Expanded Dispatch Recorder D-110

Instructor Guide

April 2016
NFES 002980

Insert Certification

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 in order 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 as long as 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, minimum 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 Field Manager's Course Guide at www.nwcg.gov/pms/training/training.htm. If the hours are a minimum versus recommended, they will be stated as such.

Expanded Dispatch Recorder

D-110

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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:

USDI BUREAU OF LAND MANAGEMENT

Hilary N. Shook – Upper Yukon-Tanana Dispatch Center

USDI BUREAU OF LAND MANAGEMENT

Kim Karalus – Lakeview Interagency Fire Center

USDA FOREST SERVICE

Brendan P. Neylon – Eastern Area Coordination Center

USDA BUREAU OF LAND MANAGEMENT

Colleen Reid – Elko Interagency Dispatch Center

USDI BUREAU OF LAND MANAGEMENT

D. Nancy Ellsworth – Central Nevada Interagency Dispatch Center

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 appendixes 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:

- Describe the purpose and structure of Expanded Dispatch.

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

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

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

NOTE: As of January 2016, the current electronic resource tracking systems is ROSS (Resource Ordering and Statusing System). This course was written to accommodate future resource tracking systems.

III.   INSTRUCTOR PREREQUISITES

For instructor prerequisites specific to this course, refer to the Field Manager's Course Guide (FMCG), PMS 901-1. This guide is accessible at: http://www.nwcg.gov/pms/training/fmcg.pdf

IV.   INSTRUCTOR PREPARATION

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

In order 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 presented. The following set up instructions below may change when a new resource tracking system is implemented.

Instructors must prepare ahead of time for the following:

2

- During the course, students will be referred to a list of websites. It is recommended that these links be provided via thumb drive so each student can use the links during class and be able to take it with them at the conclusion of the course.

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

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

- All students will need a computer or laptop with internet and printer access with ROSS Practice preloaded.

- Incidents and resources will need to be created prior to the course in ROSS Practice in order for the exercises to work properly (See Appendix A).

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 CAPS.**

The "Aids & Cues" column lists references (slide numbers, handout numbers) that remind instructors to display or refer to specific materials.

The following abbreviations are used in the "Aids & Cues" column:

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, one 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. 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 Field Manager's Course Guide, PSM 910-1, for student prerequisites.

VIII. COURSE SELECTION LETTER

See the Course Coordinator's Guide, PMS 907, for information on selection letters (accessible at: http://www.nwcg.gov/pms/training/PSM907.pdf).

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 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 taskbooks. 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. In order 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.

Refer to the Course Coordinators Guide, PMS 907 for more information. You can access the publication at: http://www.nwcg.gov/pms/training/PMS907.pdf .

XIII. COURSE EVALUATION FORMS

Course evaluation forms are located 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 are included in this Instructor Guide:

A.   Appendix A – Course Ordering and Support Information

This appendix contains a list of ROSS 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 all of the handouts needed for the course including course evaluation forms.

D.   Appendix D – Course Evaluations

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 a ROSS account in NAP. This link: http://ross.nwcg.gov/quick_ref/How_to_request_a_NAP_User_Account.pdf 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 roles:
    - Basic User
    - Expanded Dispatcher
    - Resource Status
    - Roster

- Expanded Dispatch Recorder Position Task Book (initiated at the home unit), located at http://www.nwcg.gov/pms/pms.htm.

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 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 – Arrival and Check-in .... 20 minutes

Unit 1 – Dispatch Organization... 1 hour

Unit 2 – Communication and Working Relationships .... 2 hours

   Lunch

Unit 3 – Introduction to the Electronic Resource Tracking System 2 hours

Unit 4 – Creating a Resource Request.. 2.5 hours

Cadre Meeting (Course Review)

Day 2

Unit 4 – Creating a Resource Request (con't)................................2 hours

Unit 5 – Filling and Placing a Request.. 2 hours

   Lunch

Unit 5 – Filling and Placing a Request (con't).................................. 1 hour

Unit 6 – Travel/Travel Itinerary .... 1 hour

Unit 7 – Request Status/Subordinate & Support orders/Edit Request 2 hours

UNIT OVERVIEW

Course   Expanded Dispatch Recorder, D-110

Unit   0 – Arrival/Check-in

Time   1/2 Hour

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 LCD projector and presentation software

☐ Student workbook (1 per student)

☐ "Common Web Links" hard copies or copied onto thumb drive distributed to students

☐ 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 PRESENTATION

Course   Expanded Dispatch Recorder, D-110

Unit   0 – Arrival/Check-In

OUTLINE	AIDS & CUES
Present NWCG Mission Statement slide.	Slide 0-1
Present unit title slide.	Slide 0-2
Present unit objectives.	Slide 0-3

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.

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

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

II.   WELCOME TO D-110 COURSE

    A.   Administrative Information

    Initial Briefing:

OUTLINE	AIDS & CUES

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

- Facilities (restrooms, vending area, exits)

- Meals and breaks

- Smoking areas

- Local information (restaurants, maps)

- Emergency plan (evacuation and meeting area)

B.   Introductions

Instructor note
- **Group introductions – instructors, coaches, and students**

III.   COURSE OVERVIEW

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

OUTLINE	AIDS & CUES

Present Unit Objectives slide.

Slides 0-4

A.   Upon completion of this course, students will able to:

- Describe the purpose and structure of Expanded Dispatch.

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

Slide 0-5

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

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

B.   Agenda

Slide 0-6

Unit 0 - Arrival/Check-in
Unit 1 - Dispatch Organization
Unit 2 – Communications and Working Relationships
Unit 3 - Getting Acquainted with the electronic resource tracking system (ROSS)
Unit 4 - Creating a Resource Request
Unit 5 - Placing and Filling a Resource Request
Unit 6 - Travel/Travel Itinerary

OUTLINE	AIDS & CUES
Unit 7 - Request Status, Subordinate and Support Requests, Edit Request	Slide 0-7
Unit 8 - ROSS Resource Orders	
Unit 9 - Supplemental Forms and Manual Resource Order Form	
Unit 10 - Demobilization	
Unit 11 - Final Scenario and Exam	
Unit 12 - After Action Review (AAR) and Closeout	

C. Instructional Method

Slide 0-8

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

- Reference material is provided electronically and hardcopy.

IV. RESPONSIBILITIES

Slide 0-9

A. Students

- Actively participate

- Ask questions

- Take notes

- Be flexible

- Complete unit evaluation forms

OUTLINE	AIDS & CUES

B.   Coaches
 	
    • Provide clarification and guidance
 	
    • Ensure data is entered correctly
 	
    • Evaluate student performance
 	
C.   Instructor(s)
 	
    • Demonstrate electronic resource tracking system (ROSS) screens
 	
    • Explain dispatch concepts
 	
    • Assist coaches and students
	Slide 0-10

V.   MEASURING STUDENT PERFORMANCE
 	
Students will receive an NWCG certificate from the lead instructor upon completion of the entire NWCG-approved D-110 curriculum.
 	
A.   Brainstorming and discussions
 	
    • Successful student participation is <u>required</u> to complete the course.
 	
B.   All ROSS exercises must be completed.
 	
    • Students having issues completing any of the ROSS portions should talk to their coach about additional hands-on work time.
	Slide 0-11

OUTLINE	AIDS & CUES

- The goal is to feel confident working with ROSS.

    C.   Criteria for passing the course.

- 70% or higher on final exam.

VI.   COURSE MATERIAL   Slide 0-12

Each student will be provided with:

    A.   Laptop or PC with internet and printer access.

- Personal laptops are not allowed for security purposes.

    B.   Student workbook.

    C.   "Common Web Links" (thumb drive or hardcopy).

VII. COURSE EVALUATIONS   Slide 0-13

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

- Students should fill out the evaluation forms daily.

Review Unit Objectives.   Slide 0-14

Answer students' questions.

UNIT OVERVIEW

Course   Expanded Dispatch Recorder, D-110

Unit   1 – Dispatch Organization

Time   1 Hour

Objectives

- Describe the purpose and structure of the dispatch organizations (established and expanded).
- Demonstrate the use of established dispatch ordering channels.
- Describe the unique language of dispatch.
- Describe the EDRC's roles and responsibilities and their limits of authority.
- 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)

- Didactic instruction, discussion, and question and answer sessions.

