Board Inquiry Form

Board Member	
Carbajal	X
Wolf	
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Adam	
Lavagnino	

Inquiry Number: 43

Department: Fire
Date: 6/12/13
Page(s) of Budget Book:

Request/Question: What is the Cost of the Fire Dept. Management Incentive Plan
Response Prepared by: Chief Michael Dyer Joseph Toney, Fiscal and Policy Analyst

Response:

The total annual estimate of the Fire Department Management Incentive Plan is $96,775.

Please see the attached Professional Development and Organizational Incentive Plan for the Fire Department.

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SANTA BARBARA COUNTY FIRE DEPARTMENT

PROFESSIONAL DEVELOPMENT
AND
ORGANIZATIONAL SUCCESSION
INCENTIVE PLAN

Santa Barbara County Fire Department

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Santa Barbara County Fire Department

OVERVIEW

As employee development is closely linked to the growth of a company, employee development of public service professionals can also be linked with the increase in effective and efficient service delivery of its fire service managers. Employee growth has direct and indirect benefits. More knowledgeable, skilled, and capable employees directly impact the Department's ability to satisfy customers, resolve problems and crises, and adapt to changing community needs and conditions. Incentivizing professional education, similar to the Santa Barbara Sheriff's Department's Managers Association MOU for example, can assist the Fire Department in gaining expertise in new technologies and markets, which can save the department time and money in the long run. In addition, most employees find learning new skills and taking on new challenges extremely rewarding. Satisfied employees have a more positive attitude, work harder, and stay with a company or an organization longer than workers who aren't given opportunities to grow.

There are many ways to foster employee development. The Santa Barbara County Fire Department has developed a comprehensive incentive plan that encourages employee professional growth as well as organizational succession. As detailed within the attached incentive plan, participants are encouraged to seek professional development in two specific areas: post-secondary education and vocational education.

Post-secondary education in the form of an Associate, Bachelor or Master of Science/Arts degree is a vital foundation for all fire service managers. Participation in and completion of a post-secondary degree program will result in a more confident employee who feels valued, challenged, rewarded and more adept to engage with other government officials, emergency managers and members of the community. Furthermore, by supporting an employees desire to educate themselves, an organization can expect to increase the knowledge base within the organization. In the long term this can make internal operations more efficient, reduce the need to outsource for expertise, and help the organization stay ahead of trends and initiatives in an ever dynamic profession.

Vocational education is required in order to stay current and informed in today's firefighting environment. Innovations in incident management, best practices and safety improvements are necessary skills for all fire service managers. Employee development in the realm of improving a manager's technical skills is a key element in administrative and emergency fire service management. Further, employee development in emergency and incident management may mean the difference in saving lives and minimizing property losses.

Often, businesses or organizations indicate they cannot afford the cost of employee development. Their reasons fall mainly in two areas: they cannot afford employees the time away from the job for training or they cannot afford to bring in an outside professional trainer. While these two issues are serious concerns for many organizations, the attached incentive plan outlines a host of vocational education options in which fire service managers may participate in the plan by seeking and completing training at their own cost. Each vocational education option has a direct nexus toward enhancing the technical skills a fire service manager needs to succeed in their profession.

Public service organizations must cultivate and develop their personnel as never before. Instead of viewing employees as item numbers or commodities, the organization must innovatively invest in their men and women. By doing so, individuals seeking higher levels of responsibility will be more skilled at forecasting and developing the capabilities necessary for their organizations to perform new and critical missions.

The Santa Barbara County Fire Department and our managers continue to improve our workforce and service excellence as well as our professional development as we work collectively toward understanding our Department's evolutionary direction. In doing so, we continue also to align our own growth and development with this direction in order to be prepared for challenges and opportunities in the future. We are hopeful that the County of Santa Barbara will work in a proactive manner with its

stakeholder fire department managers toward acceptance of the Professional Development and Organizational Incentive Plan.

PROFESSIONAL DEVELOPMENT
AND
ORGANIZATIONAL SUCCESSION INCENTIVE PLAN

POST-SECONDARY EDUCATION[1]	INCENTIVE[2]
Associate of Arts/Science	1%
Bachelor of Arts/Science	3%
Master of Arts/Science	5%
VOCATIONAL EDUCATION[3]	
Emergency Medical Technician (EMT)	4%
OSFM Chief Officer Certification	3%
Incident Commander/Section Chief Qualified	3%
National Fire Academy Executive Fire Officer (EFO)	3%
MAXIMUM COMBINED INCENTIVE	
Maximum Post-Secondary Incentive	5%
Maximum Vocational Incentive	7%
MAXIMUM TOTAL INCENTIVE	12%

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[1] Program participants earn incentive for only one (single highest) earned degree.
[2] Increase to base salary by percentage noted.
[3] Program participants need only complete one component within the Vocational Education component to begin earning the incentive.

