the resource order.**
- **Inform EDSD or EDSP.**
- **Document information on or during the shift briefing.**
- **Relay the information to the incident.**

UNIT OVERVIEW

Course   Expanded Dispatch Recorder, D-110
              Unit 11   AAR and Dispatch Close Out

Time   1.5 Hours

Objectives

    1.   Participate in an After-Action Review (AAR).

Strategy

Have students become familiar with AAR and provide them with final coach
evaluation.

Instructional Method(s):

Lecture and brainstorming

Instructional Aids:

- Incident Response Pocket Guide link
  https://www.nifc.gov/sites/default/files/redbook-files/RedBookAll.pdf

- Flip chart and markers

Exercise(s):

Groups participate in and record AAR discussion

Evaluation Method(s):

None

Outline:

    I.   After Action Review (AAR)

Aids and Cues Codes:

The codes in the Aids and Cues column are defined as follows:

IG – Instructor Guide	IR – Instructor Reference
SW – Student Workbook	SR – Student Reference
HO – Handout	Slide – PowerPoint

UNIT PRESENTATION

Course   Expanded Dispatch Recorder, D-110
            Unit   **11– AAR and Dispatch Close Out**

Present unit title slide. (Slide 11-1)
Present unit objectives. (Slide 11-2)

    I.   AFTER ACTION REVIEW (AAR)

        A. Describe an AAR and when it is used.

EXERCISE:

Purpose: To actively participate in a realistic AAR Time: 30 min.

Format: Group discussion

Materials Needed: Laptop and flipchart or white board.

Instructions:

1.   Have students link to the IRPG and locate the AAR outline.

2.   Review and discuss the AAR outline.

3.   Each group should follow the AAR format to evaluate the course. Designate
        a representative from each group to document and present highlights from
        their AAR to the class.

4.   Students complete the course evaluation forms while coaches conduct a final
        review of position task books.

5.   Coaches return student PTB.

End of Exercise

        B. Optional Discussions: Where do you go from here?
           1.   How does an EDRC(t) get assigned locally?
           2.   Review the Expanded Dispatch Job Aid.

What courses might a dispatcher consider after they complete their EDRC? (L-180, I- 100, I-200, S-130/190, IS-700, D-310, D-311, D-312, etc.)

Review unit objectives. (Slide 11-2)

Review course objectives. (Slide 11-3)