Instructional Aids

☐ "Common Web Links" thumb drive or hard copy

☐ 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 　　　　IR – Instructor Reference
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HO – Handout 　　　　　　　Slide – PowerPoint

UNIT PRESENTATION

Course   Expanded Dispatch Recorder, D-110

Unit   1 – Dispatch Organization

OUTLINE	AIDS & CUES
Present unit title slide.	Slide 1-1
Present unit objectives.	Slide 1-2 and 1-3
I. DISPATCH ORGANIZATION	
There are two types of dispatch organizations: established and expanded	
A. Established dispatch organization: Primary mission is to provide timely, cost-effective coordination of emergency response within its specific geographic area. Three levels of established dispatch:	Slide 1-4
• Local dispatch center: commonly referred to as "initial attack" (or IA). Responsibilities include, but are not limited to:	Slide 1-5 SW p. 1.2
⎽ Daily duties (i.e. weather forecasts, tracking non-fire resources, any other local duties)	
⎽ Aircraft flight following	

OUTLINE	AIDS & CUES
Intelligence gathering and dissemination (i.e. WIMS, IQCS, weather forecasts, tweeting, etc.)	
Responding to initial fire reports	
Resource mobilization and tracking	
Telephone and radio traffic	
• Geographic Area Coordination Centers (GACC)	Slide 1-6
There are currently 10 GACCs in the United States.	
Focal point for requests (internal and external) not filled at the local level.	
Provide intelligence, predictive services and related products designed to be used by geographic area fire community for incident management decision making.	
• National Interagency Coordination Center (NICC)	Slide 1-7

_ National focal point for requests not filled within geographic level.

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

Slide 1-8

B.   Expanded Dispatch

Expanded Dispatch is established when a high volume of activity indicates that increased dispatch and coordination capability is required to relieve Initial Attack Dispatch of the support function of one or more large incidents or multiple smaller incidents.

1.   WHEN IS EXPANDED SET UP? What are some trigger points?

- Multiple incidents - fire, earthquake, floods, etc.

- Incident Management Team is ordered

- There is an incident within an incident

- Large, complex, or politically

sensitive incidents

- Local factors (i.e. short staffed, increased work load, etc.)

Expanded Dispatch Environment

Expanded dispatch can often be chaotic and, in the beginning, unorganized. It can go from extremely busy to extremely slow. You will work with dispatchers from across the nation and priorities will constantly change. Remember, you represent the local host unit and your home unit.

1. Skills that will help you:

SW p. 1.4

- Being flexible

- Ability to multi-task

- Being a good team player

- Good communication skills

- Knowing your own strengths and weaknesses

- Being proactive

- Always being professional and courteous

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2. Expanded dispatch positions (refer students to link for Expanded Dispatch Job Aid)
 	
There are four expanded dispatch positions:
 	
• EDRC = Expanded Dispatch Recorder
 	
    – Receive initial briefing from EDSP.
 	
    – Process resource requests using established procedures and ordering channels.
 	
    – Relay pertinent information through established dispatch channels.
 	
    – Track resources and document in accordance with established procedures.
 	
    – Participate in briefings and utilize shift/dispatch log when appropriate.
 	
    – Relay any issues to EDSP.
	Slide 1-9

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• EDSD = Expanded Dispatch Support Dispatcher	Slide 1-10
– Mobilize resources specific to one or more functional area: crews, overhead, equipment, and supplies	
– Use or direct use of established procedures associated with the electronic resource tracking system (ROSS).	
– Provide guidance to EDRCs.	
– Relay issues to EDSP.	
• EDSP = Expanded Dispatch Supervisory Dispatcher	Slide 1-11
– Orders additional dispatchers as needed for present and future needs.	
– Provide supervision to EDSDs and EDRCs.	
– Ensure compliance with	

OUTLINE	AIDS & CUES
established dispatch protocols.	

- Provide training as necessary.

- Ensure coordination between functional areas.

- Schedule and conduct briefings.

- Liaison between dispatch center and expanded dispatch.

- CORD = Expanded Dispatch Coordinator

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

  - Liaison between all units involved (IA, expanded, MAC groups, etc.)

  - Schedule and attend briefings with all units involved.

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Instructor note · **Demonstrate and discuss different configurations of expanded positions on whiteboard/flip chart.**	Slide 1-13
II. ORDERING CHANNEL Explain and show slide with a generic ordering channel. • Incident • Local Dispatch Unit • Neighbors • GACC • NICC • Other GACC • Sending Unit	Slide 1-14

Instructor note
· **Example of the ordering channel (Instructor may edit slide to show local ordering channel)**
 	
· **Ask Students: Why Do We Need An Ordering Channel?**
 	
 Possible answers:
    Uses closest resource
    Most efficient method
    Facilitates the tracking of resources
    Rapid resource response
	Slide 1-15
	
	SW p. 1.5

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

Possible answers:
   Confusion
   Lost resources

III.   UNIQUE LANGUAGE OF DISPATCH

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

Instructor 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)**
   - **Database field limitations (only so many spaces in a program)**
-

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

Instructor note
- **Refer Students To "EDRC Reference Guide"**

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

OUTLINE	AIDS & CUES
two parts:	

    1.   The first two letters indicate what state a unit is in.

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

    3.   Click on the link for "NWCG Unit Identifier Reports" (or type address into browser).

    4.   Direct students to click on the link at the top "Report" box "Search for Unit Identifiers:

        •   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: NWCG Unit Identifier webpage.

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

End of Exercise.

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C. Position Codes   SW p. 1.7

All overhead positions have a 4-digit
identifier. Examples:

- EDRC = Expanded Dispatch
  Recorder

- ORDM = Ordering Manager

- FFT1 = Firefighter, Type 1

D. Acronyms

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, UTFd)

Instructor note
· **Explain to students that it is not important
   to memorize this information, just know
   where to find it.**

E. Communication Outside Of Expanded   Slide 1-18

OUTLINE	AIDS & CUES
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 (*).	

- Incoming 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*

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• Public Affairs/Information Officers*	
• Media*	
Instructor note · **Discuss why an EDRC would be talking to these individuals.**	
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 demobed.	
B. Shift briefs	
1. Significant events.	
2. Items requiring follow up.	
V. RECORDKEEPING	Slide 1-20
A. Currently (2016) ROSS is the official system of record.	
1. Document all important information	

in the electronic resource tracking system (ROSS).

B.   Keep all general message forms and any notes you make.

C.   Keep all shift briefs.

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

Instructor note
Give examples of local recordkeeping, for example:
- **Printed resource orders stapled to general message request.**
- **Printing resource orders daily.**
- **Saving resource orders electronically.**
- **Unit logs and/or briefing forms.**

VI.   PREPARING FOR AN ASSIGNMENT

(See Expanded Dispatch Job Aid)

- Make sure to have a resource order.

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

Instructor note
- **Coaches and instructors give examples of experiences**

Slide 1-21

OUTLINE	AIDS & CUES
Review unit objectives.	Slide 1-22
Answer student's questions.	Slide 1-23

UNIT OVERVIEW

Course   Expanded Dispatch Recorder, D-110

Unit   2 – Communication and Working Relationships

Time   2 Hours

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

OUTLINE	AIDS & CUES
Present unit title slide.	Slide 2-0
Present unit objectives.	Slide 2-1
I. COMMUNICATION METHODS	
A. Communication Methods	Slide 2-2
1. Written	
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	

OUTLINE	AIDS & CUES

- Face to face

- Group discussion

3. Electronic

- Facsimile

- Email

- Electronic resource tracking

    system (ROSS)

- Teletype (TTY)

B. COMMUNICATION SKILLS

- Be clear and concise.

- Be professional.

- Be an active listener.

    Verify what you think you heard,
    observed, and/or recognized.

    A failure to verify 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.

OUTLINE	AIDS & CUES

- Use standard protocols when using the computer, radio and telephone.

- Ask questions, if you don't know.

II.   INTERPERSONAL RELATIONSHIP SKILLS

   A.   Professional Demeanor

Instructor note
·   **Ask students "What does professional demeanor" mean to you? Record answers on flip chart/white board.**

   B.   Teamwork

Instructor note
·   **Ask students "What are some experiences you have had related to teamwork?"**

- Foster positive relationships and have respect for others.

   C.   Good Follower

Instructor 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.