<u>APPENDIX A</u>

<u>Post-secondary Education</u>

**ASSOCIATE OF ARTS/SCIENCE,
BACHELOR OF ARTS/SCIENCE,
MASTER OF ARTS/SCIENCE DEGREES**

College graduates often enjoy benefits beyond increased income. A 1998 report published by the Institute for Higher Education Policy reviews the individual benefits that college graduates enjoy, including higher levels of saving, increased personal/professional mobility, improved quality of life for their offspring, better consumer decision making, and more hobbies and leisure activities (Institute for Higher Education Policy, 1998). According to a report published by the Carnegie Foundation, non-monetary individual benefits of higher education include the tendency for postsecondary students to become more open-minded, more cultured, more rational, more consistent and less authoritarian; these benefits are also passed along to succeeding generations (Rowley and Hurtado, 2002).

Additionally, college attendance has been shown to "decrease prejudice, enhance knowledge of world affairs and enhance social status" while increasing economic and job security for those who earn bachelor's degrees (Rowley and Hurtado, 2002). Further, in terms of the social value of higher education, a number of studies have shown a high correlation between higher education and cultural and family values, and economic growth. Cohn and Geske (1992) report that "college graduates appear to have a more optimistic view of their past and future personal progress."

Public benefits of attending college include increased tax revenues, greater workplace productivity, increased consumption, increased workforce flexibility, and decreased reliance on government financial support (Institute for Higher Education Policy, 1998).

Recognition of Degrees Earned by Program Participants

Program participants must earn a degree from an accredited institution. Accreditation must be by a nationally recognized accrediting agency that the U. S. Secretary of Education has determined is a reliable authority as to the quality of education or training provided by the institutions of higher education and the higher education programs they accredit.

The practice of accreditation arose in the United States as a means of conducting nongovernmental, peer evaluation of educational institutions

and programs. Institutional accreditation as practiced in this country is a unique characteristic of American education. In many other countries, the maintenance of educational standards is a governmental function. No institution in the United States is required to seek accreditation, however, because of the recognized benefits, most of the eligible institutions in this and other regions have sought to become accredited.

The accreditation process aids institutions in developing and sustaining effective educational programs and assures the educational community, the general public, and other organizations that an accredited institution has met high standards of quality and effectiveness.

Types of Accreditation

There are two basic types of educational accreditation, one referred to as "institutional" and the other referred to as "specialized" or "programmatic."

Institutional accreditation normally applies to an entire institution, indicating that each of an institution's parts is contributing to the achievement of the institution's objectives, although not necessarily all at the same level of quality. The various commissions of the regional accrediting agencies, for example, perform institutional accreditation, as do many national accrediting agencies.

Specialized or programmatic accreditation normally applies to programs, departments, or schools that are parts of an institution. The accredited unit may be as large as a college or school within a university or as small as a curriculum within a discipline. Most of the specialized or programmatic accrediting agencies review units within an institution of higher education that is accredited by one of the regional accrediting agencies. However, certain accrediting agencies also accredit professional schools and other specialized or vocational institutions of higher education that are freestanding in their operations. Thus, a "specialized" or "programmatic" accrediting agency may also function in the capacity of an "institutional" accrediting agency. In addition, a number of specialized accrediting agencies accredit educational programs within non-educational settings, such as hospitals.
(U.S. Department of Education)

References

Institute for Higher Education Policy (1998). Reaping the Benefits: Defining the Public and Private Value of Going to College. The New Millennium Project on Higher Education Costs, Pricing, and Productivity. Washington, DC: Author.

Rowley, L.L., & Hurtado, S. (2002). The Non-Monetary Benefits of an Undergraduate Education. University of Michigan: Center for the Study of Higher and Postsecondary Education.

United States Department of Education (2012). *Accreditation in the United States.* Retrieved from http://www2.ed.gov/admins/finaid/accred/accreditation.html

APPENDIX B

Vocational Education

EMERGENCY MEDICAL TECHNICIAN CERTIFICATION

The California Health and Safety Code requires all firefighters to be trained in first aid and Cardio Pulmonary Resuscitation (CPR). The Emergency Medical Technician (EMT) certification is recognized state-wide as a standard for all firefighters. Currently, firefighters represented by Firefighters Local 2046 are compensated 4% of their base pay to maintain their EMT certification. Firefighters must complete 24 hours of continuing education every <u>two</u> years to maintain this certification. In addition they must also maintain certain skills including CPR and Automatic External Defibrillator operation. Chief Officers should be compensated as well for maintaining this vital certification.

