

**Updated February 7, 2024**

**Monitoring Checklist for  
S-130 Basic Firefighter Training**

To ensure that sufficient wildland fire training opportunities are available for private sector contractors who participate in the Pacific Northwest crew and engine/tender contracts, and that this training meets or exceeds National Wildfire Coordination Group (NWCG) standards, the Pacific Northwest Wildfire Coordination Group (PNWCG) has entered into memorandums of understanding (MOUs) with representatives of two groups of training providers. The groups are firefighting contractor associations (FCA) and public training providers (PTP).

The United States Forest Service (USFS) MOU Representative and staff administer the FCA MOUs for PNWCG and monitor FCA courses and instructors.

The Interagency Zone Training Committee (IZTC) representatives perform PTP MOU administration for PNWCG and monitor PTP courses and instructors in their respective geographic zones of responsibility. The IZTC may also be asked to have representatives monitor FCA courses by the MOU-Rep when needed.

This checklist outlines the key facilities, course concepts and teaching elements that course monitors should be observing and documenting.

Course monitors will introduce themselves to the lead instructor and explain that they are evaluating the course per the Memorandum of Understanding (MOU). Course monitoring checklists (see APPENDIX A) for each NWCG course being monitored will be provided to the IZTC member agency representative monitors in advance of assignments. The checklists will serve as both a form for evaluating the course instruction and a report to be sent to the IZTC. Course checklists may be completed through course monitoring and by examination of the written agenda, lesson plan, test(s), student evaluations or other documents presented by the instructor. Upon completion of the course monitoring/evaluation, monitor will scan and email the completed monitoring documentation to the R-6 Fire Contract Operations inbox [SM.FS.fact@usda.gov](mailto:SM.FS.fact@usda.gov) (within 2-3 working days of monitoring course delivery). The R-6 Fire Contract Operations Specialist will then forward monitoring documentation to the (FCA) or (PTP) the training provider is affiliated with; within ten (10) working days of training delivery.

Redmond Air Center  
Contract Operations Specialist  
Aaron Olmos  
[SM.FS.fact@usda.gov](mailto:SM.FS.fact@usda.gov)  
1740 SE Ochoco Way  
Redmond, OR 97756  
(541) 610-3674

**NOTE:** Serious deficiencies include omitting required course modules, substitution of training material that results in dropping portions of required course material, course instruction time varying greatly from recommendations listed in the NWCG Standards for Course Delivery, PMS 901-1 (PMS 901-1), required oral and written testing not done or done with open book, or other deficiencies that limit the ability of students to learn the course objectives.

*Updated February 7, 2024*

**Name of Monitor:**

**Phone:**

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**Address:**

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**Unit/Agency:**

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**Course Location:**

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**Date:**

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**Lead Instructor:**

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**Phone:**

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**Address:**

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**Certifying Association:**

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**Interpreter:**

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**Phone:**

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**Address:**

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**Certifying Association:**

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**Unit Instructor:**

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**Phone:**

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**Address:**

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**Certifying Association:**

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**Unit Instructor:**

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**Phone:**

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**Address:**

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**Certifying Association:**

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**Unit Instructor:**

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**Phone:**

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**Address:**

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**Certifying Association:**

Language Requirements		
	Y	N
Non-English-Speaking Students Present?		
Instructor able to Converse Fluently in Language of Non-English-Speaking Students?		
If Instructor was Non-Fluent in Specific Language, was a Fluent Translator Present?		
<b>Translators Name:</b>		
<b>Comments/Suggestions:</b>		

Student Materials		
	Y	N
Were any of the materials below handed out?		
NWCG November 2021 version course materials used?		
NFES 2388 S-130 decal, Standard Firefighting Orders and Watch Out Situations		
NFES 2389 S-130 card, Standard Firefighting Orders and Watch Out Situations		
NFES 2397 S-134 decal, LCES		
The student workbook is replaced by the <i>Incident Response Pocket Guide (IRPG)</i> , PMS 461 to eliminate redundancy and conflict.		
NFES 2710 New Generation Fire Shelter, pamphlet English, PMS 411/ each student has a copy		
Optional: NFES 2147 DOT Chart 15 Hazmat Materials marking, labeling, placarding		
Language Specific Course Materials Provided for Non-English-Speaking Students?		
NFES 2639** S-130 card, Spanish, Standard Firefighting Orders and Watch Out Situations		
NFES 2734** S-130 decal, Spanish, Standard Firefighting Orders and Watch Out Situations		
<b>Comments/Suggestions:</b>		