OUTLINE	AIDS & CUES
D. Be Proactive	
Instructor note · **Ask students "Why is it important to be proactive?"**	
• Use situational awareness.	
e. Personal Responsibility	
• Recognize your own limits.	
• Know your strengths and weaknesses.	
• Ensure your own well-being.	
Review unit objectives. **Answer students' questions.**	Slide 2-5

UNIT OVERVIEW

Course Expanded Dispatch Recorder, D-110

Unit 3 – Introduction to the Electronic Resource Tracking System (ROSS)

Time 2 Hours

Objectives

1. Describe the electronic resource tracking system.
2. Identify and navigate the main ROSS home screen.
3. Demonstrate the functionality of personal settings.
4. Describe unit ID components and dispatch channels as they relate to ROSS.
5. Identify the following ROSS screens and functions: New Request, Resource Status, Pending Request, Request Status, Notifiers, 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 – ROSS. 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 ROSS and review of Unit IDs

Evaluation Method(s)

- Observe how students interact with ROSS.

Outline

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   3 – Introduction to the Electronic Resource Tracking System (ROSS)

OUTLINE	AIDS & CUES
Present unit title slide.	Slide 3-0
Present unit objectives.	Slide 3-1
I. WHAT IS ROSS?	Slide 3-2
The National Interagency Resource Ordering and Status System (ROSS) is utilized in an estimated 300 interagency dispatch and coordination centers throughout the nation. ROSS tracks all tactical, logistical, service and support resources mobilized by the incident dispatch community.	
A. ROSS security	Slide 3-3
ROSS is accessible to anyone with Internet access and a ROSS User Account.	
If someone has both a ROSS User and ROSS Web Status account, they use the same username and password for both. Security rules for ROSS User Accounts also apply to Web Status Accounts.	
The dispatcher must always work in ROSS under their username and password. Never allow another individual to use your session	

OUTLINE	AIDS & CUES
of ROSS. All documentation in ROSS is stamped with date/time and user's name. The dispatcher is responsible for all activity tied to their user name.	

- Auto-doc vs. User-doc: There are several actions in ROSS 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.

- Auto-doc disappears after 14 days. User entered documentation will remain in the database. Both are available into perpetuity through reports.

ROSS session will "time out" after three hours. Any unsaved work will be lost.

Instructor note
- **Have students log into ROSS Practice.**

B.   Discuss roles that can be assigned to dispatchers.

OUTLINE	AIDS & CUES

Instructor note
· **The instructor will have their ROSS Administrative profile displayed to demonstrate the "User Administration" Menu.**
· **Identify which roles are assigned to the students.**

Explain each of the following:

- Basic User

- Resource Status

- Expanded Dispatch

- Dispatcher

- Roster Manager

- Aircraft Dispatcher

- Dispatch Manager

- Account Manager

- Contract Manager

- Data Manager

- Incident Management Team

- Qualifications Import Manager

- Selection Area Manager

OUTLINE	AIDS & CUES
II. COMMON ROSS ICONS	Slide 3-8

II.   COMMON ROSS ICONS

Introduce common icons and characters found throughout ROSS.

III.   PERSONAL SETTINGS

Demonstrate how to navigate to this screen:

A.   Click "Administration" dropdown

B.   Click "Personal Settings"

C.   Review page tab by tab:

   1.   Pending Request Filters

Instructor note
·   **Review Unit ID's and what they represent.**

Discuss Dispatch units
Discuss organizational hierarchy and the relationships of neighbors and parent GACCs.

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

- Explain parent, child, and neighborhood concepts.

OUTLINE	AIDS & CUES

- Select appropriate neighbors/ parents and move them from Available Dispatch Units to Selected Dispatch Units.

Discuss Host units

- These are agency offices such as USFS, BLM, USFWS, State Forestry, NPS, FEMA, etc.

- Explain that Host Units are offices that the Dispatch Center provides dispatching services for.

- Move appropriate host units from Available Host Units to Selected Host Units.

2. Notification Preferences

- Explain "Action" vs. "No Action"

- Setting earliest message date

- Pop-up dialog, action vs. blinking indicators

    - Action = !

    - No Action = 0

OUTLINE	AIDS & CUES

3.   Dispatch Notification Settings

- Have students select Overhead, Crews, Equipment and Supplies

- Discuss what each section relates to and what some of the individual items mean.

Instructor note
·   **Briefly discuss the four functional areas: Overhead, Crews, Equipment, and Supplies.**

·   **Explain that we will discuss each of these in greater detail in Units 3 and 6.**

EXERCISE:

Purpose: Students practice hands-on use of program.

Time: 5 min.

Format: Coaches assisting students

Materials Needed: Laptop with ROSS Practice

Instructions:

1.   Move the following from left to right:

Under Select Request Message Types

- Enter Request

OUTLINE	AIDS & CUES

- Place Request

- Retrieve Request

- Unfill

Under Requests with No Action Required (check all resource boxes except Aircraft)

- Fill Request

- Place Request

- Cancel Re-assignment

- Cancel Unable To Fill

- Change Request

- Release Resource

Under Preferences for Incidents

- None

End of Exercise.

IV. ROSS HOME SCREEN

Guide students back to the ROSS Home screen using the "Window" dropdown.

A. Discuss how the "Window" dropdown works.

B. The top banner indicates **PRACTICE v.xx.x**.

OUTLINE	AIDS & CUES

        1.   It is important to double check this upon sign-in.

C.   The dark blue banner indicates the page the user is on, their name and which center they are logged into.

        1.   Point out the "?", this is the "Help for Current Screen".

        2.   Discuss the ROSS message board.

- This is a place to find important messages and updates related to ROSS.

        3.   There is no "Auto Update" in ROSS. The longer a screen is open in ROSS, the less likely it is to be current.

        4.

- Each page will have an "R" that will refresh only that page (except the homepage).

- File, Refresh Session: will refresh the entire database.

        5.   Demonstrate the dropdowns (quick view, we will use these as the class progresses).

- FILE

OUTLINE	AIDS & CUES
• ADMINISTRATION	
• RESOURCE	
• INCIDENT	
• REQUEST	
• TRAVEL	
• STATUS	
• WINDOW	
• HELP	

D.   Discuss and demonstrate that there is more than one way to get to certain screens. (i.e., Status>Request Status and Request>Request Status).

E.   Brief overview of shortcut buttons. Demonstrate how their description displays when you hover the cursor over the button.

- NI - New Incident

- IL - Incident List

- IN - Incident

- > - Carrot

- QF - Quick Fill

3.11

OUTLINE	AIDS & CUES
• REQ - Create New Request	
• IR - Incident Resources	
• PR - Pending Requests	
• Airtanker Icon - Tactical Aviation	
• MP - Multi-place	
• RS - Request Status	
• TL - Travel	
• RE - Reminders	
• ! And Ø - Action and non-action indicators (based on previous personal preferences set)	

F. Discuss and demonstrate the white incident bar and the carrot. This is used to switch between incidents.

EXERCISE:

Purpose: Allow students to practice what was just taught on the program.

Time: 5-10 min.

Format: Coaches work with students

Materials Needed: Laptop with ROSS Practice

OUTLINE	AIDS & CUES
Instructions:	

- Navigate screens with coaches.

- Review Unit Id's.

- Demonstrate 3 ways to get to "request status" (or similar screen).

End Of Exercise.

Review unit objectives. **Answer students' questions.**	Slide 3-9

UNIT OVERVIEW

Course   Expanded Dispatch Recorder, D-110

Unit   4 – Creating a Resource 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 (ROSS).

Strategy

Provide hands-on practicum 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 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."

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

Aids and Cues Codes

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

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HO – Handout	Slide – PowerPoint

UNIT PRESENTATION

Course   Expanded Dispatch Recorder, D-110

Unit   4 – Creating a Resource Request

OUTLINE	AIDS & CUES
Present unit title slide.	Slide 4-0
Present unit objectives.	Slide 4-1
I. SOURCE OF RESOURCE REQUESTS	
A. Resource requests are typically received in expanded dispatch in two ways:	Slide 4-2
• From IA	
• From the Incident Ordering Manager (ORDM)	
B. The requests typically come via:	
• Telephone	
• Fax	
• Email	
• General Message	
General messages are yellow tri-carbon forms. When received from IA, they will most likely be the actual yellow form.	