CALIFORNIA INCIDENT COMMAND CERTIFICATION SYSTEM (CICCS)
- **INCIDENT COMMANDER**
- **SECTION CHIEF – TYPE 2**
- **DIVISION/GROUP SUPERVISOR**

The California Incident Command Certification System (CICCS) was developed in response to concerns of California fire service professionals who identified the need for a system to enhance readiness and safety of emergency responders on multi-agency incidents. The program was designed as a decentralized certification system administered at the local, regional, and state level.

In an effort to ensure management and supervisory proficiency on emergency incidents, the California State Fire Marshal's Office (SFMO), and the Office of Emergency Services, (OES) Fire and Rescue Division (Branch), in cooperation with the California Fire Chief's Association, established the CICCS a means in which to standardize certification and qualifications for ICS positions.

In the aftermath of the October 1996 Calabasas Fire, the Los Angeles City Fire Department, Glendale Fire Department, and Los Angeles County Fire Departments established a task force to research, analyze, and develop a Calabasas Fire Report. Within the report, 56 recommendations were developed to enhance fire agencies' capability to combat wildland fire incidents and provide for maximum safety for personnel. There was agreement among the three departments that approximately 12 of those

recommendations should be adopted on a statewide basis for review and concurrence.

At an April 1997 meeting of the Fire and Rescue Service Advisory Committee/FIRESCOPE Board of Directors', the Los Angeles County Fire Department Chief (also designated as the OES Mutual Aid Region I Coordinator) presented the findings of the Calabasas Fire Report to the members. At least three of the recommendations in the report involved the need for improved training and the development of qualifications and experience requirements for all fire fighters responding to mutual aid wildland/urban interface incidents.

The Committee/Board of Directors indicated that they wanted to develop minimum qualifications and certifications for all-risk emergency incident management starting with wildland firefighting. In June 1997 the Department Training Chief for CalFire/SFMO presented the Committee/Board of Directors a recommendation that the FIRESCOPE Board of Directors should appoint members to a working group chaired by the Office of the State Fire Marshal to develop minimum standards for all-risk incident management. The working group should use National Wildfire Coordinating Group (NWCG) 310-1 as the model.

Ultimately, in October 1997, the Committee/Board of Directors agreed that the CalFire/Office of the State Fire Marshal should lead the development of State of California Incident Management Certifications and Qualifications for the California Fire Service. This agreement led to the implementation of CICCS at the local government fire department level in 2002. A two-year period established for historical recognition of prior training and experience, began August 1, 2002 and concluded August 1, 2004.

Placing the CICCS into service was a cooperative effort between the California State Fire Marshal's Office and the Governor's Office of Emergency Services, Fire and Rescue Branch. State Fire Training is a SFMO responsibility, while the movement of fire service resources throughout the state during times of emergency is the responsibility of OES Fire and Rescue through the California Fire and Rescue Service Emergency Mutual Aid Plan.

A key component of CICCS involves certifying fire service personnel who have attained a certain level of Incident Command System (ICS) position expertise. The certification of individuals includes the completion of specific position related courses and participation in those roles on active emergency incidents.

> I. Documentation validating certification as a <u>Division/Group Supervisor</u> includes the following:

1. Qualified as a Strike Team Leader
2. Completion S-290: Intermediate Fire Behavior *(37 hrs)*
3. Completion S-215: Fire Operations in Wildland Interface *(32 hrs)*
4. Completion S-330: Strike Team Leader Course *(26 hrs)*
5. Completion S-390: Introduction to Wildland Fire Behavior Calculations *(36 hrs)*
6. Completion S-339: Division/Group Supervisor *(23 hrs)*
7. Completion: Division/Group Supervisor position task book with the performance evaluations and have two documented assignments as a Strike Team Leader

II. Documentation validating certification as an <u>Operations Section Chief</u> (OSC Type 2) includes the following:

1. Qualified as a Division/Group Supervisor plus,
2. Completion S-430: Operations Section Chief *(24 hrs)*
3. Completion I-400: Advanced Incident Command System *(16 hrs)*
4. Completion S-420: Command and General Staff *(38 hrs)*
5. Completion: Branch Director Type 2 (OSC2) position task book with performance evaluations and two documented assignments as a Division/Group Supervisor

III. Documentation validating certification as a <u>Planning Section Chief</u> (PSC Type 2) includes the following:

1. Completion S-420: Command and General Staff *(38 hrs)*
2. Satisfactory performance as a Situation Unit Leader (SITL)
3. Satisfactory performance as a Resources Unit Leader (RESL)
4. Successful position performance as a Planning Section Chief Type 2 (PSC2) on a wildland fire incident
5. Completion I-400: Advanced ICS *(16 hrs)*
6. Completion L-480: Incident Management Team Leadership *(40 hrs)*
7. Completion S-440: Planning Section Chief *(21 hrs)*