<b>Audiovisuals</b>		
	<b>Y</b>	<b>N</b>
NFES 002898 LCES DVD		
NFES2733* S-130 Risk Management, DVD		
NFES 002985 L180 DVD		
S130 CD ROM Course Materials		
NFES 02712 DVD NEW Generation Fire Shelter, PMS 411		
NFES 002678 Training Fire Shelter, M-2002 (complete w/case)		
Dry Erase/Chalk Board/Flip Charts?		
Language Specific A/V Aids Provided for Non-English-Speaking Students?		
<b>Comments/Suggestions:</b>		

<b>Teaching Facility</b>		
	<b>Y</b>	<b>N</b>
Did the Teaching Facility Provide for Adequate?		
Space?		
Lighting?		
Seating?		
Ventilation?		
<b>Comments/Suggestions:</b>		

<b>Audiovisuals</b>		
	<b>Y</b>	<b>N</b>
NFES 002898 LCES DVD		
NFES2733* S-130 Risk Management, DVD		
NFES 002985 L180 DVD		
S130 CD ROM Course Materials		
NFES 02712 DVD NEW Generation Fire Shelter, PMS 411		
NFES 002678 Training Fire Shelter, M-2002 (complete w/case)		
Dry Erase/Chalk Board/Flip Charts?		
Language Specific A/V Aids Provided for Non-English-Speaking Students?		
<b>Comments/Suggestions:</b>		

<b>Course Administration</b>		
	<b>Y</b>	<b>N</b>
Was Daily Attendance Documented with the use of Sign in Sheets?		
Was a Course Agenda Provided?		
Was A Final Test Administered?		
Were Field Exercises Included?		
Hands on Student Participation Observed?		
<b>Comments/Suggestions:</b>		

<b>Unit 1 – Briefings</b>		
<b>(1 Hour) Start Time:</b> _____ <b>End Time:</b> _____		
<b>Unit Objectives:</b>	<b>Y</b>	<b>N</b>
Describe briefings and their purpose.	<input type="checkbox"/>	<input type="checkbox"/>
Describe some of the common briefing components and their purpose.	<input type="checkbox"/>	<input type="checkbox"/>
Describe the elements of the briefing checklist and their purpose.	<input type="checkbox"/>	<input type="checkbox"/>
Describe the concept of debriefings, After Action Reviews (AARs), and their purpose.	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments/Suggestions:</b>		

<b>Unit 2 – Demands of the Position</b>		
<b>(1 Hour) Start Time:</b> _____ <b>End Time:</b> _____		
<b>Unit Objectives:</b>	<b>Y</b>	<b>N</b>
Define and discuss Arduous Fitness Rating and work environment.	<input type="checkbox"/>	<input type="checkbox"/>
Explain the risk associated with working in an arduous environment.	<input type="checkbox"/>	<input type="checkbox"/>
Describe the benefits to maintaining personal health, fitness, and nutrition.	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments/Suggestions:</b>		

<b>Unit 3 – Personal Equipment</b>		
<b>(1 Hour) Start Time:</b> _____ <b>End Time:</b> _____		
<b>Unit Objectives:</b>	<b>Y</b>	<b>N</b>
Describe the purpose of required PPE and identify all the required components.	<input type="checkbox"/>	<input type="checkbox"/>
Discuss personal and line gear use, differences, and contents.	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments/Suggestions:</b>		

<b>Unit 4 – Resources and Organization</b>		
<b>(30 Min.) Start Time:</b> _____ <b>End Time:</b> _____		
<b>Unit Objectives:</b>	<b>Y</b>	<b>N</b>
Identify different types of common fire resources.	<input type="checkbox"/>	<input type="checkbox"/>
Describe the chain of command and span of control concepts that apply to common crew configurations.	<input type="checkbox"/>	<input type="checkbox"/>
Identify a position above FFT2 in most common crew configurations.	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments/Suggestions:</b>		