OUTLINE	AIDS & CUES
Forms received from the ORDM at incident may be via fax.	
II. GENERAL MESSAGE FORM	Slide 4-3 HO 4-1

Instructor note
- **Discuss what information is necessary before you create a request.**

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

        During 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.

    B.   Incident name. Why is this important?

        • Expanded may be dealing with multiple incidents.

    C.   Item requested.

    D.   Quantity.

    E.   Date/time needed.

    F.   Reporting or delivery location.

OUTLINE	AIDS & CUES

G.   Special needs, if any.

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

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

III.   CREATE INCIDENT LIST IN ROSS

Instructor note
- **Students follow along and set up their incident list:**

A.   Incident > Incident List

- Identify the three sections on this page and describe how each is used.

- Navigate to the "Criteria for Incidents" section. Click "Filter".

B.   There are open incidents in the "Incidents Meeting Criteria" section.

- Assign each group one of the Incidents in the list. Have students highlight their incident and click "Add to Most Recent +".

- Explain that "Add to Most Recent" adds selected incidents to the selection dropdown on the toolbar.

- Have students randomly select

OUTLINE	AIDS & CUES

another incident so that they will have at least two incidents in their dropdown.

- Demonstrate the difference between choosing "Incident Name" and "Incident Number" radio buttons, and how that changes the list. Set it to "Incident Name".

- "Remove from Most Recent +" will remove a selected incident from the selection dropdown on the toolbar.

- Identify that a + sign indicates that multiple items may be selected for that action simultaneously.

C.   Refer students to the upper right corner of the page, next to their name, and note the "R" and "X" buttons.

- The "R" refreshes this screen.

- The "X" on the active screen/username bar will close the current page and remove it from the active window dropdown.

D.   Close the "Incident List" screen using the X on that screen. (NOT the X on the uppermost right portion on the ROSS title bar).

OUTLINE	AIDS & CUES
IV. CREATING AN OVERHEAD REQUEST	

Instructor note
•   **Have students navigate to new request screen**

A.   NEW REQUEST Screen

   1.   Request> New Request; **OR**

   2.   Shortcut = REQ

B.   Review the incident selection dropdown and > "CARROT" by having students toggle between different incidents.

   1.   The "New Request" screen title bar updates as the student selects an incident and clicks the > "Carrot."

   2.   Emphasize the importance of ensuring these match BEFORE creating a new request as this is a **common** error.

   3.   Have students set the incident to their assigned incident.

C.   In The Select Item To Request Box

   1.   Demonstrate "Catalog" dropdown:

      •   There are 5 resource functional area catalog choices:

OUTLINE	AIDS & CUES

- Aircraft (typically handled by IA)

- Crew

- Equipment

- Overhead

- Supply

2. Select Catalog for Crew > Filter

- Catalog item box now shows **ALL** crew items in ROSS.

- Scroll through catalog items.

- Select Category: Fire > Filter

  Explain the following:

  - Crew, Military, Battalion

  - Crew, Misc (crew non-standard configurations, i.e. squads, 10-person, etc.)

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

OUTLINE	AIDS & CUES
– Crew, Type 2 or Crew, Type 2IA (IA/breakdown capable and have sawyers) – Crew, Type Any • Select Category: Non-Fire > Filter – Camp crews – Kitchen crews – Trail crews 3. Select Catalog for Equipment > Filter • Catalog item box now shows **ALL** equipment items in ROSS. • Scroll through Categories. • Category: Dozer > Filter Information on typing can be found in the Wildland Fire Incident Management Field Guide. • Category: Engine > Filter Information on typing can be found in the Wildland Fire	

	OUTLINE	AIDS & CUES
	Incident Management Field Guide.	
	• Category: Engine, Strike Team > Filter	
	Discuss local protocols.	
	• Category: Food Service, Mobile > Filter	
	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.	
	• Category: Grey Water Truck > Filter	
	Grey Water is all wastewater	

OUTLINE	AIDS & CUES
except toilet waste and food waste.	
• Category: Medical > Filter	
• Category: Miscellaneous > Filter	
Scroll through the items.	
• Category: Potable Water Truck > Filter	
Potable water is safe and suitable for drinking.	
• Category: Shower, Mobile > Filter	
NICC dispatches all National Mobile Shower Units. These requests are placed to the GACC and subsequently placed to NICC.	
• Category: Task Force > Filter	
Task force requests are filled with resources of different types. Support overhead will be ordered as needed.	

OUTLINE	AIDS & CUES
• Category: Tender, Water (Support) > Filter Information on typing can be found in Chapter 4 of the Wildland Fire Incident Management Field Guide. • Category: Tender, Water (Tactical) > Filter Information on typing can be found in Chapter 4 of the Wildland Fire Incident Management Field Guide. • Category: Tractor Plow > Filter • Category: Tractor Plow, Strike Team > Filter • Category: Trailer > Filter Scroll through the items • Category: Transportation > Filter Scroll through the items 4. Set Catalog to Overhead > Filter	

OUTLINE	AIDS & CUES
• !NO QUALIFICATION - Not Used	
• Demonstrate various search options. Explain the use of an asterisk (*) as a wildcard.	
• Category: Groups > Filter	
Scroll through the items.	
Identify that Incident Management Teams are listed here.	
• Category: Positions > Filter	
Catalog items are in alphabetical order and show the 4 letter position code.	
EXERCISE:	
Purpose: To have students practice using wildcard symbol to locate position codes.	
Time: 10 min.	
Format: Coaches work with students	
Materials Needed: Laptop with ROSS Practice	
Instructions:	
1. Students will filter for various positions using the	

OUTLINE	AIDS & CUES
wildcard and position codes. Select and filter several positions.	
End of Exercise.	
Students will create a FFT1(t) request as the instructor demonstrates.	HO 4-2
D. Inclusions/Exclusions	
1. Federal vs. non-federal only.	
2. Host agency only vs. state only.	
3. Contractor not acceptable.	
4. Portal to portal acceptable.	
5. EFF/AD Exclusion.	
• This indicates that the incident does NOT want an AD in this position.	
• EFF/AD = Emergency Firefighter/Administratively Determined Employee.	
6. Trainee: No trainee vs. trainee acceptable vs. trainee required.	
• 4-2-HO states trainee okay, so have students select Trainee Acceptable.	

OUTLINE	AIDS & CUES

E.   Enter Request For Fire Fighter Type 1

   1.   # 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.   Default Block/View Issued #S will not be covered.

   3.   Next Number

OUTLINE	AIDS & CUES

- This reflects the next request number for that particular category, in this case overhead, that will be generated.

    4.   Named Request Only Block

- Refer to policy in National Mobilization Guide.

- Explain the use of Name Requests (give examples of when using name requests are appropriate).

- Demonstrate the use of the pick arrow by filtering for the lead instructor's name.

  Screens underneath pop up boxes are not active.

EXERCISE:

Purpose: To practice find a specific resourse (Name request).

Time: 5 min.

Format: Coaches assist students

Materials Needed: Laptop with ROSS Practice

OUTLINE	AIDS & CUES

Instructions:

1.   Guide students through steps to find and select the name requested FFT1 associated with their student number on handout 4-2.

End of Exercise.

     5.   Discuss Date/Time Needed

          •   Defaults to current date and time.

          •   Needs to be changed to date/time that was requested.

     6.   Deliver To

Instructor note
•   **Demonstration only. Default incident name will be used.**

          •   "Deliver To" block defaults to incident name.

          •   To make another selection, the pick arrow offers locations already created.

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

OUTLINE	AIDS & CUES

- Creating a new "Deliver To" location also creates navigation instructions at the same time.

Instructor note
- **DEMONSTRATE: Location > Locations managed by Host Center > Search**
- **Create New Location > Location types > Enter Navigation instruction > Choose Location**

Instructor note
- **Students will use the default incident name for this request.**

7. Financial Code

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

- If no code is shown, select appropriate code via the pick arrow.

8. Special Needs

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

OUTLINE	AIDS & CUES

– Rental car authorized, agency vehicle (AOV/GOV) required, cell phone authorized, laptop authorized, uniform required, strong ROSS/WildCAD skills, etc.
 	
     – Must be self-sufficient (in terms of meal/lodging procurement needs).
 	