IV. Documentation validating certification as a <u>Logistics Section Chief</u> (LSC Type 2) includes the following:

1. Completion S-420: Command and General Staff *(38 hrs)*
2. Satisfactory performance as a Facilities Unit Leader (FACL)
3. Satisfactory performance as a Ground Support Unit Leader (GSUL)
4. Successful position performance as a Logistics Section Chief Type 2 (LSC2)

5. Completion I-400: Advanced ICS *(16 hrs)*
6. Completion L-480: Incident Management Team Leadership *(40 hrs)*
7. Completion S-450: Logistics Section Chief *(16 hrs)*

V. Documentation validating certification as a <u>Finance Section Chief</u> (FSC Type 2) includes the following:

1. Completion S-420: Command and General Staff *(38 hrs)*
2. Satisfactory performance as a Time Unit Leader (TIME)
3. Satisfactory performance as a Procurement Unit Leader (PROC)
4. Successful position performance as a Finance/Administration Section Chief Type 2 (FSC2)
5. Completion I-400: Advanced ICS *(16 hrs)*
6. Completion L-480: Incident Management Team Leadership *(40 hrs)*
7. Completion S-460: Finance/Administration Section Chief *(25 hrs)*

VI. Documentation validating certification as an <u>Incident Commander</u> (IC Type 2) includes the following:

1. Completion S-420: Command and General Staff *(38 hrs)*
2. Satisfactory performance as an Incident Commander Type 3 (ICT3)
3. Satisfactory performance as an Operations, Planning, Logistics, or Finance Section Chief Type 2 (OSC2, PSC2, LSC2, or FSC2)
4. Successful position performance as an Incident Commander Type 2 (ICT2) on a wildfire incident
5. Completion I-400: Advanced ICS *(16 hrs)*
6. Completion L-480: Incident Management Team Leadership *(40 hrs)*
7. Completion S-400: Incident Commander *(24 hrs)*

Reference
National Interagency Incident Management System: Wildland Fire Qualification System Guide PMS 310-1 (April 2006). National Wildfire Coordinating Group, Incident Operations Standards Working Team, Boise, ID; Author.

CALIFORNIA OFFICE OF THE STATE FIRE MARSHAL (OSFM)
CHIEF OFFICER CERTIFICATION

Certified Chief Officer is the second of three steps (Company Officer, Chief Officer, Fire Chief) of certification leading to the position of Certified Fire Chief through the California Office of the State Fire Marshal (OSFM). This level of certification utilizes upper level curriculum that establishes some lower level courses as prerequisites. Although these courses are open to all individuals who meet the academic prerequisites, Chief Officer Certification is only available to those holding the rank of officer and above. The OSFM now requires an Associate of Arts or Science degree in addition to the following class curriculum.

Educational Requirements (40 hours per course):

1. Fire Command 2A: Command Tactics at Major Fires
2. Fire Command 2B: Management of Major Hazardous Materials Incidents
3. Fire Command 2C: High Rise Fire Tactics
4. Fire Command 2D: Planning for Large Scale Disasters
5. Fire Command 2E: Wildland Fire Tactics
6. Fire Management 2A: Organizational Development and Human Relations
7. Fire Management 2B: Fire Service Financial Management
8. Fire Management 2C: Personnel and Labor Relations
9. Fire Management 2D: Master Planning
10. Fire Management 2E: Contemporary Issues and Concepts
11. I-400: Advanced ICS

UNITED STATES FIRE ADMINISTRATION (USFA),
NATIONAL FIRE ACADEMY (NFA)
EXECUTIVE FIRE OFFICER PROGRAM (EFOP)

The EFOP is an extensive, 4-year program conducted on-site at the National Fire Academy in Emmitsburg, Maryland. The program is aimed at increasing the professionalism of fire professionals from throughout the United States. The EFOP target audience is current and emerging executive-level leaders in fire and emergency services organizations. The selection criteria are divided between two requirement areas: Service Requirement and Academic Requirement.

Service Requirement

- Chiefs of Department or equivalent

- Chief Officers or equivalent who head major bureaus or divisions within a fire department, e.g., suppression, prevention, training, emergency medical services, etc.
- Chief Officers and senior deputies of State governmental fire organizations
- Fire Marshals and State Directors of Fire Training
- Other individuals who are serving in "key leadership" positions

Academic Requirement

- Bachelor Degree

When the final Applied Research Project has received a passing grade, the student is awarded the Executive Fire Officer Program Certificate.