<b>Unit 5 – Risk Management</b>		
<b>(1 Hour) Start Time:</b> _____ <b>End Time:</b> _____		
<b>Unit Objectives:</b>	<b>Y</b>	<b>N</b>
Describe the 10 Standard Firefighting Orders and provide examples of their application.		
Describe the 18 Watch Out Situations and provide examples of their application.		
Identify the common denominators of fire behavior on tragedy fires.		
Define Lookouts, Communication, Escape Routes, and Safety Zones (LCES) and describe factors that influence escape time and safety zone size.		
Describe how LCES is related to the 10 Standard Firefighting Orders and 18 Watch Out Situations.		
Identify elements of risk management in the Point Fire case study.		
<b>Comments/Suggestions:</b>		

<b>Unit 6 – Case Study</b>		
<b>(1 Hour) Start Time:</b> _____ <b>End Time:</b> _____		
<b>Unit Objective:</b>	<b>Y</b>	<b>N</b>
Discuss elements from topics in units 1 through 5 that are present in the case study.		
<b>Comments/Suggestions:</b>		



<b>Unit 7 – Suppression</b>		
<b>(1 Hour 40 Min.) Start Time: _____ End Time: _____</b>		
<b>Unit Objectives:</b>	<b>Y</b>	<b>N</b>
Describe the three methods of breaking the fire triangle.		
Describe the two fire suppression strategies on a fire.		
Describe suppression techniques and explain their uses.		
Describe the concept of blackline.		
Describe four types of fire control line and four threats to existing control line.		
Describe the proper follow up procedures for securing Heavy Equipment fireline.		
Describe the safety procedures practiced when working around engines, heavy equipment, and aerial retardant/water drops.		
<b>Comments/Suggestions:</b>		

<b>Unit 8 – Tools and Equipment</b>		
<b>(1 Hour 25 Min.) Start Time: _____ End Time: _____</b>		
<b>Unit Objectives:</b>	<b>Y</b>	<b>N</b>
Describe and identify common hand tools.		
Describe the appropriate tool for a specific task based on fuel type and ground cover.		
Describe performing field maintenance, sharpening, and identify tools which need to be put out of service and replaced.		
Demonstrate proper methods of carrying and passing tools.		
Demonstrate proper tool use and appropriate spacing while using tools during suppression activities.		
Describe the proper placement of the tool while working in an area when tool is not in use.		

<b>Comments/Suggestions:</b>

<b>Unit 9 – Handline Techniques</b>		
<b>(2 Hours) Start Time: _____ End Time: _____</b>		
<b>Unit Objectives:</b>	<b>Y</b>	<b>N</b>
Discuss establishing an appropriate fireline location using topography, fuel conditions, current and forecasted fire behavior, and incident objectives.		
Define and identify appropriate anchor point to start construction of handline.		
Describe two kinds of coordinated crew techniques used for fireline construction.		
Demonstrate the construction of a cup trench on a steep slope and describe its purpose.		
Describe the purpose of organizing tools in a specific order.		
Demonstrate maintaining a safe working distance from other crewmembers.		
Demonstrate the ability to communicate changing conditions and needs during handline construction using common terminology.		
Define and identify an appropriate line construction end point.		
Describe the reason downhill fireline construction is considered a watch out situation.		

<b>Comments/Suggestions:</b>

<b>Unit 10 – Handline Techniques</b>		
<b>(1 Hour 50 Min.) Start Time: _____ End Time: _____</b>		
<b>Unit Objectives:</b>	<b>Y</b>	<b>N</b>
Demonstrate deploying the two common types of hose lays.		
Demonstrate different water spray patterns and describe when to use them.		