     – Can work remotely (IMETs, FBANs, IRINs, etc).
 	
     – Justification of name requests.
 	
• All the above need to be approved by the incident. These are not decided at dispatcher's discretion.
 	
9.   Reporting Instructions
 	
Reporting instructions print on the resource order form, whereas the navigation instructions DO NOT, they are only viewable in ROSS.
 	
To enter reporting instructions: Click pick arrow > New > enter or copy/paste information > Save >	

OUTLINE	AIDS & CUES
Close	

<table>
<tr><td>
Instructor note
·   Have students create the reporting instructions indicated on general message HO 4-2.
</td></tr>
</table>

10. Incident Ordering Contact

   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.

11. Request Contact

   • Use "Request Contact" dropdown to make selections.

   • Avoid creating new contacts.

OUTLINE	AIDS & CUES
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?

- + and back arrow buttons:

    – + button creates the request.

    – Back arrow CLEARS all information in the request.

    – Click + to create the

OUTLINE	AIDS & CUES
request. Request will appear in the "Request(s) Created" box at the bottom of the screen.	

- Requests will also populate the "Pending Request" screen.

- 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.

13. Request(s) Created

- Demonstrate Action buttons.

  - Select "Add Documentation".

  - Documentation cannot be deleted. Ensure documentation is relevant and professional.

  - Have students enter documentation,

OUTLINE	AIDS & CUES
"Request created per general message." Click the + sign.	
⁃ Close box.	
• Edit Request +	
⁃ The only thing that cannot be edited at this point is the quantity requested.	
⁃ Close box.	
• Delete Request +	
Discuss when requests might be deleted, i.e. when request was created in error. Document reason prior to deleting request.	
• Create Support Request	
⁃ This is a new request number associated to the original request.	
⁃ Example: Rental car, bus, lunches, etc.	
• Clear List	
"Clear List" empties the "Request(s) Created" box.	

OUTLINE	AIDS & CUES

- Place Request Up

  "Place Request Up +" places the request up to the parent center (in this case the GACC).

- Go To

  – "Multi-place"

  – "Pending Requests"

  – "Request Status"

  These screens will be covered in greater detail in subsequent units.

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 ROSS Practice

Instructions:

1. Have students create DIVS request with special needs.

2. Discuss blinking action/no-action icons and show

OUTLINE	AIDS & CUES
students how to go to message screens to view and mark as message read +.	

End of Exercise.

V.   CREATING A CREW REQUEST

   A.   New Request screen, Catalog: Crew

      1.   Category:

         •   Select Category: Fire > Filter

         •   Select Catalog Item: Crew, Type 2 Any

            –   Either a T2 or T2IA crew is acceptable.

      2.   View reminders

         •   Demonstrate use of the prompt.

      3.   Select features

         •   Dependent on the catalog item chosen.

         •   Move desired features from "Available Features" to "Requested Features".

         •   Inclusion/Exclusion

OUTLINE	AIDS & CUES
There is an option to exclude contract crews ("Contractor Not Acceptable") and to approve portal-to-portal crews.	
4. Special needs	
• Examples: Lunched, double lunched, tooled, will be spiking out, must be self-sufficient, etc.	
EXERCISE:	HO 4-5
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 ROSS Practice.	
Instructions:	
1. Have each student create 1 crew request (T2, any crew) from general message form.	
End of Exercise.	
VI. CREATING AN EQUIPMENT ORDER	
A. New Request screen, Catalog: Equipment	

OUTLINE	AIDS & CUES

1. Category:

   - Category: Engine > Filter

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

   B. View reminders

   1. Demonstrate the use of the prompt.

   C. Select features

   1. Dependent on the catalog item chosen.

      Selecting features could limit the receiving units ability to fill the request.

   D. Special Needs

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

EXERCISE:

<u>Purpose</u>: Students independently create resource order for equipment.

<u>Time</u>: 20 min.

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

HO 4-6

OUTLINE	AIDS & CUES
<u>Materials Needed</u>: Laptop with ROSS Practice.	
<u>Instructions</u>:	
1. Have students create the 2 equipment requests (engine, type 3, 4, 5 or 6) and (dozer, type any) from general message.	
End of Exercise.	
Describe overhead, crews, and equipment	Slide 4-5
	Slide 4-6
Review unit objectives. **Answer students' questions.**	Slide 4-7

UNIT OVERVIEW

Course   Expanded Dispatch Recorder, D-110

Unit   5 – Filling and Placing a Request

Time   3 Hours

Objectives

1. Describe the use of the "Resource Status" screen.
2. Describe the use of the "Pending Request" screen.
3. Demonstrate filling and placing requests.
4. Describe Dispatch Priority Lists (DPLs)

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.

Exercise(s)

Hands on exercises after each new concept introduced.

Evaluation Method(s)

Observation of students during exercises.

Outline

I.   Resource Status

II.   Pending Request Screen

III.   Filling Crew Requests

IV.   Filling Equipment 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   5 – Filling and Placing a Request

OUTLINE	AIDS & CUES
Present unit title slide.	Slide 5-0
Present unit objectives.	Slide 5-1

I.   RESOURCE STATUS

    A.   Navigate to the Resource Status screen.

    B.   Select Filter for Resources > Select Resource Type > Overhead radio button> Filter.

    C.   Select Status to View.

        1.   **ALL**

        2.   Assigned (second dropdown identifies status of resource on assignment)

        3.   Available

        4.   Returned from assignment

        5.   Unavailable

    D.   Set Select Status to View as **ALL** > Filter

OUTLINE	AIDS & CUES

- Filtering on this screen shows overhead resources assigned to the host dispatch center.

E. Set Resource Status

1. Select Status

- Available

- Unavailable

2. Set Availability +

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

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

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

3. Select Area

- GACC - available for assignment within the Geographic Area.

OUTLINE	AIDS & CUES

- Local - available on the local unit.

- National - available for assignment Nationally.

4. Set 'Available To' +

- Demonstrate changing selection area from Local-GACC-National.

5. Display

- 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.

6. Demonstrate changing display from "Home Unit" to "Provider" to "Owner".

7. Set Unavailability Periods.

OUTLINE	AIDS & CUES

- Identifies time frames when a resource is not available. (Setting unavailability periods is not typically an expanded dispatch function).

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

- Search > Enter last name > Search

- Clear Searched Resources

9. Demonstrate clicking on column headers to filter from A-Z and Z-A.

EXERCISE:

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

Time: 10 min.

Format: Coaches assist students with navigating the screens.

Materials Needed: Laptop with ROSS Practice.

Instructions:

1. Students work with coaches to investigate all of the view resource tabs.

OUTLINE	AIDS & CUES

2. Navigate to "resource" >"search for resources". Alternate method to find a resource and additional information.

End of Exercise.

II.   PENDING REQUEST SCREEN

    A.   Request > Pending Request (or the yellow PR shortcut button)

        1.   "Search Incident" pop-up box appears in front of the "Pending Request" screen.

        2.   The "Select Dispatch or Host Unit" displays the dispatch centers which have placed requests to your dispatch center.

            •   Discuss that new requests created in the local dispatch center will also be displayed.

        3.   "Filter" populates the 'Select Incident' box with all pending requests from the selected dispatch center.

            •   Have students highlight the local dispatch/host unit and "Filter".

OUTLINE	AIDS & CUES
• Explain "claimed" vs. "unclaimed".	
• Discuss the number of requests that are pending by catalog.	
• Have students highlight the incident they created requests for and click OK.	
4. The "Pending Request" screen is now active and displays their incident which is reflected in the blue title bar and in the 'Search Incidents' box.	
• To search for another incident's requests, repeat the process using the search icon.	
5. Select Filter for pending requests.	
• Request # dropdown (A, C, E, O, S).	
‒ Discuss that only the catalogs that have a pending request for the selected incident will appear.	
‒ Select O (Overhead) > Filter	

OUTLINE	AIDS & CUES

6.   Select Pending Request(s) box is now populated with outstanding overhead requests that are pending.
 	
    •   S - Support Column
 	
        –   If there is an S in this column, it means this request is a support request for another order.
 	
        –   If there is an asterisk in this box it means there is a support request for this order. Give example.
 	
    •   G - Group Column
 	
    If there is an asterisk in this box it means the request is a member of a group, i.e. team member or crew member.
 	
    •   SN - Special Needs column
 	
    If there is an asterisk in this box it means the request has special needs identified.
 	
        – If you double-click in the box with the asterisk, a ROSS	

OUTLINE	AIDS & CUES
Information Message pop-up box will appear indicating the special needs being requested.	
• NR - Named Request column	
If there is an asterisk in this box the order is a name request.	
The name of the individual being requested can be viewed by clicking the 'Named Request' radio button in the lower left corner of the box.	
Reselect the "Requested Item" radio button.	
• Req # - Request number column	
Point out that the O numbers present coincide with those the student wrote on the general message form after creating the request.	
• Qty. - Quantity column	
Explain that for overhead, equipment and crew requests	

OUTLINE	AIDS & CUES
this number will always be a 1.	
The only time it will be different is when the request is for supplies.	
• Requested Item column	
Requested Item displays Catalog Item being requested.	
• Requesting Unit column	
This column identifies the requesting Dispatch Center.	
• Need Date/Time column	
This column identifies the date and time (and time zone) that the resource is needed at the incident.	
• Last Action column	
This box indicates the last action that occurred with this request.	
The last action will be NEW if it was just created.	

OUTLINE	AIDS & CUES

The last action will be UTF if the last dispatch center to have it was Unable To Fill it.
 	
    The last action will be RTR if the order has been retrieved.
 	
•   Exclusions column
 	
   This box identifies exclusions that were specified for this request.
 	
•   Inclusions column
 	
   This box identifies inclusions specified for this request.
 	
•   Note column
 	
   This box is for notes that are only viewable in the center that creates them. Dispatchers should use the add documentation function for recording information related to requests. Refer to local protocol.
 	
• Contact column	

OUTLINE	AIDS & CUES
This box will display the originating center's Unit ID and phone number.	

- Financial Code/Compact column

  This box will display the financial code for the incident.

  Compact: A formal working agreement between agencies to obtain mutual aid resources.

- Claimed By column

  An informational option on the Pending Request screen that identifies to other ROSS users that a user is working on that request.

  Claiming does not prevent another dispatcher from working on the request.

- Buying Team Request column

  Identifies this request is to be filled by Buying Team.

7. Have students claim their FFT1 request from 04-02-HO > CLAIM button > claim > OK

OUTLINE	AIDS & CUES
• 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.	
• Have students click on the ACTION dropdown and briefly discuss the options listed.	
• Emphasize that action items available on all screens differ, depending on where the request is in the ordering chain.	
• The GO TO button on this screen only has a multi-place option. Review local protocol.	
8. Have students click the VIEW button and briefly discuss options listed.	
9. The PRINT button is for printing resource orders, and on some screens rosters, assignment history, etc.	

OUTLINE	AIDS & CUES
B. Select action for pending request	

     1.   This will query for available resources managed by the host dispatch center or neighboring centers that are able to fill the selected request.

     2.   Have students highlight their FFT1 request in the "Select Pending Request(s)" box and click "Query".

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

- Explain the "Reserved," "Mob Enroute," "At Incident," "Demob Enroute," "Contracts/Agreements", "VIPR" and "Other Resources" (neighbors) tabs and when to use.

EXERCISE:

Purpose: Apply what was learned to fill a resource order and introduce ETD/ETA travel.

Time: 20 min.

OUTLINE	AIDS & CUES

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

Materials Needed: Laptop with ROSS Practice.

Instructions:

- Students fill their FFT1 name request.

- Fill > fill

- Set travel for tomorrow 0700-0800

- Explain ETA/ETD

- Pick "assigning contact"

- Check "print resource order form"

- Click ok.

2. Review resource order form.

- Review the location of all blocks on the printed resource order form or on the screen if printer is not accessible.

3. Guide students through placing their respective DIVS requests in "pending requests" to a neighboring center.

4. Discuss any issues that need clarification.

End of Exercise.

OUTLINE	AIDS & CUES
III. FILLING CREW REQUESTS	
A. Navigate to "Pending Request" Screen.	
1. Filter for crew requests on same incident.	
2. Have students highlight the Crew, Type 2 Any request they created.	
3. Query for available crews.	
4. Show "Fill with Assignment" Roster options.	
• Roster information is provided to dispatch on the Passenger and Cargo Manifest form.	HO 5-1
• Rosters can be built from scratch at the time of fill or can be created as a master roster.	
• Rosters will generate subordinate orders for crewmembers. Example: C-1.1, C-1.2, etc.	

EXERCISE:

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

<u>Time</u>: 5 min.

OUTLINE	AIDS & CUES

<u>Format</u>: Student works independently with assistance from coach as needed.
 	
<u>Materials Needed</u>: Laptop with ROSS Practice.
 	
<u>Instructions</u>:
 	
1.   Each student will fill their crew requests with single resource (no roster).
 	
<u>End of Exercise</u>.
 	
IV.   FILLING EQUIPMENT REQUESTS
 	
    A.   Pending Requests > Filter for equipment requests on current incident.
 	
    B.   Have students locate and highlight the request number for the Engine, Type 3, 4, 5 or 6 they created. Then query for available resources.
 	
        1.   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.
 	
    C. Click "Contracts/Agreements" tab and discuss contract equipment found on local Dispatch Priority Lists (DPLs).	

OUTLINE	AIDS & CUES
D. Click "VIPR" (Virtual Incident PRocurement) tab and discuss VIPR DPLs.	Slide 5-2

       1.   Vendors are ranked according to "best value" for the government. Discuss local protocol.

- Navigate to VIPR web site. http://www.fs.fed.us/business/incident/dispatch.php

- 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.

       2.   Discuss the importance of documenting ALL contacts with vendors.

EXERCISE:

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

Time: 15 min.

Format: Students work independently with coaches assistance as needed.

Materials Needed: Laptop with ROSS Practice.

OUTLINE	AIDS & CUES

Instructions:

PART ONE

1. 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).

2. Fill the dozer, type any request.

PART TWO   SW p. 5.10

3. 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.

4. As the crew EDRC, what do you do with this information?

    •   EDRC needs to relay fill information to:

        ₋   The incident

        ₋   Supervisor

        ₋   Supply desk

        ₋   Equipment desk

OUTLINE	AIDS & CUES

5.   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 the transportation, lunches, and tools may not be ready when the crew arrives.

End of Exercise.

Review group answers in the class.

> **Review unit objectives.**
>
> **Answer students' questions.**

Slide 5-3

UNIT OVERVIEW

Course   Expanded Dispatch Recorder, D-110

Unit   6 – Travel/Travel Itinerary

Time   1 Hour

Objectives

1. Identify Travel screen.
2. Identify government travel procedures.
3. Describe various methods of mobilizing a resource to an incident.

Strategy

Get students familiar with a variety of travel options for resources.

Instructional Method(s)

- Lecture and demonstration

Instructional Aids

☐ HO 6-1 Local Emergency Travel Request Form
☐ HO 6-2 Commercial Travel Itinerary

Exercise(s)

- None

Evaluation Method(s)

- None

Outline

I.   Travel

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 – Travel/Travel Itinerary

OUTLINE	AIDS & CUES
Present unit title slide.	Slide 6-0
Present unit objectives.	Slide 6-1
I. TRAVEL	
A. Have students minimize ROSS for this unit.	
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.	SW p. 6.2
Time: 5 min.	
Format: Discussion	
Materials Needed: White board or flip chart.	
1. Possible Answers:	
• GOV	
• POV	
• Rental Vehicle	

OUTLINE	AIDS & CUES
• Commercial airline	
• Charter aircraft	
• Train	
• Bus (crews)	
• Lowboy (equipment)	

End of Exercise.

B.   The use of ETD/ETA option when inputting travel has already been discussed.

C.   Now discuss commercial travel procedures.   HO 4-1

D.   There are different travel providers for arranging commercial travel for different agencies. Check local travel protocol.

E.   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. ROSS 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.

OUTLINE	AIDS & CUES

Instructor note

- **Ask students "How would we know which one to use?"**

- **Answer: Remarks column indicates it is a commercial airport.**

SW p. 6.2

    3.   Return to home page and type in "Miami" and search. This is an example of how knowing the state can help you locate the airport you want.