Discuss the proper setup and operation of a portable pump and responsibilities of the pump operator.		
Demonstrate the process of correctly unrolling and retrieving hose.		
Demonstrate deploying the two common types of hose lays.		
Demonstrate different water spray patterns and describe when to use them.		
<b>Comments/Suggestions:</b>		

<b>Unit 11 – Firing Devices</b>		
<b>(1 Hour) Start Time: _____ End Time: _____</b>		
<b>Unit Objectives:</b>	<b>Y</b>	<b>N</b>
Identify commonly used firing devices.		
Describe situations where the use of firing devices may be used.		
Discuss the advantages and disadvantages of the different firing devices.		
Describe hazards associated with use of common firing devices.		
Demonstrate safe use and storage of firing devices.		
Identify alternative devices for igniting fuels.		
<b>Comments/Suggestions:</b>		

<b>Unit 12 – Mopup</b>		
<b>(1 Hour 15 Min.) Start Time: _____ End Time: _____</b>		
<b>Unit Objectives:</b>	<b>Y</b>	<b>N</b>
Describe the cold trail method as it pertains to securing a control line.	<input type="checkbox"/>	<input type="checkbox"/>
Describe safety considerations present during mop up operations.	<input type="checkbox"/>	<input type="checkbox"/>
Describe the two mopup methods.	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate the process of mopup on a simulated fire.	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate the systematic process of conducting a grid to detect heat sources that remain in the black or spot fires in the green.	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments/Suggestions:</b>		

<b>Unit 13 – Wildland Urban Interface</b>		
<b>(1 Hour 15 Min.) Start Time: _____ End Time: _____</b>		
<b>Unit Objectives:</b>	<b>Y</b>	<b>N</b>
Describe the characteristic of a structure during size up.	<input type="checkbox"/>	<input type="checkbox"/>
Describe Wildland Urban Interface (WUI) watch out situations.	<input type="checkbox"/>	<input type="checkbox"/>
Describe the four classifications of structure triage.	<input type="checkbox"/>	<input type="checkbox"/>
Describe specific actions of structure protection tactics.	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments/Suggestions:</b>		

<b>Unit 14 – Fire Environment Hazards</b>		
<b>(1.0 Hour) Start Time: _____ End Time: _____</b>		
<b>Unit Objectives:</b>	<b>Y</b>	<b>N</b>
Describe concerns associated with hazard trees.		
Describe physiological and mental effects of smoke exposure.		
Describe concerns associated with driving.		
<b>Comments/Suggestions:</b>		

<b>Unit 15 – Radio Communications</b>		
<b>(1.0 Hour) Start Time: _____ End Time: _____</b>		
<b>Unit Objectives:</b>	<b>Y</b>	<b>N</b>
Discuss the various tools used for communications and how they function.		
Discuss basic radio functions and demonstrate proper radio communication procedures.		
<b>Comments/Suggestions:</b>		

<b>Unit 16 – Fire Shelters</b>		
<b>(1.0 Hour) Start Time: _____ End Time: _____</b>		
<b>Unit Objectives:</b>	<b>Y</b>	<b>N</b>
Describe deployment site characteristics and how they differ from a safety zone.		
Discuss the purpose of fire shelters and how to correctly deploy.		
Describe the necessity of using a practice shelter.		

Discuss the inspection and care of the fire shelter.		
Discuss the correct deployment procedures for the fire shelter.		
<b>Comments/Suggestions:</b>		

<b>Unit 17 – Case Study</b>		
<b>(1.0 Hour) Start Time: _____ End Time: _____</b>		
<b>Unit Objectives:</b>	<b>Y</b>	<b>N</b>
Discuss elements from topics in units 7 through 16 that are present in the case study.		
<b>Comments/Suggestions:</b>		

<b>Unit 18 – Incident Exercise</b>		
<b>(1.0 Hour) Start Time: _____ End Time: _____</b>		
<b>Unit Objectives:</b>	<b>Y</b>	<b>N</b>
Identify incident chain of command, communications, safety concerns, objectives and tactics provided in an incident briefing.		
Demonstrate ability to identify and mitigate hazards in the fire environment.		
Demonstrate hand line techniques as determined by fire behavior and fuel type.		
Demonstrate use of escape routes to promptly retreat to a safety zone.		
Demonstrate water use techniques as determined by fire behavior and fuel type.		
Describe firing techniques as determined by fire behavior and fuel type.		
Demonstrate fire shelter deployment techniques as determined by fire behavior and fuel type.		

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Demonstrate mop-up techniques as determined by fire behavior and fuel type.		
Participate in an After Action Review (AAR).		
<b>Comments/Suggestions:</b>		