    4.   Return to home page and type "ABQ" and search. Review all of the information available through this webpage.

    5.   Close browser window.

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

  F.   Instructor will navigate to ROSS TRAVEL screen, emphasizing that there is more than one way to get to this screen.

  G.   Instructor will demonstrate how to select and add (+) an incident. Filter for resources

OUTLINE	AIDS & CUES
mobilizing or demobilizing to or from the incident.	
Instructor note	
• **There must be a request on this screen with travel to be arranged.**	HO 6-2
H. Click the "ACTION" dropdown and demonstrate the "Create/Edit Travel Itinerary" screen.	
1. This is the proper location to enter air travel.	
2. Explain that it is also used for ground travel requiring an overnight stay en route (RON - "remain over night").	
Instructor note • **Discuss the asterisk in the CI (Completed Itinerary) column. If you finish travel and there is no asterisk in this column, you must click "Action," then "Set Itinerary Complete".**	
Review unit objectives. **Answer students' questions.**	Slide 6-1

UNIT OVERVIEW

Course   Expanded Dispatch Recorder, D-110

Unit   7 – Request status, Subordinate and Support Requests, Edit Request

Time   2 Hour

Objectives

1.   Navigate to and describe the "Request Status" screen.
2.   Describe the difference between support and subordinate requests.
3.   Demonstrate the ability to utilize the "Edit Request" functionality.

Strategy

Help students understand how to deal with requests after they are filled.

Instructional Method(s)

- Students follow along with instructor.

Instructional Aids

☐   None

Exercise(s)

- Independent exploration of various pages in ROSS

Evaluation Method(s)

- Observation of student exercises

Outline

I.   Request Status Screen

II.   Editing Request

III.   Subordinate vs. Support Requests

Aids and Cues Codes

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HO – Handout   Slide – PowerPoint

Course   Expanded Dispatch Recorder, D-110

Unit   7 – Request status, Subordinate and Support Requests, Edit Request

OUTLINE	AIDS & CUES
Present unit title slide.	Slide 7-0
Present unit objectives.	Slide 7-1

I.   REQUEST STATUS SCREEN

    A.   Have students navigate to the "Request Status" screen. Demonstrate that there is more than one way to get to the screen.

    B.   Demonstrate and discuss that this opens a pop-up screen. Demonstrate how to locate and select an incident. Highlight it and click "Apply".

         •   Explain that the pop-up screen does not close after you click "Apply". If users want to search for a second incident, they can do that before going to the "Request Status" screen.

    C.   Have students click "Close". Explain that they are now on the "Request Status" screen and the incident(s) they selected are now displayed in "Incident List".

OUTLINE	AIDS & CUES

D. Demonstrate and discuss how to use the "Catalog" box. Have students filter the individual choices. (Catalog **ALL** and filter, Catalog: Overhead only; Catalog and Category; Catalog, Category, and Catalog Item). Explain that the less the user filters, the more requests will be seen.

II. EDITING REQUEST

EXERCISE:

Purpose: To become more familiar with the options on the Request Status screen.

Time: 10 minutes

Format: Students work independently with coach assistance as needed.

Materials Needed: Laptop with ROSS Practice.

Instructions:

1. Have students demonstrate use of the "action", "go to", and "view" options on the request status screen.
2. Coaches will point out and discuss the difference between "cancel utf" and "cancel."
3. Discuss what can and cannot be changed on the "edit request" screen.

End of Exercise.

A. Instructor will interrupt and explain that the GACC just called and said they want

OUTLINE	AIDS & CUES

the date/time needed changed on the
Type 2 Crew request.

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

- Students should be instructed that
  the IC agrees to edit the date/time
  needed for the Type 2 Crew
  requests for 24 hours later than
  originally requested.

III.   SUBORDINATE VS. SUPPORT REQUESTS

   A.   Subordinate requests

- 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.**

   B.   Support requests

- One request associated with
  another request.

- Each request may be from a
  different catalog item.

**Example: An overhead request (DIVS, O-1)
associated with a support equipment request**

OUTLINE	AIDS & CUES
(Pick-up truck, E-1).	

EXERCISE:

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

Time: 15 min.

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

Materials Needed: Laptop with ROSS Practice.

Instructions:

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

2. When completed demonstrate: "action" > "view associated requests" in the "incident requests" block of the "request status" screen.

    This option is not viewable unless there is an associated request.

End of Exercise.

Review unit objectives.	Slide 7-1
Answer student's questions.	

UNIT OVERVIEW

Course   Expanded Dispatch Recorder, D-110

Unit   8 – ROSS Supplies

Time   2.5 Hours

Objectives

1. Complete a Supply Resource Order.
2. Identify and utilize the National Fire Equipment System (NFES) catalog (hardcopy and 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

- ☐ NFES Catalog (1 per group)
- ☐ Link to NFES Catalog
- ☐ HO 8-1 Supply order (all NFES items)
- ☐ HO 8-2 Supply order (all non-NFES items)

Exercise(s)

- Students create their own supply orders.

Evaluation Method(s)

- Observation of student performing actions in ROSS

Outline

I.   Supply Orders

Aids and Cues Codes

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

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

UNIT PRESENTATION

Course   Expanded Dispatch Recorder, D-110

Unit   8 – ROSS Supplies

OUTLINE	AIDS & CUES
Present unit title slide.	Slide 8-0
Present unit objectives.	Slide 8-1
I. SUPPLY ORDERS	
A. Have students refer to the link to the electronic National Fire Equipment System (NFES) catalog. http://www.nwcg.gov/pms/pubs/catalog.htm	
B. Describe each of the tabs in the catalog.	
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 ROSS Practice.	

OUTLINE	AIDS & CUES
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.

<div style="text-align:right">HO 8-1</div>

End of Exercise.

    D.   Have students navigate to the "New Request Screen".

    E.   Select Catalog: Supply > Filter

    F.   Review Categories:

        1.   *Service, Category Not Listed > Filter

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

- The "Resource Requested" and "Resource Assigned" will then be *Service, Category Not Listed.

        2.   NFES Supplies > Filter

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

OUTLINE	AIDS & CUES
• 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 > Filter	
• Although "Kits" are listed here, do not use.	
• Use "!Not in Catalog Supplies" for local purchases.	
• Notice that the "Item Description" field on the enter request side of the screen 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.	
4. Service, Communications > Filter	
• Cell service, satellite phones, voice/data lines.	

OUTLINE	AIDS & CUES

5. Service, Delivery > Filter
 	
   • Ice, newspaper, potable water delivery.
 	
6. Service, Facility-Land Rental > Filter
 	
   • Conference room, land use, refrigeration and shower facility rental.
 	
7. Service, Fuel Delivery > Filter
 	
   • Diesel/Gas, Other, Propane, Aviation.
 	
8. Service, Meals, Food, Lodging > Filter
 	
   • Food catering (when the # of incident personnel hasn't met the threshold of ordering a National caterer).
 	
   • Lodging, Meals, Groceries/Sundries (see documentation).
 	
9. Service, Miscellaneous >Filter
 	
   • Dust abatement, equipment inspection, excavation,	

OUTLINE	AIDS & CUES
laundry, medical, mobile mechanic, mobilization center, road grading.	

10. Service, Office Support > Filter

- Fax rental, Audio Visual equipment rental, computer rental, copy machine rental, other office equipment rental, office machine repair.

11. Service, Sanitation > Filter

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

G. Have students select Category > NFES Supplies > Filter

H. Demonstrate how to use the wildcard (*) to filter by item name.

I. Demonstrate how to enter the NFES number into "Item Code" > Filter

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

OUTLINE	AIDS & CUES
K. Direct students to the right side of the screen.	

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

    2.   "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.). Refer to local protocols.

    3.   "Unit of Issue". Different than Standard Pack.

    4.   "Shipping Information".

        •   Select one of three options:

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

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

            –   Shipping Instructions (used most often). Once information is entered here anything entered

OUTLINE	AIDS & CUES
into "Shipping Address" will change to "See shipping instructions." Zip code must be included.	

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

EXERCISE:

<u>Purpose</u>: Practical application of lecture

<div style="text-align:right">HO 8-2</div>

<u>Time</u>: 20 min.

<u>Format</u>: Students work independently with assistance from coach as needed.

<u>Materials Needed</u>: Laptop with ROSS Practice.

<u>Instructions</u>:

  1. Have students create supply requests from both handouts. Ensure students write the S number on the general message forms.

<u>End of Exercise</u>.

     L.   Have students return to the top of the "New Request" screen.

OUTLINE	AIDS & CUES
M. Select "Catalog" > Supply	

N. Select "Category" > Service, Sanitation > Filter

O. Identify that when certain services are selected, the "Qty." box changes to "# Requests".

P. 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.**

COVER LOCAL PROTOCOLS:

• What is considered a local purchase?

• What is the difference between the local cache and the National cache?

• How does an EDRC decide when an NFES order can be filled at the local cache instead of the National cache?

OUTLINE	AIDS & CUES

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

EXERCISE:

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

Time: 5 min.

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

Materials Needed: Laptop with ROSS Practice.

Instructions:

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

End of Exercise.

Review unit objectives.

Answer students' questions.

Slide 8-1

UNIT OVERVIEW

Course   Expanded Dispatch Recorder, D-110

Unit   9 – 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 9-1 Resource Extension Request Form

☐ HO 9-2 Aircraft Flight Request Form

☐ HO 9-3 Passenger and Cargo Manifest Form

☐ HO 9-4 Preparedness/Detail Request Form

☐ HO 9-5 Mobile Food and Shower Request Form

☐ HO 9-6 Blank Overhead Resource Order Form

☐ HO 9-7 Blank Overhead Continuation Sheet

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   9 – Supplemental Forms and Manual Resource Order Form

OUTLINE	AIDS & CUES
Present unit title slide.	Slide 9-0
Present unit objectives.	Slide 9-1

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   HO 9-1

                        •   Used to extend resources on   Slide 9-2
                                incident.

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

OUTLINE	AIDS & CUES

- National resources require NICC approval to extend.

- Discuss local protocol.

2. Aircraft Flight Request Form

   HO 9-2

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

   Slide 9-3

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

   - Provides ETD/ETA information.

3. Passenger And Cargo Manifest

   HO 9-3

   - Identifies personnel and/or cargo being transported.

   Slide 9-4

   - Generally used for crews and engines.

4. Preparedness/Detail Request

   HO 9-4

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

   Slide 9-5

   - Can be used for overhead,

equipment, and crews.

- Follow local protocol, does not use fire codes.

5. Mobile Food And Shower Service Request Form

- 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

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

OUTLINE	AIDS & CUES

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
 	
    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)
	HO 9-6

OUTLINE	AIDS & CUES

- 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

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

- Equipment

- Crews

- Supplies

- Overhead

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

Slide 9-8

Slide 9-9

Slide 9-10

Slide 9-11

OUTLINE	AIDS & CUES

EXERCISE:

<u>Purpose</u>: Teaching students how to fill out a hardcopy resource order.

<u>Time</u>: 20 min.

<u>Format</u>: Students work independently using handout as a guide.

<u>Materials Needed</u>: HO 4-4, pen or pencil.

<u>Instructions</u>:

1.   Have students locate handout HO4-4 requesting DIVS.

2.   Assist students with filling out the hardcopy resource order form. When students have completed the hardcopy resource order form, have them sign into ROSS, locate the request, and "print". Have students compare the hardcopy resource order form with the ROSS resource order form for accuracy.

End of Exercise.

Review unit objectives.

Answer students' questions.

Slide 9-12

UNIT OVERVIEW

Course   Expanded Dispatch Recorder, D-110

Unit   10 – Demobilization

Time   1.5 Hours

Objectives

1.   Demonstrate the functionality of the "Incident Resource" screen.
2.   Demonstrate the demobilization of resources from an incident.
3.   Describe reassignment of resources.

Strategy

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

Instructional Method(s)

- Lecture followed by hands on exercise.

Instructional Aids

☐   HO 10-01- Demobilization checkout form
☐   HO 10-02 - Emergency release/message form
☐   HO 10-03 - List of resources demobilizing (OH, EQ, CR)

Exercise(s)

- Demob a resource in ROSS

Evaluation Method(s)

- Observation of students

Outline

I.   Incident Resources

Aids and Cues Codes

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

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UNIT PRESENTATION

Course   Expanded Dispatch Recorder, D-110

Unit   10 – Demobilization

OUTLINE	AIDS & CUES
Present unit title slide.	Slide 10-0
Present unit objectives.	Slide 10-1
I. INCIDENT RESOURCES	
A. Navigate to the "Incident Resources" screen.	
1. The top blue bar will show the current incident.	
B. The "Set Catalog Filter" utilizes the same Catalog, Category and Catalog Item dropdown boxes as elsewhere in ROSS.	
C. In the "Set Resource Filter":	
• Select the "Set Filter Criteria for Incident Resources" radio button.	
Demonstrate how the filter allows for searching incident resources by resource status, days or less at incident, or release date/time.	

OUTLINE	AIDS & CUES
– Radio buttons allow for further refinement by filtering by mode of travel to the incident (air, ground or POV).	

      •   Select the "Set Filter Criteria for Individual Resources" radio button.

         –   Radio buttons allow for searching incident resources by the resource's name or request number.

D.   In the "Incident Resources" block:

1.   Resource Status column:

      •   Options: "At Incident", "Mob Enroute," or "Demob Enroute".

      •   This column differs from the request status column found on the request status screen.

         –   Resources listed in the "Incident Resource" block are only those that are at incident, mob en route to the incident, or demob en route from the incident.

OUTLINE	AIDS & CUES

       – If a resource request has not been filled, or travel has not been entered, or if demob travel has completed, the resource will not appear on this screen. In any of the above scenarios, the dispatcher would need to use the "Request Status" screen to view the request.

E.   Discuss Demobilization forms:

    1.   Variety of forms used.

        • Demobilization printout generated via eI-Suite.

        • Emergency release/message form.

        • Demobilization checkout form from ICP.

    2.   Additional items to consider when demobing a resource:

        • Is ground transportation needed?

        • Does the overhead resource need flights arranged?

HO 10-1

HO 10-2

OUTLINE	AIDS & CUES
• Is there a support request associated with a resource that needs to be released?	
• Is the resource a National resource (i.e. caterer, shower, Type 1 crew, etc.)?	
An EDSD or EDSP must be notified when a National resource is made available for demobilization or reassignment.	
EXERCISE:	
Purpose: Practice demobing resources from an incident	HO 10-3
Time: 20 min.	
Format: Students work independently with assistance from coach as needed.	
Materials Needed: Laptop with ROSS Practice.	
Instructions:	
1. Have students select the "action," "go to," and "view" options on this screen. Review functions.	
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	

OUTLINE	AIDS & CUES
that there is another incident with a pending request for the same resource? **End of Exercise.** Explain a reassignment. Explain that there are different ways to do a reassignment in ROSS.	

Review unit objectives.
Answer students' questions.

UNIT OVERVIEW

Course   Expanded Dispatch Recorder, D-110

Unit   11 – 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:

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HO – Handout	Slide – PowerPoint

UNIT PRESENTATION

Course   Expanded Dispatch Recorder, D-110

Unit   11 – Final Scenario and Exam

OUTLINE	AIDS & CUES
Present unit title slide.	Slide 11-0
Present unit objectives.	Slide 11-1
I. FINAL SCENARIO	
1. Each student will have a handout and follow step-by-step instructions.	HO 11-1
• Instructor needs to provide unique overhead resource name on each student handout.	
• If instructor does not have access to a printer for the course, have students "print" from ROSS and review Cognos order on the computer screen.	
2. FINAL EXAM	
A. Handout Written Exam (Answer key page 11.3-11.6)	HO 11-2
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   12 – 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
     http://www.nifc.gov/policies/pol_ref_redbook_2016.html

☐   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

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HO – Handout   Slide – PowerPoint

UNIT PRESENTATION

Course   Expanded Dispatch Recorder, D-110

Unit   12 – AAR and Dispatch Close Out

OUTLINE	AIDS & CUES
Present unit title slide.	Slide 12-0
Present unit objectives.	Slide 12-1
I. AFTER ACTION REVIEW (AAR)	
A. Describe an AAR and when it is used.	
EXERCISE:	SW p. 12.2
Purpose: To actively participate in a realistic AAR	
Time: 30 min.	
Format: Group discussion	HO 4-2
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.	

OUTLINE	AIDS & CUES
4. Students complete the course evaluation forms while coaches conduct a final review of position taskbooks.	
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 12-1
Review course objectives.	Slide 12-2